

Focus on Grammar 3 | Unit Teaching Notes

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PART **1** **Present and Past**

UNIT

1

Present Progressive and Simple Present

DIFFERENT CULTURES

UNIT

2

Simple Past

POETS

UNIT

3

Past Progressive and Simple Past

REPORTING EVENTS

UNIT

4

Used to and Would

CHANGES

UNIT

5

***Wh-* Questions**

IN COURT

Go to **www.MyEnglishLab.com** for the course diagnostic test, Student Book audio, additional practice, and review tests.

UNIT 1

OVERVIEW

GRAMMAR Present Progressive and Simple Present

Unit 1 focuses on the meanings and uses of the present progressive and the simple present and on the similarities and differences between them.

- The present progressive describes an action that is happening right now or in the extended present time.
- The simple present describes an action that happens regularly.

THEME Different Cultures

Unit 1 focuses on language that describes cultural differences and temporary changes to routines. A cross-cultural IQ measures how much a person knows about other cultures and their ability to recognize and accurately interpret cross-cultural misunderstandings.

Go to www.MyEnglishLab.com for the Unit 1 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 1 Review, and Unit 1 Review Test.

BEFORE YOU READ (page 4)

- After students discuss the questions, ask them: “Why do you think the people feel uncomfortable / embarrassed / confused?” (*because they don’t belong to the same culture and their customs are different*)

READ (pages 4–5)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Why is Dan wearing shorts and a T-shirt? (because he is not expecting people to arrive early)
 2. Why is Jason standing at Dan’s door? (because he thinks the party starts at 8:00 sharp)
 3. Why is Marty standing so close to Ina? (because in her culture people stand quite close)
 4. Why is Ina moving away from Marty? (because in her culture people don’t stand so close)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Is it important to learn about other cultures before traveling abroad? Why or why not?
 2. What other cultural differences do you know about that can cause misunderstandings?
 3. How do you think the people in the cartoons could resolve their misunderstandings?

GRAMMAR CHARTS (page 6)

- To compare the present progressive and simple present, write two sets of contrasting sentences on the board:

Present ProgressiveThey are visiting their friends now.She is wearing jeans.Simple PresentThey visit their friends every day.She always wears jeans.

- Point to the examples of the present progressive. Ask: “How many words are in the present progressive?” (*two*) “How do you form the present progressive?” (*form of be + -ing form of verb*)
 - Point to the examples of the simple present. Ask: “How many words are in the simple present?” (*one*) “How do you form the simple present?” (*base form of verb or base form of verb + s*)
 - Point out that some verbs form the simple present by adding *-es*. Write on the board:
kiss → *kisses*, *watch* → *watches*
- To explain negative present progressive statements, write these examples on the board:
- They are not feeling comfortable.
- People do not arrive at a party on time.
- Ask: “How do you form the negative present progressive?” (*form of be + not + -ing form of verb*) “How do you form the negative simple present?” (*form of do + not + base form of verb*)
 - Write an example with *does not* on the board: Marty does not stand too close to people.
- To explain contractions, restate the examples using negative forms. Say: “They aren’t feeling comfortable. People don’t arrive at a party on time. Marty doesn’t stand too close to people.”
- Point to the first set of examples under Present Progressive on the board. Have a student make them negative, using contractions. (*aren’t visiting / isn’t wearing*)
 - Point to the first set of examples under Simple Present on the board. Have a student make them negative, using contractions. (*don’t visit / doesn’t always wear*)
- To explain *yes/no* questions and short answers, write on the board:
- Q 1** Is Dan giving a party?
- Q 2** Do people arrive early?
- Ask: “How do you form *yes/no* questions in the present progressive?” (*form of be + subject + -ing form of verb*) “How do you form *yes/no* questions in the simple present?” (*form of do + subject + base form of verb*)
 - Have students provide affirmative and negative short answers for each question that is on the board. (*Yes, he is. / No, he isn’t. Yes, they do. / No, they don’t.*)
- To explain *wh-* questions, write on the board: What is Jason doing? What do people do in Marty’s culture?
- Ask: “How do you form *wh-* questions in the present progressive?” (*wh- word + form of be + subject + -ing form of verb*) “How do you form *wh-* questions in the simple present?” (*wh- word + form of do + subject + base form of verb*)

GRAMMAR NOTES (pages 7–8)**Note 1**

- To explain the use of the present progressive to describe what is happening right now, stand up and say: “Right now I’m standing.” Then ask a student: “What about you? Are you sitting or standing?”
- To explain the use of the present progressive to describe what is happening in a longer present time, write two contrasting sentences on the board:
 - Oliver is getting up early this week.
 - Oliver gets up early.
- Ask: “Which sentence expresses a routine—what Oliver always does?” (*Oliver gets up early.*) “Which sentence expresses a change in routine—what Oliver is doing these days?” (*Oliver is getting up early this week.*)

Note 2

- To review the simple present to describe what regularly happens, ask students to say what they—or the people in their family—usually do after school or work in the evening. (Example: *I watch TV. My sister walks the dog. My mother prepares dinner.*)
- Point to the example of an unchanging fact in the book (*Miguel comes from Oaxaca. Oaxaca is in Mexico.*) Explain to students that this fact never changes, so we use the simple present.
- Point to the *Be Careful!* note. Remind students to add the –s ending for third person singular.

Note 3

- To provide practice with simple present and adverbs of frequency to express how often something happens, write on the board:

How often do you . . . ?

go to a movie play sports;

eat out give parties;

watch TV;

other

How often are you . . . ?

late to school/work;

late to parties
- Have students think of their own ideas for the last item on the first list. Have pairs take turns asking and answering the questions on the board. Have students use frequency adverbs in their answers.
- Draw attention to the *Be Careful!* note. To check comprehension, write on the board:

I feel tired. I am tired.
- Have a student come to the front and rewrite the sentences, inserting the adverb *always* in each:

I always feel tired. I am always tired.

Note 4

- To review simple present with action and non-action verbs, write on the board in two columns as shown:

exercise	want
buy	like

- Ask: “Which verbs express actions?” (*exercise* and *buy*) “Which verbs express states or situations?” (*want* and *like*) Point out that non-action verbs are not usually used in the present progressive.
- Write two examples on the board:

Steve is exercising because he wants to lose weight.

Maria is buying a CD because she likes music.
- Point out that although both the actions (*exercise* and *buy*) and the states (*want* and *like*) exist at the moment of speaking, only the action verbs (*exercise* and *buy*) are used in the present progressive.
- Point to the *Be Careful!* note. Remind students that non-action verbs are not used in the present progressive.
- Point to the *Usage Note*. Research shows that some people use the non-action verbs in the progressive when they express emotions or when they describe mental states.

Note 5

- To check comprehension, write two contrasting examples on the board:

The food smells nice.

She is smelling the roses.
- Ask: “What does *smells* mean in the first sentence?” (*has a particular smell*) “What does *is smelling* mean in the second sentence?” (*is putting her nose near the roses to discover what type of smell they have*)

Pronunciation Note

- Have students listen to the examples and repeat the model.
- Write the following examples on the board. Have students practice saying them using *Whaddaya*:

What do you like to eat? (*Whaddaya like to eat?*)

What are you reading? (*Whaddaya reading?*)

What do you want to do? (*Whaddaya want to do?*)

What are you looking at? (*Whaddaya looking at?*)
- 🕒 Call on students to share any of their regular activities that are different today. (Example: *I usually teach in the morning, but today I’m teaching in the afternoon.*)

OUT OF THE BOX ACTIVITIES

READING AND SPEAKING

- Form small groups and give each group a newspaper. Each group member should get a page of the newspaper.
- Give students three to four minutes to skim through the newspaper page they have.
- Have students use the present progressive (current events) and the simple present (habitual actions), as appropriate, to tell each other about the news they read. (Example: *In France, the police are looking for a man who robbed a bank just before closing time. In France, banks close at . . .*)

UNIT 2

OVERVIEW

GRAMMAR Simple Past

Unit 2 focuses on the meanings and uses of the simple past. It covers the simple past of *be* and regular and irregular verbs.

- The simple past describes finished actions, states, or situations.
- It can be used with time expressions that refer to the past.

THEME Poets

Unit 2 focuses on famous poets, such as Matsuo Basho, Emily Dickinson, and Ana Castillo, and on important events in their lives.

Haiku is a traditional form of Japanese poetry, popular since the 17th century. It is a three-line poem of usually seventeen syllables in lines of five, seven, and five syllables each. It traditionally focuses on images of the natural world.

Go to **www.MyEnglishLab.com** for the Unit 2 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, Grammar to Writing practice, Unit 2 Review, and Unit 2 Review Test.

READ (page 18)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Why was Basho famous? (for the haiku / three-line poems he wrote)
 2. What other important things did he do? (He taught poetry and traveled all over Japan.)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Do you like the poem? Is it effective? Why?
 2. Why do you think Basho's poems made him famous?

GRAMMAR CHARTS (page 20)

- To review the simple past of *be*, write on the board:

Basho was restless.

Basho's poems were famous.

 - Ask: "What are *was* and *were* the simple past of?" (*be*) "Which subject pronouns need *was*?" (*I, he, she, it*) "Which subject pronouns need *were*?" (*you, we, they*)

- Erase *was* and *were* in the examples and ask a student to make the sentences negative. Then ask the class: “How do you form the negative simple past of *be*?” (*was not* or *wasn’t*; *were not* or *weren’t*)
 - Have another student turn the examples on the board into *yes/no* questions. Have the student write the questions on the board. Then ask the class: “How do you form *yes/no* questions with the simple past of *be*?” (*was* or *were* + *subject*)
- To review the simple past of regular and irregular verbs, write on the board:
- He traveled on foot.
He moved to Edo.
He had 2,000 students.
- Point to the examples and ask: “Which verbs are regular?” (traveled, moved) “How do you form the simple past of regular verbs?” (*base form* + *-ed* or *base form* + *-d*) “Is *had* regular or irregular?” (*irregular*) “How do you form the simple past of irregular verbs?” (*There is no rule.*)
 - Erase *traveled* and *had* and ask a student to make the sentences negative. Then ask the class: “How do you form the negative simple past of regular and irregular verbs?” (*didn’t* + *base form of verb*)
 - Point to the last two examples. Have a student turn them into *yes/no* questions. Have the student write the questions on the board. Then ask the class: “How do you form *yes/no* questions with the simple past of regular or irregular verbs?” (*did* + *subject* + *base form of verb*)
- To review *wh-* questions, write on the board: Who was Basho? What did he do?
- Ask: “How do you form simple past *wh-* questions?” (*wh- word* + *was/were* + *subject*; *wh- word* + *did* + *subject* + *base form of the verb*)
- Call on different students to provide answers for the *yes/no* questions and *wh-* questions on the board.

GRAMMAR NOTES (page 22)

Note 1

- Remind students that the simple past is used for finished actions, states, or situations. Say:
- “Basho was a poet. He’s not a poet now.”
- To review simple past questions and statements, have students talk in pairs about members of their family who lived in past times. Encourage students to ask follow-up questions. For example:
- A: My great-grandfather was Spanish.
B: Was he from Madrid?
A: No. He lived in the south of Spain.

Note 2

- Elicit time expressions and write them on the board. For example: yesterday two weeks ago
last month last summer in June three years ago
- Point out that when time expressions come first in a sentence, they are usually followed by a comma. Have students compare the first two examples in the Student Book.

Note 3

- To review regular verbs, write on the board:

<u>Base Form</u>	<u>Simple Past</u>
want	wanted
live	lived

- Point to the verbs on the board and ask:

“What kind of verbs are these?” (*regular*)

“How is the past of *want* formed?” (by adding *-ed*) “How is the past of *live* formed?” (by adding *-d*) If necessary, explain that when a verb ends in *-e*, you only need to add *-d*.

- To review spelling changes, write on the board:

<u>Base Form</u>	<u>Simple Past</u>
study	studied
play	played
hop	hopped
prefer	preferred
visit	visited

- Have students study the spelling changes in pairs. If needed, refer students to Appendix 22 on page 462 for spelling rules of the simple past. To review as a class, have students explain a verb each. (*y changes to i in studied because it is preceded by a consonant; y does not change to i in played because it is preceded by a vowel.*)

Note 4

- To review irregular verbs, write on the board:

<u>Base Form</u>	<u>Simple Past</u>
do	did
eat	ate
cut	cut

- Point to the verbs on the board and ask:

“What kind of verbs are these?” (*irregular*) “Why are they irregular?”

(because their past tense is not formed by adding *-d* or *-ed*) “Can a past form of an irregular verb be the same as its base form?” (*yes*)

OUT OF THE BOX ACTIVITIES

SPEAKING AND LISTENING

- Brainstorm some common verbs and their past forms with the class and write them on the board.
- Have the first student begin a story using one of the verbs on board. (Example: *Yesterday I went to the store.*)
- Have the second student repeat the phrase and add a new one to it. (Example: *Yesterday I went to the store. I bought some strawberries.*) Continue until everyone has had a chance to add a sentence.

READING AND SPEAKING

- Bring in copies of a poem that uses the simple past.
- Have students read the poem individually.
- Have pairs underline the past form of the verbs and circle the rhyming words. Then call on pairs to take turns reading the poem aloud, reading a stanza each.

UNIT 3

OVERVIEW

GRAMMAR Past Progressive and Simple Past

Unit 3 focuses on the meanings and uses of the past progressive and the simple past—specifically when these verb forms appear in sentences with two clauses.

- The past progressive describes an action that was in progress at a specific time in the past. It focuses on the duration of a past action.
- The simple past focuses on the completion of a past action.
- When the simple past and the past progressive appear together in a sentence, the simple past describes the action that interrupts the action in progress.

THEME Reporting Events

Unit 3 focuses on language that describes past events and the relationship between them. It focuses on accidents such as the *Titanic* and a traffic accident.

Go to **www.MyEnglishLab.com** for the Unit 3 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 3 Review, and Unit 3 Review Test.

READ (pages 33–34)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What was special about the *Titanic*? (It was the largest luxury ship in the world. People thought it was unsinkable.)
 2. Why did it sink? (because it hit an iceberg)
 3. What were people doing when the accident happened? (sleeping, reading, playing cards)
 4. How many passengers were on board? (more than 2,200/2,224)
 5. How many of them survived? (more than 700)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. The ship's band kept playing after the accident. Why do you think this happened? Was it a good idea?
 2. The *Titanic* did not have enough lifeboats. Why do you think it didn't?
 3. What did people learn after the accident?

GRAMMAR CHARTS (page 35)

- To explain past progressive statements (both affirmative and negative), write on the board:

The *Titanic* was sailing to New York.

Some people were sleeping when it hit the iceberg.

The *Titanic* was not carrying more than 3,000 passengers.

- Ask: “How do you form the past progressive?” (past form of *be* [or *was/were*] + *-ing* form of verb) “Which verb forms are in the past progressive in the first two examples on the board?” (was sailing, were sleeping) “Which pronouns need *was* plus an *-ing* form?” (I/he/she/it) “Which pronouns need *were* plus an *-ing* form?” (you/we/they)
 - Ask: “How do you form the negative past progressive?” (*was/were* + not + *-ing* form of verb)
 - Point to the first two examples on the board. Have a student make them negative, using full forms. (*The Titanic was not sailing to New York. Some people were not sleeping when it hit the iceberg.*)
 - Have another student make the same examples negative, using contractions. (*The Titanic wasn't sailing to New York. Some people weren't sleeping when it hit the iceberg.*)
- To explain *yes/no* questions and short answers, write on the board:
- Was water entering fast?
- Ask: “How do you form *yes/no* questions in the past progressive?” (*was/were* + subject + *-ing* form of verb)
 - Write the following cues on the board:
band / sank / was / when / playing / it
 - Have a student use the cues to write a *yes/no* question on the board. (*Was the band playing when it sank?*)
 - Call on a student to come to the board and write the two possible short answers to the question. (*Yes, it was. / No, it wasn't.*)
- To explain *wh-* questions, ask another student to turn the question on the board into a *wh-* question. (*What was the band doing when it sank?* or *Why was the band playing when it sank?*)
 - Ask: “How do you form *wh-* questions?” (*wh-* word + *was/were* + subject + *-ing* form of verb)

GRAMMAR NOTES (pages 36–37)**Notes 1–2**

- To compare the past progressive and the simple past, write on the board:
1. He was traveling around the world.
 2. He traveled around the world. Ask: “In example 1, do we know if the man actually finished his trip?” (no) “Why?” (*because the past progressive focuses on the duration of a past action; it does not indicate completion of the action*) “In example 2, do we know if the man finished his trip?” (yes) “Why?” (*because the simple past focuses on completion of an action*)

- Write on the board:

In the afternoon

At 7:00 p.m. yesterday

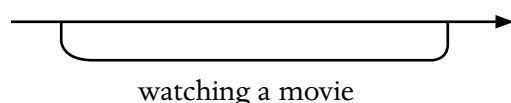
Early this morning

I was doing some shopping.

- Point out that we often use the past progressive with a past time expression.
- Draw attention to the *Be Careful!* note. Then write on the board: He seemed interested.
~~was seeming~~
- Point out that *seem* is a non-action verb, so it is not used in the past progressive. The past simple is used instead.
- Have students say other non-action verbs. If necessary, remind students of the verbs they saw in Unit 1 (page 6).

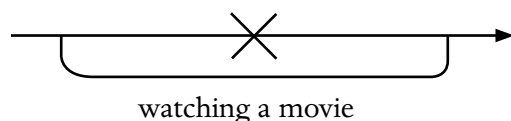
Note 3

- To explain the use of the past progressive with the simple past, say: "At 10:00 yesterday I was watching a movie." Draw a simple timeline on the board:



- Then say: "I was watching the movie when I heard a strange noise." Write *heard a noise* and then draw a cross on the line to indicate the interruption:

- heard a noise



- Point out that there are two ways to express the same idea. Write two contrasting examples on the board:

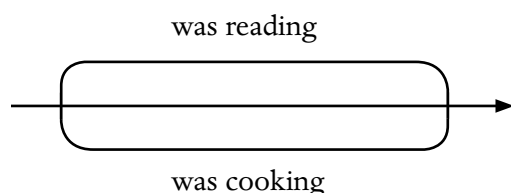
I was watching a movie when I heard a strange noise.

While I was watching a movie, I heard a strange noise.

- Have the class study the examples. Then ask: "What verb form follows *when*?" (*simple past*); then ask "What verb form follows *while*?" (*past progressive*)

Note 4

- Point out that if two actions were in progress at the same time in the past, both actions are expressed in the past progressive. (Example: *While I was reading, my brother was cooking.*)
- Draw a timeline on the board:



Note 5

- To check comprehension and to show the difference between a sentence with both clauses in the simple past; a sentence with one clause in the simple past; and one in the past progressive, write the following examples on the board:

He was doing his homework when his mother came home.

He did his homework when his mother came home.

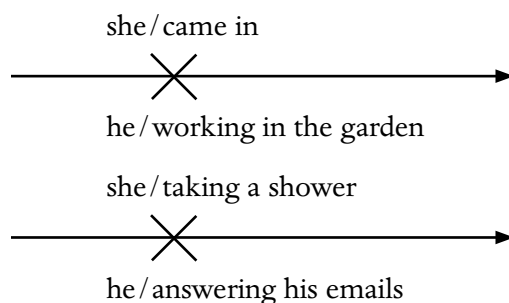
She was writing her essay when the lights went on.

She wrote her essay when the lights went on.

- Have students study the examples and restate them using *First . . .* and *Then . . .* (*First he started doing his homework. Then his mother came home.*)

Note 6

- To review the order and punctuation of time clauses with *when* and *while*, write two timelines on the board:



- Have students use the first timeline to write a sentence with *when* and the second timeline to write a sentence with *while*. Point out they can use time clauses at the beginning or end of sentences.
- Call on students to say the sentences and write them on the board. (*When she came in, he was working in the garden. He was working in the garden when she came in. While she was taking a shower, he was answering his emails. She was taking a shower while he was answering his emails.*) Point out the comma at the end of the time clause that comes first in the sentence.

OUT OF THE BOX ACTIVITIES**SPEAKING AND LISTENING**

- Brainstorm major events of world significance and write them on the board. (Example: *the death of a public figure, the beginning of the new millennium, a natural disaster, a plane crash*) Then, brainstorm major events of personal significance and write them on the board. (Example: *the birth of a child, a surprise party/gift/phone call, a competition, a graduation*)
- Have students choose an event from the board and think of when they learned about it. Encourage them to recall exactly where they were and what they were doing at that time. Have them write notes about it.
- Have students report to the class on the event they remember and what they were doing.

READING AND SPEAKING

- Bring in photocopies of the beginning of a story and have students study how the past progressive and the simple past are used to set the scene. (*The past progressive describes the actions in progress at the moment when the story starts, and the simple past describes the sequence of events that take place.*)
- Then have students discuss why setting the scene for a story is important and what effect it has on the reader.

UNIT 4

OVERVIEW

GRAMMAR *Used to and Would*

Unit 4 focuses on the meanings and uses of *used to* and *would*.

- *Used to* describes repeated past activities or situations that no longer exist in the present.
 - It is often used in sentences that contrast the past and the present. Time expressions such as *now*, *no longer*, and *anymore* are often used to emphasize the contrast.
- *Would* describes repeated past activities that no longer exist in the present.
 - It is often used to tell past stories.

THEME *Changes*

Unit 4 focuses on language that describes life in the past and contrasts it with life in the present. It focuses on changes in places and one's past and present physical appearance and habits.

Go to **www.MyEnglishLab.com** for the Unit 4 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 4 Review, and Unit 4 Review Test.

READ (pages 47–48)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What is the major change in Dubai? (It used to be a small town in the desert.)
 2. What kind of place is Dubai today? (It is a large international center with towering skyscrapers.)
 3. What is the reason for all the change in Dubai? (oil)
 4. What do the people in Dubai think of all the changes? (Not everyone believes that all the changes are good.)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. How is Dubai different from where you live?
 2. What changes have happened in your hometown in your lifetime?
 3. Have these changes been good or bad?

GRAMMAR CHARTS (page 49)

- To explain affirmative and negative statements with *used to*, write on the board:

When I was a kid, I used to watch *She-Ra*.

My brother used to watch *He-Man*.

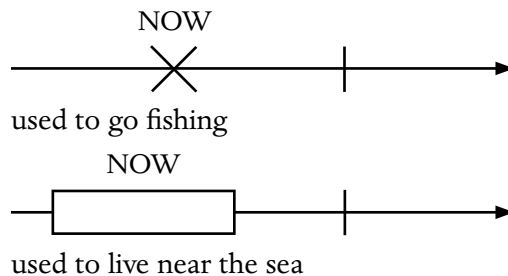
My sister didn't use to watch cartoons.

- Ask: “How do you form affirmative statements with *used to*?” (*used to + base form of verb*)
“Does *used to* change when the pronoun changes?” (*No. Used to is the same for all pronouns.*)
“How do you form negative statements?” (*didn’t + use to + base form of verb*)
- To explain *yes/no* and *wh-* questions with *used to* and *use to*, write on the board:
Did you use to watch cartoons when you were a kid?
What did you use to watch?
- Ask: “How do you form *yes/no* questions?” (*did + subject + use to + base form of verb*)
- Call on a student to come to the front and write the two possible answers to the question on the board:
Yes, I did. No, I didn’t.
- Then ask: “How do you form *wh-* questions?” (*wh-* word + *did + subject + use to + base form of verb*)
- To explain statements with *would*, write on the board:
I would visit my grandmother every Sunday. She would prepare a special dinner for us.
- Ask: “How do you form statements with *would*?” (*would + base form of verb*) “Does *would* change when the pronoun changes?” (*No. Would is the same for all pronouns.*)

GRAMMAR NOTES (pages 50–51)

Note 1

- To explain the use of *used to*, draw two timelines on the board:



- To explain the first timeline, point to the cross. Explain that *used to* can indicate that an action happened several times in the past. Write to the right of the timeline on the board:
I used to go fishing. = I went fishing several times in the past.
- Point out that there are no crosses on *NOW* or after *NOW*. This is because *used to* indicates that the action is no longer true in the present. Add a new sentence to the explanation on the board:
I used to go fishing. = I went fishing several times in the past. = I no longer go fishing.

- To explain the second timeline, point to the bar. Explain that *used to* can indicate that a situation existed for some time in the past and no longer exists. Write below the timeline on the board:

I used to live near the sea. = I lived near the sea for some time in the past. =
I no longer live near the sea.

Note 2

- To explain that *used to* can be used only for the past, write on the board:

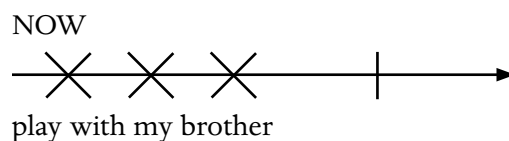
Past: She used to ride her bike.

Present: She (always) rides her bike. ~~She use to ride her bike.~~

- Point to the first example and ask: "What do we use for past habits?" (*used to*) Point to the second example and ask: "What do we use for present habits?" (*the simple present, with or without an adverb of frequency*)
- To explain negative statements, write on the board:
We didn't *use(d)* to play video games. We never *used to* play video games.
- Point to *use(d) to* in the first example. Explain that a *-d* on *use* is not necessary because *did* in *didn't* expresses the past, but many people use it.
- Point to *never used to* in the second example. Explain that *never used to* is more common than *didn't use(d) to*.
- To explain questions, write on the board: Did you use to watch cartoons? What did you use to play?
- Point to *use* in the first question and ask: "Why isn't there a *-d* on *use*?" (*because did expresses the past*)

Note 3

- To explain the use of *would*, draw a new timeline on the board:



- Point to the three crosses. Explain that *would* is used for repeated past activities (habits) that no longer happen in the present. Write below the timeline on the board:
I used to play with my brother. = I would play with my brother.
- Write on the board:
We used to have a great time. ~~We would have a great time.~~
- Draw attention to the *Be Careful!* note. Explain that *would* cannot be used for past situations. *Used to* is used instead.
- Explain that we often use *would* to describe past memories. We start with *used to* and then continue with *would*. (Example: *When I was a kid, I used to collect cans, screws, and bolts. Then I would give them to my brother to make robots.*)

OUT OF THE BOX ACTIVITIES**SPEAKING AND LISTENING**

- If your students are in the work force, have them talk in small groups about a past work experience they had. Encourage them to be specific and say the tasks they used to do at work. (*I used to answer the phone. I also used to address envelopes and mail out letters and notices.*)
- If your students are still in school and have not yet begun working, have them talk about elementary school. Encourage them to be specific and talk about the things they used to do in elementary school. (*On rainy days I used to play cards at recess. On sunny days I used to play baseball with my friends.*)

READING AND SPEAKING

- Bring in printouts of magazines from the 1950s or 1960s.
- Form small groups and give each group at least one printout.
- Have students flip through the magazine(s). Have students talk about what magazines used to be like and compare them with magazines today. (Some of the aspects students can compare are colors, illustrations, photographs, and advertisements.)

UNIT 5

OVERVIEW

GRAMMAR *Wh-* Questions

Unit 5 focuses on the meanings and uses of *wh-* questions—specifically the comparison between questions about the subject and questions about the object.

- *Wh-* questions begin with *wh-* words—who, what, where, when, why, which, whose, how, how many, how much, and how long.
- *Wh-* words are used to ask specific information.
- *Wh-* questions that ask about the subject need statement word order.
- *Wh-* questions that ask about the object need yes/no question word order

THEME In Court

Unit 5 focuses on language that is used to ask questions to get information—specifically, about criminal cases and traffic accidents.

In a criminal trial, the government makes an accusation of guilt and the accused (the defendant) defends himself/herself (usually with the help of a lawyer) against the accusation. Both sides present arguments, witnesses, and evidence. During the trial, a court reporter sits near the judge and records everything that is said and done during the trial. The record is called a transcript. After both sides have presented their case, a jury decides if the defendant is guilty or not guilty of the crime.

Go to **www.MyEnglishLab.com** for the Unit 5 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 5 Review, and Unit 5 Review Test.

BEFORE YOU READ (page 61)

- As a class discuss what a *lawyer* (someone whose job is to advise people about laws, write formal agreements, or represent people in court), a *judge* (the official in control of a court who decides how criminals should be punished), and a *witness* (someone who describes in a court of law what she/he has seen or knows about a crime) are.

READ (pages 61–62)

- To encourage students to read with a purpose, write these *wh-* questions on the board or make copies of the questions and distribute them to students:
 1. Where was the witness? (in a restaurant/at Al's Grill)
 2. Who did he see there? (a man/Mr. Adams/Harry Adams and a woman)
 3. What did he see the people do? (The man received a box from the woman, went to the parking lot, and drove away.)

- To get students to share their ideas on the reading, have them discuss the following *wh*-questions in pairs or small groups. Write the questions on the board if necessary.

1. What do you think was in the box?
2. What crime do you think Harry Adams was accused of?

⌚ Tell students that in the United States, the jury (the people who listen to details of a case in court and decide whether someone is guilty) is usually a group of 12 people. These people are ordinary citizens who are selected from tax rolls or voting registers. Have students discuss whether they would like to be a member of the jury in a criminal case such as Harry M. Adams'. Encourage them to support their view.

GRAMMAR CHARTS (page 63)

- To explain questions about the subject, on the left of the board write:

Who saw you? A woman saw me.

- Direct attention to the answer. Ask: “Is *a woman* the subject or the object of the sentence?” (*the subject*) “Which is the object of the sentence?” (*me*)
- Underline the subject and the object, and write *subject* below *A woman* and *object* below *me*, as shown:

Who saw you? A woman saw me.
 subject object

- Point to the question (*Who saw you?*) and ask: “Does this question ask about the subject or about the object?” (*the subject*)
- Draw an arrow from *Who* in the question to *A woman* in the answer, as shown:

Who saw you? A woman saw me.

subject subject object

- Then ask: “What is the word order of this type of question?” (wh- *word* + *verb* + *subject*)

- Do not erase the board. To explain questions about the object, to the right of the board write:

Who did you see? I saw a woman.

- Direct attention to the answer. Ask: “Is *a woman* the subject or the object of the sentence?” (*the object*) “Which is the subject of the sentence?” (*I*)
- Underline the subject and the object, and write *subject* below *I* and *object* below *a woman*, as shown:

Who did you see? I saw a woman.

subject object

- Point to the question (*Who did you see?*) and ask: “Does this question ask about the subject or about the object?” (*the object*)
- Draw an arrow from *Who* in the question to *a woman* in the answer, as shown:

Who did you see? I saw a woman.

subject object

- Then ask: “What is the word order of this type of question?” (*wh- word + auxiliary verb + subject + main verb*)
- To explain *wh-* questions with *which*, *whose*, and *how many* plus nouns, write below the question and answer on the left:

Which woman saw you? Mrs. Kent saw me.

- Then write below the question and answer on the right:
Which woman did you see? I saw Mrs. Wayne.
 - Point to *woman* after *which* in both questions. Tell students that *which*, *whose*, and *how many* can be followed by nouns. Give more examples: *Whose boss did you see?* *Whose boss saw you?* *How many people did you see?* *How many people saw you?*
 - Ask: “What is the word order of these questions?” (*wh- word + noun + subject + main verb if they ask about the subject* or *wh- word + noun + auxiliary verb + subject + main verb if they ask about the object*)
 - To explain *wh-* questions with *when*, *where*, or *why*, write on the board:
- | | |
|-------|---|
| When | I spoke to her on Sunday. |
| Where | I spoke to her at the bar. |
| Why | I spoke to her because she looked familiar. |
- Ask: “What is the word order of these questions?” (*wh- word + auxiliary verb + subject + main verb*)
 - Point out that questions with *when*, *where*, and *why* ask about times, places, and reasons. They always need an auxiliary verb.

GRAMMAR NOTES (pages 64–65)

Note 1

- To compare *yes/no* questions and *wh-* questions, write on the board:
- Did he go to the parking lot? Yes, he did.
Where did he go? To the parking lot.
- Point out how *yes/no* questions seek to confirm information (*yes or no*) and *wh-* questions ask for specific information (*the parking lot*).

Note 2

- To review questions about the subject, write on the board:
Who gave him the box?
What happened?
- Have students say the pattern of the question on the board. Write the pattern to the right of the question:

$$\overbrace{\text{wh- word}}^{\text{subject}} + \text{verb (+ rest of the sentence)}$$

- Remind students that there is no change in word order when the question word refers to the subject of the sentence.
- To review questions about the object, write on the board:
 Who did the man meet?
 What does the witness know?
- Have students say the pattern of the question on the board. Write the pattern to the left of the question:

$$\overbrace{\text{wh- word}}^{\text{object}} + \text{auxiliary verb} + \text{subject} + \text{main verb} (+ \text{rest of the sentence})$$
- To review auxiliaries, have students name the auxiliaries in the questions. (*did, does*) Name other auxiliaries. (*has, had, can, will, am, is, are*) Give examples with other auxiliaries. (*Where do you work? Where have you been? What had she done? What can he do? Where is she going?*)
- To explain the use of *whom*, write on the board.
 - a. Whom did you meet?
 - b. Whom is at the door?
 - c. Whom gave it to you?
 - d. Whom did you interview?
- Tell students that *whom* can be used instead of *who* in questions about the object that do not use *be*. Then have students decide in pairs which questions are correct. (a and d) To review as a class, have students explain why b and c are incorrect. (b is incorrect because you cannot use *whom* if the main verb is a form of *be*; c is incorrect because you cannot use *whom* when asking about someone as subject)

Note 3

- To provide practice with simple present and adverbs of frequency to express how often something happens, write on the board:
 How often do you . . . ?
 go to a movie; play sports;
 eat out; give parties;
 watch TV;
 other:
 How often are you . . . ?
 late to school/work; late to parties
- Have students think of their own ideas for the last item on the first list. Have pairs take turns asking and answering the questions on the board. Have students use frequency adverbs in their answers.
- Draw attention to the *Be Careful!* note. To check comprehension, write on the board:
 I feel tired. I am tired.
- Have a student come to the front and rewrite the sentences, inserting the adverb *always* in each:
 I always feel tired. I am always tired.

- To review questions with *which*, *whose*, and *how many*, write on the board:

Which witness		
Whose witness		told lies?
How many witnesses		

- Ask: “Do these questions ask about the subject or the object?” (*the subject*) Have students say the pattern of the questions on the board. Write the pattern to the right of the questions:

$\xrightarrow{\text{subject}}$
 $\text{wh- word} + \text{noun} + \text{verb} (+ \text{rest of the sentence})$

- Then write on the board:

Which witness		
Whose witness		did you question?
How many witnesses		

- Ask: “Do these questions ask about the subject or the object?” (*the object*) Have students say the pattern of the questions on the board. Write the pattern to the right of the questions:

$\xrightarrow{\text{object}}$
 $\text{wh- word} + \text{noun} + \text{auxiliary verb} + \text{subject} + \text{main verb} (+ \text{rest of the sentence})$

Note 4

- To review questions with *when*, *where*, and *why* give more examples. Ask: “When did he call you? Where did he go? Why did he call?”

Note 5

- To explain *wh-* questions with a form of *be*, write on the board:

Jay Bell is the witness.
subject object
 Who is Jay Bell?
 Who is the witness?

- Ask: “Do both questions have the same word order?” (*yes*)
- Point out that the word order never changes with a form of the verb *be*.

OUT OF THE BOX ACTIVITIES

SPEAKING AND LISTENING

- Have students imagine they could interview a person in history. Brainstorm people in history and list them on the board. (Examples: *Leonardo da Vinci*, *Moses*, *Joan of Arc*, *Lao Tzu*)
- Have students choose a person from the board and write down ten questions they would like to ask this person.
- Have students share their questions in groups.

READING AND SPEAKING

- Bring in newspaper articles about criminal cases. Then form small groups and give each group one article.
- Have students imagine they will interview a witness of the crime in their article and have them write down the questions they would ask the witness.
- Have students report to the class on the crime they read about and share the questions they prepared for the witness. **Note:** You can also bring in just one criminal case and give each group a photocopy of the case. After writing the questions, students join another group and compare the questions they wrote.)

PART **2** **The Future**

UNIT
6 **Future**
SPACE TRAVEL

UNIT
7 **Future Time Clauses**
SETTING GOALS

Go to **www.MyEnglishLab.com** for the course diagnostic test, Student Book audio, additional practice, and review tests.

UNIT 6**OVERVIEW****GRAMMAR Future**

Unit 6 focuses on different ways to talk about the future.

- *Be going to* and *will* express predictions about the future.
- *Be going to* and the present progressive express plans or things that have already been decided.
- *Will* expresses quick decisions and offers or promises.
- The simple present expresses scheduled future events.

THEME Space Travel

Unit 6 focuses on language used to describe the future of space travel as well as future activities in everyday life. It covers the use of future forms to talk about facts, predictions, plans, quick decisions, and scheduled events.

Go to **www.MyEnglishLab.com** for the Unit 6 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 6 Review, and Unit 6 Review Test.

BEFORE YOU READ (page 74)

- Take a poll of the class to find out if most students are/aren't interested in traveling into space.

READ (pages 74–75)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Where will space tourists travel? (100 km/70 miles above the Earth/to the edge of space)
 2. How long will trips last? (about three hours)
 3. How much will it cost? (\$200,000, but costs will fall in time)
 4. What will people do during the trip? (experience zero gravity and view the Earth from space)
- To get students to share their ideas on the reading, form pairs or small groups. Write the following facts on the board and have students discuss how much they would be prepared to pay for a trip in space. Encourage them to support their views.

In 2001, U.S. businessman Dennis Tito paid \$20 million for a trip into space.

Some scientists predict that a trip into space will cost about \$50,000 in the near future.

GRAMMAR CHARTS (pages 76–77)

- To explain *be going to* for the future, write on the board:

I am going to take the next flight.

We are going to leave from Terminal B.

- Ask: “How do you form future statements with *going to*?” (*form of be + going to + base form of verb*) “Is the future with *going to* the same for all pronouns?” (*no*)
- Erase “I am.” Elicit the full conjugation of *be going to*. Have students say full sentences. (*You are going to take the next flight, he is going to take the next flight, and so on.*)

- To explain *will* for the future, write on the board:

I will take the next flight.

We will leave from Terminal B.

- Ask: “How do you form future statements with *will*?” (*will + base form of verb*) “Does *will* change when the pronoun changes?” (*no*)

- To explain the present progressive for the future, write on the board:

I’m taking the next flight.

We’re leaving from Terminal B.

- Ask: “Does the present progressive have present or future meaning in the first sentence?” (*future*) “How do you know?” (*because it says next flight*) “Does the present progressive have present or future meaning in the second sentence?” (*future*) “How do you know?” (*because of the context/situation*)

- To explain the simple present for the future, write on the board: The next flight leaves at 9:00.

- Ask: “Does the simple present have present or future meaning in this sentence?” (*future*) “What future time expression is there in the sentence?” (*at 9:00*)

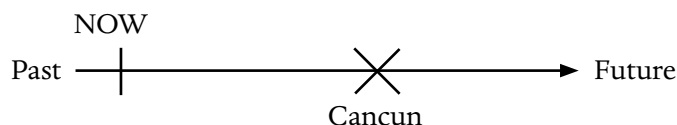
- To review negative forms, call on students to turn each of the examples on the board into negative sentences. (Example: *I am not going to take the next flight. I will not take the next flight.*)

- To review *yes/no* questions, call on students to turn each of the examples on the board into *yes/no* questions and provide possible answers. (Example: *Are you going to take the next flight? Yes, I am. / No, I’m not. Will you take the next flight? Yes, I will. / No, I won’t.*)

- To review *wh-* questions, call on students to turn each of the examples on the board into *wh-* questions and provide possible answers. (Example: *Why are you going to take the flight? Why will you take the next flight?*)

GRAMMAR NOTES (pages 78–79)**Note 1**

- Draw a new timeline on the board:



- To review the ways to talk about the future, give examples related to the timeline on the board. Say: "I'm going to go to Cancun next week. I think I'll have fun. I'm catching a 5:00 flight. I come back at 8:00 on Sunday." If necessary, write the examples on the board and have students identify the future forms.

Note 2

- To explain the use of *be going to* and *will* for future facts or things that one is certain will happen in the future, write on the board:
Lin is going to turn 20 next week. Alan will turn 30 in April.
- Point out that the facts in the example will happen for sure. Ask: "What future forms are used in the example?" (*be going to* and *will*)

Note 3

- To explain the use of *be going to* and *will* for predictions or things one is quite sure will happen in the future, write on the board:
I think the number of space tourists is going to increase.
I think the number of space tourists will increase.
- Point out that both sentences have the same meaning—they express predictions. Ask: "What future forms are used for predictions?" (*be going to* and *will*)
- Draw attention to the *Be Careful!* note. Give more examples. Say: "I'm not feeling well. I think I'm going to be sick." "It's 5:55! We're going to miss the 6:00 train!"

Note 4

- To explain the use of *be going to* and the present progressive for future plans or things one has already decided, write on the board:
I'm going to give a party in May. I'm giving a party in May.
- Point out that both sentences have the same meaning—they express plans. Ask: "What future forms are used in the examples?" (*be going to* and *the present progressive*)

Note 5

- To explain the use of *will* for quick decisions, write on the board:
A: That looks like a good movie.
B: It does. I think I'll go.
- Point out that we use *will* when we make a decision at the moment of speaking.
- To explain the use of *will* for offers or promises, write on the board:
A: I don't understand this exercise.
B: Don't worry. I'll help you.

Note 6

- To explain the use of the simple present for scheduled future events, write on the board:
The plane leaves at 4:00. The zoo closes at 5:00.

- Point out that we use the simple present for timetables, programs, and schedules. Point out that we often use verbs such as *start*, *leave*, *end*, and *begin* this way.

⌚ Summarize the ways to express the future on the board.

Future facts	→	<i>Be going to/will</i>
Predictions	→	<i>Be going to/will</i>
Future plans	→	<i>Be going to/present progressive</i>
Quick decisions	→	<i>Will</i>
Offers or promises	→	<i>Will</i>
Scheduled events	→	Simple present

Pronunciation Note

- Have students listen to the examples and repeat the model.
- Write the following examples on the board. Have students practice saying them using *gonna*:

I'm going to study tonight. (*I'm gonna study tonight.*)

It's not going to rain tomorrow. (*It's not gonna rain tomorrow.*)

Are you going to help me on the weekend? (*Are you gonna help me on the weekend?*)

What are you going to do for the holiday? (*What are you gonna do for the holiday?*)

Are your friends going to come? (*Are your friends gonna come?*)

- ⌚ Call on students to share any of their regular activities that are different today. (Example: *I usually teach in the morning, but today I'm teaching in the afternoon.*)

OUT OF THE BOX ACTIVITIES

SPEAKING AND LISTENING

- Have students who have brought a personal organizer or a datebook to class to raise their hands. Have them form small groups with students who don't have one. (If half the class has a personal organizer or datebook, students should work in pairs.)
- Have students open their datebooks or turn on their organizers and talk about their plans for the coming weeks. Encourage students to ask follow-up questions. (Example: Student A: *I'm going out for dinner on Friday.* Student B: *Who are you going with?* Student A: *My mom.* Student B: *I'm going to the movies on Saturday.* Student A: *What time does the movie start?*)

READING AND SPEAKING

- Bring in recent newspapers to have your classroom play a current events game.
- Explain the game: Each group will get a newspaper and will have 15 minutes to circle three scheduled events, three plans or arrangements, and three predictions about the future. Have them write a sentence about each on a separate sheet of paper. Have students use the ways to express the future they learned in this unit. If necessary, give an example of each category: *The conference on globalization starts at 8:00 a.m.* (scheduled event); *The president is traveling to Spain next week.* (arrangement); *Scientists say they will soon find a cure for cancer.* (prediction)
- When time is up, collect the sentences. The group with the most correct sentences wins.

UNIT 7

OVERVIEW

GRAMMAR Future Time Clauses

Unit 7 focuses on the meanings and uses of future time clauses

- Future time clauses begin with time expressions such as *when, after, as soon as, before, until, and while*.
- The verb in future time clauses is normally in the simple present tense.
- Future time clauses can come at the beginning or end of sentences.

THEME Setting Goals

Unit 7 focuses on language used to describe future goals, such as starting a job, getting married, and buying a house.

Go to www.MyEnglishLab.com for the Unit 7 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 7 Review, and Unit 7 Review Test.

READ (pages 91–92)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. According to the article, what four steps should you take to change your dream into a goal? (put your dreams down on paper, list your reasons, write an action plan, and take your first steps today)
 2. What is Latoya's dream/goal? (becoming a successful businessperson)
 3. What are some of the things she plans to do to reach it? (save money, go to business school, graduate, get a job with a big company)
- To get students to share their ideas on the reading, form pairs or small groups. Have students discuss which two steps from the article they consider most important. Encourage them to support their views. Have them also think about other steps that could have been included in the article.
- ⌚ Have students discuss the following questions in small groups: What does achieving a goal depend on? Does it only depend on your own motivation? Does it also depend on luck? Can a goal be achieved in spite of the obstacles?

GRAMMAR CHARTS (page 93)

- To compare the present progressive and simple present, write two sets of contrasting sentences on the board:

Present ProgressiveThey are visiting their friends now.She is wearing jeans.Simple PresentThey visit their friends every day.She always wears jeans.

- Point to the examples of the present progressive. Ask: “How many words are in the present progressive?” (*two*) “How do you form the present progressive?” (*form of be + -ing form of verb*)
 - Point to the examples of the simple present. Ask: “How many words are in the simple present?” (*one*) “How do you form the simple present?” (*base form of verb or base form of verb + s*)
 - Point out that some verbs form the simple present by adding *-es*. Write on the board:
kiss → *kisses*, *watch* → *watches*
- To explain negative present progressive statements, write these examples on the board:
- They are not feeling comfortable.
People do not arrive at a party on time.
- Ask: “How do you form the negative present progressive?” (*form of be + not + -ing form of verb*) “How do you form the negative simple present?” (*form of do + not + base form of verb*)
 - Write an example with *does not* on the board: Marty does not stand too close to people.
- To explain contractions, restate the examples using negative forms. Say: “They aren’t feeling comfortable. People don’t arrive at a party on time. Marty doesn’t stand too close to people.”
- Point to the first set of examples under Present Progressive on the board. Have a student make them negative, using contractions. (*aren’t visiting / isn’t wearing*)
 - Point to the first set of examples under Simple Present on the board. Have a student make them negative, using contractions. (*don’t visit / doesn’t always wear*)
- To explain *yes/no* questions and short answers, write on the board:
- Is Dan giving a party?
Do people arrive early?
- Ask: “How do you form *yes/no* questions in the present progressive?” (*form of be + subject + -ing form of verb*) “How do you form *yes/no* questions in the simple present?” (*form of do + subject + base form of verb*)
 - Have students provide affirmative and negative short answers for each question that is on the board. (*Yes, he is. / No, he isn’t. Yes, they do. / No, they don’t.*)
- To explain *wh-* questions, write on the board: What is Jason doing? What do people do in Marty’s culture?
- Ask: “How do you form *wh-* questions in the present progressive?” (*wh- word + form of be + subject + -ing form of verb*) “How do you form *wh-* questions in the simple present?” (*wh- word + form of do + subject + base form of verb*)

- To explain future time clauses, write on the board:

1. When I have my degree, I'll get a job with a big company.
2. She's going to go on a trip as soon as she graduates.

- Ask: "How many clauses does each sentence have?" (*two*) "Which part of each sentence is the time clause?" (*the part that is underlined*) "How do time clauses start?" (*with a time expression*) "What time expressions are used in the examples?" (*when and as soon as*)
- Point to the verb in the first time clause (*have*) and ask: "What verb form is this?" (*simple present*) "Does the other time clause also have a present verb form?" (*yes*) "What's the verb in the present in the other time clause?" (*graduates*) "Do main clauses also have present verb forms?" (*no*) "What verb forms do they have?" (*future forms: will or be going to*)
- Do not erase the board.

- To explain *yes/no* and *wh-* questions with future time clauses, write on the board:

3. Will you start your own business before you turn 40?
4. What are you going to do when you finish high school?

- Ask: "What are the time clauses in the examples?" (*before you turn 40, when you finish high school*) "Which part of the sentence needs inversion when you make a question—the main clause or the future time clause?" (*the main clause*)
- Call on a student to come to the front and turn the affirmative sentences on the board (1 and 2) into questions. (*Will you get a job with a big company when you have your degree? Is she going to go on a trip as soon as she graduates?*)
- Call on another student to write the possible short answers. (*Yes, I will. / No, I won't. Yes, she is. / No, she isn't.*)
- Have another student turn the *yes/no* questions on the board (3 and 4) into *wh-* questions. (*Where will you get a job when you have your degree? What is she going to do as soon as she graduates?*)

GRAMMAR NOTES (pages 93–94)

Notes 1–2

- To explain the use of future time clauses, write on the board:

She will buy a car as soon as she saves enough money.

- Ask: "What two future events does the sentence express?" (*buying a car and saving enough money*) "Which event will happen first?" (*saving enough money*)

- Point out that future time clauses show the time relationship between two future events.

- To review the verb form in future time clauses, write on the board:

She will reserve the hotel after she buys the plane ticket.

- Ask: "Is the verb in the time clause in the present or in the future?" (*the present*)
- Remind students that *be going to* and *will* are never used in future time clauses. (They are used in main clauses.)

- To explain the order of the clauses, write the following example on the board:

After she buys the plane ticket, she will reserve the hotel.

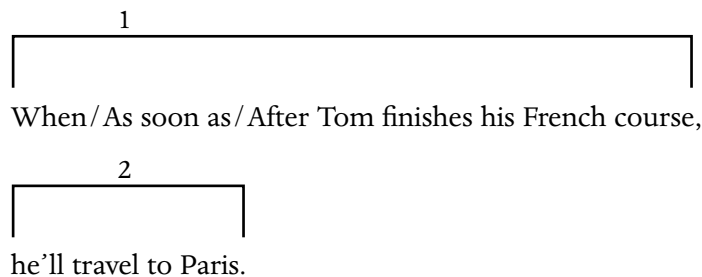
- Point out that the time clause can come at the beginning or at the end of a sentence. If it comes at the beginning, a comma is needed following the time clause.

Notes 3–4

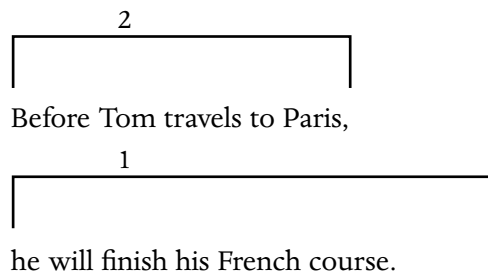
- To explain future time clauses with *when*, *after*, *as soon as*, and *before*, write the following sentences on the board, leaving space above them: When/As soon as/After Tom finishes his French course, he'll travel to Paris. Before Tom travels to Paris, he will finish his French course.

- Have students study the first example. Ask:

"What will happen first?" (*Tom will finish his French course.*) Write 1 above the time clause as shown below. Then ask: "What will happen next?" (*Tom will travel to Paris.*) Write 2 above the main clause as shown.



- Have students study the second example. Ask: "What will happen first?" (*Tom will finish his French course.*) Write 1 above the main clause. Then ask: "What will happen next?" (*Tom will travel to Paris.*) Write 2 above the time clause.



- Then ask: "Do *when*, *as soon as*, and *after* introduce the first event or the second event?" (*the first event*) "Does *before* introduce the first event or the second event?" (*the second event*)

- To explain time clauses with *until*, write on the board:

Tom will keep taking his driving test until he passes it.

- To help clarify, say: "A time clause with *until* indicates that something will continue to happen until something else happens: Tom will stop taking his driving test only when he passes it."

Note 5

- To explain time clauses with *while*, point out that *while* in a time clause indicates that something will happen at the same time as the event in the main clause. Give an example. Say: "While Tom is in Paris, he will keep on learning French."

OUT OF THE BOX ACTIVITIES**SPEAKING AND WRITING**

- Explain what a time capsule is (a container that is filled with objects from a particular time so that people in the future will know what life was like then).
- Have students predict the sequence of life events that they expect to experience in the next ten years. (Example: marriage, homes, jobs, children) Have students write their predictions.
- Form small groups and have students discuss their predictions. Then have students seal their predictions in an envelope and write on the front “Time Capsule: Open Ten Years From [today’s date].” Suggest that they put it in a place where they will remember to look at it in ten years.

READING AND SPEAKING

- Bring in travel magazines or brochures of places to go on vacation. (Example: *hotels, resorts, theme parks*) Hand out the magazines and/or brochures.
- Form pairs or small groups and have students imagine they will go on vacation to the place in their brochure or a place of their choice from the travel magazine. Have students plan their vacation by writing down notes of the things they will do in the order in which they will do them, for example:
 1. Arrive at Heathrow Airport
 2. Buy a camera at duty-free shop.
 3. Get to hotel.
 4. Take a nap!
 5. Go sightseeing: Visit the Tower of London
- Have students join another pair or group and share their vacation plans, using their notes as a guide. Encourage students to use future time clauses. (Example: *When we arrive at the airport, we’ll buy a camera at the duty-free shop. As soon as we get to the hotel, we’ll take a nap.*)

PART **3** **Present and Past**

UNIT

8

Present Perfect: *Since* and *For*

CAREERS

UNIT

9

Present Perfect: *Already*, *Yet*, and *Still*

PARTY PLANNING

UNIT

10

Present Perfect: Indefinite Past

ADVENTURE TRAVEL

UNIT

11

Present Perfect and Simple Past

FAILURE AND SUCCESS

UNIT

12

Present Perfect Progressive and Present Perfect

CLIMATE CHANGE

Go to **www.MyEnglishLab.com** for the course diagnostic test, Student Book audio, additional practice, and review tests.

UNIT 8**OVERVIEW****GRAMMAR Present Perfect: *Since* and *For***

Unit 8 focuses on the uses of the present perfect with *since* and *for*

- The present perfect describes an action that began in the past and continues into the present (and may continue into the future.)
- It is used with *since* to show when something started and with *for* to show how long a present condition has lasted.

THEME Careers

Unit 8 focuses on language used to talk about people's lives, careers, and accomplishments.

Go to **www.MyEnglishLab.com** for the Unit 8 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 8 Review, and Unit 8 Review Test.

READ (pages 104–105)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Why did Bob Burnquist's life change when he was 11 years old? (a skate park opened; he started skateboarding; he never stopped skating)
 2. How does he support himself? (doing his favorite sport—skateboarding)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Bob Burnquist supports himself doing what he loves the most. What do you love the most? Would you like to support yourself doing that? Explain why or why not.
 2. What are the advantages and disadvantages of being a professional sportsperson? Consider aspects such as fame, privacy, and social status. Give examples to support your view.

GRAMMAR CHARTS (page 106)

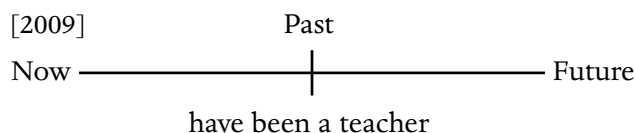
- To explain the present perfect affirmative with *for* and *since*, write on the board: Bob has lived in California since 1995. His friends have lived in Brazil for about 30 years.
 - Have students study the examples. Then ask: "How many words are needed for the present perfect?" (*two*) "How do you form the present perfect?" (*form of have + past participle*)

- Underline *since 1995* and *for about 30 years* in the examples and ask: “What does *since 1995* express?” (*the moment when Bob started living in California*) “Does Bob still live in California?” (yes) “What does *for about 30 years* express?” (*how long Bob’s friends have lived in Brazil*) “Do Bob’s friends still live in Brazil?” (yes)
 - Emphasize that the present perfect with *for* and *since* expresses things that began in the past and *continue into the present*.
 - Erase *Bob has* and *His friends have* and replace them with *He’s* and *They’ve*. Point out that *have* and *has* are contracted in everyday speech—especially after pronouns.
 - Point out that the contraction for *has* is the same as the contraction for *be*: *he’s, she’s, it’s*. Use of the past participle marks the present perfect.
- To explain the present perfect negative, write on the board:
- | | |
|---------------------------------------|--|
| Bob and Jen <u>have not married</u> . | Bob <u>has not stopped</u> since then. |
| They <u>haven’t married</u> . | He <u>hasn’t stopped</u> since then. |
- Ask: “How do you form the negative present perfect?” (*form of have + not + past participle*)
“What are the contractions?” (*haven’t or hasn’t + past participle*)
- To explain *yes/no* and *wh-* questions with present perfect, write on the board:
- Has he won any prizes?
How long have they been in California?
- Ask: “How do you form *yes/no* questions?” (*form of have + subject + past participle*)
“How do you form *wh-* questions?” (*wh- word + form of have + subject + past participle*)
 - Call on a student to write on the board the two possible answers to the *yes/no* question. (*Yes, he has. / No, he hasn’t.*)
 - Call on another student to provide the two possible short answers for the *wh-* question. (Example: *since 1991; for 16 years.*)

GRAMMAR NOTES (pages 107–108)

Note 1

- Remind students that the present perfect with *since* and *for* expresses something that started in the past and continues into the present. It may also continue into the future. To illustrate your point, draw a timeline on the board with information about yourself:



- Say: “I have been a teacher since [2009]. I started being a teacher in [2009], and I’m still a teacher.”

Note 2

- Point out that *since + a point in time* is used to show *when* something started. Write examples on the board:
 - since July
 - since spring
 - since I graduated
 - since last week
 - since they were born
 - since my parents moved here
- Explain that the point in time can be expressed with a time clause. Have students say which examples from the board contain time clauses and identify the time clauses. (*since I graduated, since they were born, since my parents moved here*)
- Point out that *for + a length of time* is used to show *how long* something has lasted. Write examples on the board: for three hours for several weeks for two months for a year
- Point out that *for + a length of time* can express the same idea as *since + a point in time*. Write two contrasting examples on the board:
 - I have lived here since 2012. = I have lived here for [insert correct number of years].

Note 3

- To provide practice with simple present and adverbs of frequency to express how often something happens, write on the board:
 - How often do you ... ?
 - go to a movie;
 - play sports;
 - eat out;
 - host parties;
 - watch TV;
 - other:
 - How often are you ... ?
 - late to school/work; late to parties
- Have students think of their own ideas for the last item on the first list. Have pairs take turns asking and answering the questions on the board. Have students use frequency adverbs in their answers.
- Draw attention to the *Be Careful!* note. To check comprehension, write on the board:
 - I feel tired. I am tired.
- Have a student come to the front and rewrite the sentences, inserting the adverb *always* in each:
 - I always feel tired. I am always tired.

- To review how the present perfect is formed, write on the board:

They have worked for a big company for several years.

He has won a lot of competitions.

- Ask: “How do you form the present perfect?” (*form of have + past participle*)
- Remind students that verbs can be regular or irregular. Ask: “What is *worked* the past participle of?” (work) “Is it regular or irregular?” (*regular*) “What is *won* the past participle of?” (win) “Is it regular or irregular?” (*irregular*)
- To explain how to form the past participle of regular verbs, write on the board:

<u>Base Form</u>	<u>Simple Past</u>	<u>Past Participle</u>
work	worked	worked
live	lived	lived
decide	decided	decided

- Point out that the past participle of regular verbs is formed by adding *-ed* or *-d*. It is the same as the past form.
- Draw a horizontal line below the *decide* row and add more verbs in each column:

spend	spent	spent
meet	met	met
go	went	gone
give	gave	given

- Point out that the past participle of irregular verbs is not formed by adding *-ed* or *-d*. The past participle of *some* irregular verbs is the same as the past form.
- If needed, refer students to Appendix 1 on pages 453–454 for a list of irregular past participles.

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Have students write three statements about themselves with *since* or *for*. (Example: *I’ve lived in this city since 2012. I’ve been a teacher since 2009. I’ve been married since I graduated from college.*) Have them write each sentence on a separate slip of paper.
- Collect the slips, shuffle, and redistribute them.
- Have students read the statements and identify the person.

READING AND SPEAKING

- Bring in biographies of contemporary people from magazines or websites. Form small groups and give each group a biography.

- Have students find things about the person's life in the biography that started in the past and continue into the present. Write the following on the board for students to use as a guide:

He/She has	been a lived in had studied won been married worked in/for/as liked	since _____. for _____.
------------	--	----------------------------

- Have students use the information they found and write at least four sentences with *since* and *for*.

UNIT 9

OVERVIEW

GRAMMAR Present Perfect: *Already, Yet, and Still*

Unit 9 focuses on the uses of the present perfect with *already*, *yet* and *still*.

- Affirmative and present perfect statements with *already* express something that has happened before now.
- Negative present perfect statements with *yet* express something that has not happened before now.
- Negative present perfect statements with *still* have a similar meaning to *not yet* but express that the speaker is surprised or unhappy.
- Present perfect questions with *yet* ask whether something has happened before now.

THEME Party Planning

Unit 9 focuses on language used to talk about people's goals and what they have done to reach them, especially as related to planning a party.

Go to **www.MyEnglishLab.com** for the Unit 9 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 9 Review, and Unit 9 Review Test.

READ (pages 118–119)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. According to the article, is giving a party a very difficult task? (no)
 2. Who is Patty Cake? (a professional party planner)
 3. Does she think giving a party requires a lot of new skills? (no)
 4. What skills do we already have? (shopping for food, putting food on plates, introducing friends to one another)
 5. What kind of help can you find on Patty Cake's website? (free advice, handy lists to check off things you have already done/haven't done yet)
- To get students to share their ideas on the reading, have them imagine that they will give a party for their next birthday. Form small groups and have students tell their classmates what kind of party they would give and if they would hire a party planner. Encourage students to support their views.

GRAMMAR CHARTS (page 120)

- To explain present perfect statements with *already*, *yet*, and *still*, write on the board:

Present Perfect:Already

I've already
sent the
Invitations.
I've sent the
invitations already.

Present Perfect:Yet

I haven't
decided on
the menu
yet.

Present Perfect:Still

I still haven't
hired a DJ.

- Point to the first example and ask: "How do you form present perfect statements with *already*?" (*form of have + already + past participle*) "Is *already* used in affirmative or in negative statements?" (*affirmative statements*) "In what two positions can *already* go?" (*between a form of have and the past participle or at the end of a clause*)
 - Point to the second example and ask: "How do you form present perfect statements with *yet*?" (*form of have + not + past participle + yet*) "Is *yet* used in affirmative or in negative statements?" (*negative statements*) "In what position does *yet* normally go?" (*at the end of a clause*)
 - Point to the third example and ask: "How do you form present perfect statements with *still*?" (*still + form of have + not + past participle*) "Is *still* used in affirmative or negative statements?" (*negative statements*) "In what position does *still* normally go?" (*before a form of have*)
- To explain present perfect *yes/no* questions with *yet*, write on the board:

Have you chosen the date yet?

Has Patty Cake replied to your email yet?

- Have students study the examples. Then ask: "How do you form present perfect questions with *yet*?" (*form of have + subject + past participle + yet*)
- Call on a student to come to the front and write the two possible short answers to the first question on the board. (*Yes, I have. / No, I haven't.*) Do the same for the second question. (*Yes, she has. / No, she hasn't.*)
- Point out that *yet* can also be used in negative short answers. Write on the board:

No, I haven't. = No, not yet.

No, she hasn't. = No, not yet.

GRAMMAR NOTES (pages 120–121)**Notes 1–2**

- To help clarify the meaning of present perfect statements with *already*, write an example on the board and draw a timeline:

1. I've already hired a party planner.

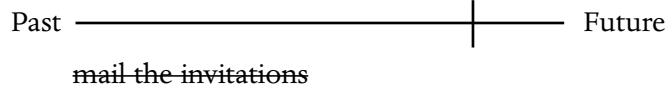
Now

Past ———— X ———— | ———— Future
hire a party planner

- Point out that the present perfect with *already* expresses that something has happened *some time before now*. (Some time before now, the person hired a party planner.)
- To help clarify the meaning of present perfect statements with *yet* and *still*, write two new examples and draw a new timeline:

2. I haven't mailed the invitations yet. / I still haven't mailed the invitations.

Now



- Point out that the present perfect with *yet* or *still* expresses that something has *not* happened *some time before now*. (Some time before now, the person did not mail the invitations.)
- Point out that negative statements with *still* express that the speaker is surprised or unhappy.
- Point out that present perfect questions with *yet* are used to ask if something has happened *some time before now*.
- Point out that “Not yet” by itself is commonly used.

Note 3

- To compare questions with *already* and *yet*, write two contrasting conversations on the board:

Lynn: I'm giving a party next month.
 Max: Have you mailed the invitations yet?
 Lynn: Yes, I have.
 Lynn: I'm giving a party for my birthday. I mailed the invitations this morning.
 Max: You've mailed them already? Your birthday is three months away!
- Have students compare the conversations. Then ask: “In which of the two conversations is Max surprised?” (*in the second*) “Why?” (*because Lynn's birthday is three months away and she has already sent the invitations*)
- To explain the use of *already* in American English, write two contrasting examples on the board:

He has already chosen the music. He already chose the music.
- Ask: “Which example uses the present perfect?” (*the first*) “Which example uses the simple past?” (*the second*) “Do both examples use *already*?” (*yes*) “Do they have the same meaning?” (*yes*)
- Point out that the use of *already* with the simple past is possible in American English.
- Point out that the simple past—not the present perfect—is used with past time expressions. To clarify, write on the board:

Unspecified time in the past: present perfect + *already*
 Specific time in the past: simple past + time expression

Note 4

- To review the placement of *already*, write on the board:

have/has + *already* + past participle + (...) have/has + past participle +
 (...) + *already*

- Point out that the usual placement of *already* is between a form of *have* and the past participle. The end position is usually emphatic.
- To review the placement of *yet* and *still*, write on the board:
 haven't/hasn't + past participle + (...) + yet still + haven't/hasn't +
 past participle + (...)
- Point out that the usual placement of *yet* is at the end of a clause and that the placement of *still* is before the present perfect form of a verb.
- If needed, refer students to Appendix 1 on pages 453–454 for a list of irregular past participles.

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Have students think of a homework assignment or task at work. Then have them write down the things they have already done and the things they haven't done yet, for example:
 For geography, I must write a paragraph about a big city and include a picture.
 I've already chosen the city.
 I've already done a search on the Internet.
 I've already selected the picture.
 I haven't written the paragraph yet.
 I haven't chosen a title for my paragraph yet.
- Have pairs take turns talking about the things they have to do and what they have already done and haven't done yet.

READING AND SPEAKING

- Bring in newspapers. Form small groups and give each group a newspaper.
- Have students browse the newspaper in search of a project. Have them use *already*, *yet*, and *still* to write four to six statements to describe the development of the project, for example:
 They are going to build a dam in India.
 They have already chosen the place.
 They have already told the villagers about the project.
 They haven't started building the dam yet.
 The villagers still haven't moved somewhere else.
- Have students tell the class about the project they read about using sentences with *already*, *yet*, and *still*, as appropriate.

UNIT 10

OVERVIEW

GRAMMAR Present Perfect: Indefinite Past

Unit 10 focuses on the use of the present perfect to express what happened at an indefinite time in the past.

- The present perfect is used for repeated actions at some indefinite time in the past with adverbs such as *twice*, *always*, *often*, and *many times*.
- It is used for actions in the very recent but still indefinite past with *just*, *recently*, and *lately*.

THEME Adventure Travel

Unit 10 focuses on language used to talk about exciting or unusual experiences people have had, for example, global travel and hot-air ballooning.

Go to **www.MyEnglishLab.com** for the Unit 10 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 10 Review, and Unit 10 Review Test.

READ (pages 129–130)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Why are people looking for new places to see and new things to do? (because they've already traveled the globe/been to typical vacation places)
 2. What is the Travel Today survey about? (what people would like to do that they've never done before)
 3. What did some of the people who took the survey answer? (that they'd like to ride a camel, go hot-air ballooning, and go ice climbing)
 4. Are those activities expensive? (yes)
 5. What other less expensive activities are suggested in the article? (walking in the woods, listening to the wind, watching the sun set over the ocean)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. What is your ideal vacation? Would you rather go sightseeing in traditional places or try new experiences?
 2. What are some ways to have a great vacation without spending much money?
 3. Make a list of ideas.

GRAMMAR CHARTS (page 131)

- To compare the present progressive and simple present, write two sets of contrasting sentences on the board:

Present ProgressiveThey are visiting their friends now.She is wearing jeans.Simple PresentThey visit their friends every day.She always wears jeans.

- Point to the examples of the present progressive. Ask: “How many words are in the present progressive?” (*two*) “How do you form the present progressive?” (*form of be + -ing form of verb*)
 - Point to the examples of the simple present. Ask: “How many words are in the simple present?” (*one*) “How do you form the simple present?” (*base form of verb or base form of verb + s*)
 - Point out that some verbs form the simple present by adding *-es*. Write on the board:
kiss → *kisses*, *watch* → *watches*
- To explain negative present progressive statements, write these examples on the board:
They are not feeling comfortable.
People do not arrive at a party on time.
 - Ask: “How do you form the negative present progressive?” (*form of be + not + -ing form of verb*) “How do you form the negative simple present?” (*form of do + not + base form of verb*)
 - Write an example with *does not* on the board: Marty does not stand too close to people.
- To explain contractions, restate the examples using negative forms. Say: “They aren’t feeling comfortable. People don’t arrive at a party on time. Marty doesn’t stand too close to people.”
 - Point to the first set of examples under Present Progressive on the board. Have a student make them negative, using contractions. (*aren’t visiting / isn’t wearing*)
 - Point to the first set of examples under Simple Present on the board. Have a student make them negative, using contractions. (*don’t visit / doesn’t always wear*)
- To explain *yes/no* questions and short answers, write on the board:
Is Dan giving a party?
Do people arrive early?
 - Ask: “How do you form *yes/no* questions in the present progressive?” (*form of be + subject + -ing form of verb*) “How do you form *yes/no* questions in the simple present?” (*form of do + subject + base form of verb*)
 - Have students provide affirmative and negative short answers for each question that is on the board. (*Yes, he is. / No, he isn’t. Yes, they do. / No, they don’t.*)
- To explain *wh-* questions, write on the board: What is Jason doing? What do people do in Marty’s culture?
 - Ask: “How do you form *wh-* questions in the present progressive?” (*wh- word + form of be + subject + -ing form of verb*) “How do you form *wh-* questions in the simple present?” (*wh- word + form of do + subject + base form of verb*)

- To explain the use of the present perfect for the indefinite past, write on the board:

They've been to Rome.

- Point to 've *been* in the example and ask: "What tense is this?" (*present perfect*) "Is the action past, present, or future?" (*past*) "Do we know exactly when the action happened?" (*no*)
- Emphasize that the present perfect describes things that happened at an indefinite past time.

- To explain negative present perfect statements, write on the board:

He hasn't been to Egypt.

He's never ridden a camel.

- Have students study the examples. Then ask: "What tense do we use for something that *did not happen* at an indefinite time in the past?" (*present perfect*) "What two ways are there to express this?" (*form of have + not + present perfect* or *form of have + never + present perfect*)

- To teach adverbs that are normally used with the present perfect, write on the board:

She has just gotten back from a trip.

She has recently made a trip.

She has made a trip recently.

She has made several trips lately.

She has been abroad twice.

- Have students study the examples. Then ask: "What adverbs can be used with the present perfect?" (*just, recently, lately, twice*) "What do the adverbs *just, recently, and lately* express?" (*that the action happened in the recent past*) "Do we know exactly when the action happened?" (*no*) "What does the adverb *twice* express?" (*that the action happened twice sometime in the past*)
- Have students look at the examples again and have them find:
 - an adverb that goes between a form of *have* and the past participle or at the end of the sentence (for example, *recently*).
 - an adverb that goes between a form of *have* and the past participle (for example, *just*).
 - two adverbs that go at the end of the sentence (for example, *lately, twice*).

- To explain present perfect *yes/no* and *wh-* questions, write on the board:

Have you ever climbed a mountain?

How often have you been on safari?

- Have students study the questions and ask: "Which question seeks to find out if something happened?" (*the first*) "Which question seeks to find out if something happened several times?" (*the second*)
- Call on a student to provide the two possible short answers to the first question. (*Yes, I have. / No, I haven't.*)
- Point out that *never* can also be used in short answers. Write on the board:

No, I haven't. = No, never.
- Call on another student to provide an answer to the second question. (Example: *Twice.*)

GRAMMAR NOTES (pages 132–133)**Note 1**

- To explain the present perfect for the indefinite past, write on the board:
I've visited the Metropolitan Museum in New York.
Bruce has been to the Tate Museum in London.
- Point out that the present perfect expresses that something happened at an indefinite time in the past. The time is not important. What matters is the action. (**Note:** If necessary, point out that when the time is important, the simple past should be used.)
- Point out that the speaker may or may not know when the action happened. Ask: "In the first example, do you think the speaker knows when the action happened?" (yes) "Why doesn't he/she say it then?" (*because it is not important*) Point out that in the second example the speaker may or may not know when Bruce visited the museum. Anyway, it is not important.
- To explain the present perfect for actions that have a result in the present, write on the board:
The flight has been cancelled.
- Point out that the present perfect is used when the result of the action is important in the present. Add to the example on the board:
The flight has been cancelled. Present result: We won't be able to fly.
- To explain the difference between *been to* and *gone to*, write on the board:
She's been to the supermarket. She's gone to the supermarket.
- Point out that for some speakers, *been to* means that the person is back and *gone to* means that the person is still there.
- Add to the examples on the board:
She's been to the supermarket. (She's back.)
She's gone to the supermarket. (She's still there.)
- Have students use *been + to + a place*. Write on the board:
I've been ~~in~~ Australia. I've been to Australia.

Note 2

- To explain the use of the present perfect with adverbs, write these contrasting examples on the board.

1. I've	often always never	traveled by plane.
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2. I've	traveled by plane.	twice. many times.
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- Point out that we use the present perfect with *often*, *twice*, or *many times* for something that happened several times at an indefinite past time. Draw attention to the *Be Careful!* note.

- We also use it with *always* for something that continues up to the present and with *never* for something that did not happen before now.
- Do not erase the first two examples.
- To explain questions with *ever*, write on the board:
Have you ever ridden an elephant?
 - Yes, once.
 - Yes, I once rode an elephant in India.
 - No, never.
 - No, I've never ridden an elephant.
- Point out that when we answer positively, we normally add more information. To answer negatively, we normally use *never*.
- Write these examples on the board:
 3. I haven't been to the beach lately.
 4. I've been to the beach recently. / I've recently been to the beach.
 5. I've just been to the beach.
- Ask: "Which sentence means I've been to the beach a very short time ago?" (5) "Which sentence means I've been to the beach in the near past?" (4) "Which sentence means I've not been to the beach in the near past?" (3)
- Point out that *just* and *recently* are sometimes used in the simple past in American English.
- Do not erase examples 3 through 5.

Note 3

- Have students study the examples 1 through 5 on the board. Then ask:
 1. Where do frequency adverbs go? (*between a form of have and the past participle*)
 2. Where do adverbs such as *once*, *twice*, or *many times* go? (*at the end of the sentence*)
 3. Where does *just* go? (*between a form of have and the past participle*)
 4. Where does *recently* go? (*between a form of have and the past participle or at the end of the sentence*)
 5. Where does *lately* go? (*at the end of the sentence*)

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Write the following chart on the board:

Something I've never done that I hope to be able to do:

Something I've never done that I don't think I'll ever do:

Something I've done that I don't want to try again:

Something I've done that I hope to be able to do again:
- Have students complete the chart with information about themselves.

- Form small groups. Have students use the present perfect to talk about the information in their chart. Encourage students to explain why they would like/wouldn't like to do the activities.

READING AND SPEAKING

- Bring in science and technology magazines. Form small groups and give each group a different magazine.
- Have students browse the magazine, choose two recent developments in different fields, and read about them. (Example: *cars, aviation, electronics, space exploration, communications*) Have students write a few notes about the developments.
- Have each group join another group. Students from Groups A and B take turns asking each other if they have ever heard about the developments they read about. (Example: Student A: *Have you ever heard about the Five-Billion-Star Hotel?* Student B: *No. What's that?* Student A: *A prototype space hotel. It was designed by a former NASA engineer.*)

UNIT 11

OVERVIEW

GRAMMAR Present Perfect and Simple Past

Unit 11 focuses on the comparison between the present perfect and the simple past.

- Present perfect statements with *for* express things that started in the past and continue into the present. Simple past statements with *for* express things that started and finished in the past.
- Present perfect statements express things that happened at an unspecified time in the past. Simple past statements express things that happened at a specific time in the past.
- Present perfect statements express things that happened in a period of time that is not finished. Simple past statements express things that happened in a period of time that is finished.

THEME Failure and Success

Unit 11 focuses on language used to talk about dealing with failure and success.

Go to **www.MyEnglishLab.com** for the Unit 11 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 11 Review, and Unit 11 Review Test.

READ (pages 144–145)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. How many times did Edison fail before he created the first electric light bulb? (thousands)
 2. What failures did de la Cruz have before she succeeded? (Many publishers rejected her first book. When she wanted to take a writing course, every school rejected her.)
 3. In what ways has de la Cruz succeeded? (She has written more than 25 books, many of them best sellers. She has won several awards and has sold millions of copies of her book around the world.)
- To get students to share their ideas on the reading, have them discuss the question at the beginning of the article: Have you ever tried and failed, and then quit something really very important to you? Form small groups and have students tell their classmates why they gave up and if they hope one day in the future to try again. Encourage students to give details.

GRAMMAR CHARTS (page 146)

- To compare the present perfect and the simple past, write on the board:

Present Perfect

Simple Past

1. Maria has lived in Detroit for three years. Maria lived in Boston for three years.

- Have students study the examples. Then ask: “Which example describes something that has no connection with the present?” (*Maria lived in Detroit for three years.*) “What tense does it use?” (*simple past*) “Which example describes something that continues up to the present?” (*Maria has lived in Boston for three years.*) “What tense does it use?” (*present perfect*) “From which example do we learn where Maria lives now?” (*the one that uses the present perfect*)
- Write two new examples below the ones already on the board:
 2. They’ve found new jobs. They changed jobs in 2011.
- Have students study the examples. Then ask: “Which example describes something that happened at a specific time in the past?” (*They changed jobs in 2011.*) “What tense does it use?” (*simple past*) “Which example describes something that happened at an unspecified time in the past?” (*They’ve found new jobs.*) “What tense does it use?” (*present perfect*) “Which example focuses on *what* happened and *when* it happened?” (*the one that uses the simple past*) “Which example focuses on *what* happened only?” (*the one that uses the present perfect*)
- Write two new examples below the ones on the board:
 3. This month they’ve seen each other twice. Last month they saw each other once.
- Have students study the examples. Then ask: “Which example expresses what happened in a time period that is finished?” (*Last month they saw each other once.*) “What tense does it use?” (*simple past*) “Which example expresses what happened in a time period that is not finished?” (*This month they’ve seen each other twice.*) “What tense does it use?” (*present perfect*)

GRAMMAR NOTES (pages 146–147)

Note 1

- To explain use of the present perfect, write the following sentences on the board. You may want to use true information about yourself.

I lived in Brasília for ten years. Then I moved to São Paulo. I've lived here for six years.

- Draw a timeline to clarify the information on the board.



Note 2

- To explain the use of the present perfect to talk about things that happened at an indefinite time in the past, write two contrasting examples on the board:

She has found a job in Mexico. He lost his job in 2014.

- To help clarify, say: “Use the present perfect to say *what* happened. Use the simple past to say *what* happened and *when* it happened.” Point out that the present perfect is used when the specific time in the past is either not known or not important.

- Write next to each example on the board:
 - present perfect = what happened
 - simple past = what happened + when it happened
- Write two contrasting examples on the board:
 - They have lived apart since 2015.
 - They lived apart in 2015.
- Point out that the present perfect can be used with *since* with a specific point in time. This is because the present perfect with *since* describes an action that started in the past and continues into the present.

Note 3

- To explain the use of the present perfect to talk about things that have happened in a time period that is not finished, write two contrasting examples on the board:
 - Today I've received 20 emails.
 - Yesterday I received 10 emails.
- To help clarify, say: "Use the present perfect for periods of time that are *not* finished, for example, *today*. Use the simple past for periods of time that are finished, for example, *yesterday*."
- Write next to each example on the board: present perfect + unfinished time period simple past + finished time period

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Have students make a list of their successes over the past five years. Encourage them to list at least five.
- Students form groups. They tell each other about their successes, the obstacles they faced at first and what they did to overcome the obstacles. The others in the group ask questions to get further details.
- Have a group spokesperson tell the class about one of the successes each member of the group had.

UNIT 12

OVERVIEW

GRAMMAR Present Perfect Progressive and Present Perfect

Unit 12 focuses on the comparison between the present perfect progressive and the present perfect.

- The present perfect progressive often shows that an action is unfinished. The present perfect often shows that an action is finished.
- The present perfect progressive is often used to talk about how long something has been happening. The present perfect is often used to talk about how much someone has done, how many things someone has done, or how many times someone has done something.
- Both the present perfect progressive and the present perfect are used with *for* or *since* for an action that started in the past and continues into the present.

THEME Climate Change

Unit 12 focuses on language used to talk about changes, especially changes that people or the environment have made or experienced lately; for example, global warming and solar houses.

Go to www.MyEnglishLab.com for the Unit 12 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 12 Review, and Unit 12 Review Test.

READ (pages 157–158)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What are some possible causes of global warming? (There are natural causes, such as changes in the sun, and human causes, such as burning oil and coal for energy, which sends gases into the atmosphere.)
 2. What are some effects of global warming? (Ice has been melting in the Arctic and rainfall has decreased in Africa.)
 3. What can people do to reduce global warming? (Use clean solar energy and design homes and cars that use less energy.)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. The article mentions some effects of global warming. Do you know any others? Do you think it is important to stop global warming? Why or why not?
 2. The article also mentions some solutions to the problem. What else can people do to help reduce global warming?

GRAMMAR CHARTS (page 159)

- To compare the present progressive and simple present, write two sets of contrasting sentences on the board:

Present ProgressiveThey are visiting their friends now.She is wearing jeans.Simple PresentThey visit their friends every day.She always wears jeans.

- Point to the examples of the present progressive. Ask: “How many words are in the present progressive?” (*two*) “How do you form the present progressive?” (*form of be + -ing form of verb*)
 - Point to the examples of the simple present. Ask: “How many words are in the simple present?” (*one*) “How do you form the simple present?” (*base form of verb or base form of verb + s*)
 - Point out that some verbs form the simple present by adding *-es*. Write on the board:
kiss → *kisses*, *watch* → *watches*
- To explain negative present progressive statements, write these examples on the board:
- They are not feeling comfortable.
People do not arrive at a party on time.
- Ask: “How do you form the negative present progressive?” (*form of be + not + -ing form of verb*) “How do you form the negative simple present?” (*form of do + not + base form of verb*)
 - Write an example with *does not* on the board: Marty does not stand too close to people.
- To explain contractions, restate the examples using negative forms. Say: “They aren’t feeling comfortable. People don’t arrive at a party on time. Marty doesn’t stand too close to people.”
- Point to the first set of examples under Present Progressive on the board. Have a student make them negative, using contractions. (*aren’t visiting / isn’t wearing*)
 - Point to the first set of examples under Simple Present on the board. Have a student make them negative, using contractions. (*don’t visit / doesn’t always wear*)
- To explain *yes/no* questions and short answers, write on the board:
- Is Dan giving a party?
Do people arrive early?
- Ask: “How do you form *yes/no* questions in the present progressive?” (*form of be + subject + -ing form of verb*) “How do you form *yes/no* questions in the simple present?” (*form of do + subject + base form of verb*)
 - Have students provide affirmative and negative short answers for each question that is on the board. (*Yes, he is. / No, he isn’t. Yes, they do. / No, they don’t.*)
- To explain *wh-* questions, write on the board: What is Jason doing? What do people do in Marty’s culture?
- Ask: “How do you form *wh-* questions in the present progressive?” (*wh- word + form of be + subject + -ing form of verb*) “How do you form *wh-* questions in the simple present?” (*wh- word + form of do + subject + base form of verb*)

- To compare the present perfect progressive and the present perfect, write two contrasting sentences on the board:

Present Perfect Progressive

The climate has been
changing for many years.

Present Perfect

The climate has
changed many times.

- Have students study the examples. Then ask: “How many words are needed for the present perfect?” (*two*) “How do you form the present perfect?” (*form of have + past participle*) “How many words are needed for the present perfect progressive?” (*three*) “How do you form the present perfect progressive?” (*form of have + been + present participle*)
- To explain negative present progressive statements, write on the board:
The climate has not been getting cooler.
- Have students study the example. Then ask: “How do you form the negative present perfect progressive?” (*form of have + not + been + present participle*)
- To explain *yes/no* and *wh-* questions, point to the first example under Present Perfect Progressive (*The climate has been changing for many years.*) and turn it into a *yes/no* question. (*Has the climate been changing for many years?*)
- Write on the board:
It has been raining for over a week.
- Have students turn the example on the board into a *yes/no* question. Have a student write the question on the board. (*Has it been raining for over a week?*)
 - Ask: “How do you form *yes/no* questions?” (*form of have + subject + been + present participle*)
 - Elicit from the class the two possible short answers to the question on the board.
(*Yes, it has. / No, it hasn't.*) Have a student write them on the board.
 - Have students turn the same example into a question starting with *How long*. Have a student write the question on the board. (*How long has it been raining?*)
 - Ask: “How do you form *wh-* questions?”
(*wh- word + form of have + subject + been + present participle*)

GRAMMAR NOTES (pages 160–161)

Note 1

- To compare the use of the present perfect progressive for unfinished actions and the present perfect for finished actions, write on the board:
 1. People have been designing homes that use less energy.
 2. An engineer has designed a new solar car.
- Point to *have been designing* in the first example. Ask: “What tense is this?” (*present perfect progressive*) “Are people still designing homes that use less energy?” (*yes*) Write at the end of the first example:
= unfinished action

- Point to *has designed* in the first example. Ask: “What tense is this?” (*present perfect*) “Is the engineer still designing the car?” (*No. He/She has already designed it.*) Write at the end of the second example:
= finished action
- **Note:** Students learned in previous units that the present perfect is used for actions that are not finished, that is, actions that started in the past and continue into the present. If necessary, clarify that for the present perfect to describe an unfinished action it must be used with *for* or *since*.
- To explain the use of the present progressive for finished actions that ended in the recent past, write on the board:
3. A: You look tired.
B: I am! I’ve been exercising.
- Ask: “When do you think B finished exercising—an hour ago or just a few minutes ago?” (*just a few minutes ago*) Point out that we use the present perfect progressive for actions that ended in the very recent past. We can often see their result in the present: the person looks tired now. Write at the end of the third example:
= action that ended in the very recent past
- Draw attention to the *Be Careful!* note. Elicit non-action verbs from the students. If needed, refer students to Appendix 2 on page 454. Write some verbs on the board as students say them. Have students use some of the verbs in present perfect statements.

Note 2

- To summarize the uses of the present perfect progressive and the present perfect, write on the board:
Present perfect progressive: how long + unfinished action
Present perfect: how much, how many things, or how many times + finished action
- Point to the first summary and give examples: “I’ve been studying for three hours.” “He’s been cooking for an hour.” “They’ve been working all day.” Write one example on the board.
- Point to the second summary and give more examples: “I’ve talked to a lot of people.” “I’ve mailed three packages.” “He’s called me twice.” If necessary, write the examples on the board.

Note 3

- Write on the board:
She has been working in Africa for a year. = She has worked in Africa for a year.
- Explain that the present perfect progressive and the present perfect can sometimes have the same meaning.
- Point out that with verbs such as *live*, *study*, *teach*, and *work* plus *since* or *for*, the present perfect progressive and the present perfect have the same meaning.
- Write on the board:
She’s been teaching French since she got her degree.
She’s always taught Spanish.

- Write at the end of the first example: (She hasn't always taught French. = temporary)
- Write at the end of the second example: (She has taught Spanish since she started teaching. = permanent)
- Explain that the present perfect progressive can express that the action is temporary and the present perfect can express that the action is permanent.

OUT OF THE BOX ACTIVITIES

SPEAKING AND WRITING

- Address different students and ask the following questions. You can ask some of the questions to more than one student. Encourage full answers so that students practice the present perfect progressive and the present perfect.
 - How long have you been studying English? How many English teachers have you had?
 - How long have you been reading in English?
 - How many books have you read in English?
 - How long have you been using *Focus on Grammar*?
 - How many units have you done so far?
 - How long have you been studying the perfect tenses?
 - How much have you learned about the present perfect?
 - Have you traveled to any English-speaking countries?
 - How many English-speaking countries have you visited?
- Have students use the questions as a guide to write a short paragraph about their English studies.

READING AND SPEAKING

- Bring in Internet printouts about the work of environmental groups such as Greenpeace. Form small groups and give each group a printout. (You can use the same or different printouts.)
 - Have students find in the printout the answers to some of the following questions:
 - How long have they been working to protect the environment?
 - What action have they taken?
 - What are they concerned about?
 - Have they published any books or articles?
 - Have they taken part in any demonstrations?
 - How many different kinds of projects have they been working on?
 - What project have they been working on lately?
 - How long have they been working on it?
- Follow up by having groups report to the class about their findings.

PART 4 Modals and Similar Expressions

UNIT
13 **Ability: *Can, Could, Be able to***
MULTILINGUALISM

UNIT
14 **Permission: *Can, Could, May, Do you mind if***
ROOMMATES

UNIT
15 **Requests: *Can, Could, Will, Would, Would you mind***
MESSAGES

UNIT
16 **Advice: *Should, Ought to, Had better***
INTERNET RULES

Go to **www.MyEnglishLab.com** for the course diagnostic test, Student Book audio, additional practice, and review tests.

UNIT 13**OVERVIEW****GRAMMAR Ability and Possibility: *Can, Could, Be able to***

Unit 13 focuses on the uses of *can*, *could*, and *be able to* to express ability.

- *Can* and *can't* express present ability. They also express future ability when talking about plans or arrangements.
- *Could* and *couldn't* express past ability. *Could* can't be used for single past events—*was/were able to* should be used instead.
- Different forms of *be able to* express present, future, and past ability.

THEME Multilingualism

Unit 13 focuses on language that describes the ability to speak many languages. Topics include polyglots, language-learning message boards, and language learning tips.

Go to **www.MyEnglishLab.com** for the Unit 13 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 13 Review, and Unit 13 Review Test.

BEFORE YOU READ (page 174)

- After students discuss the questions, ask them: “Why do you think the people feel uncomfortable / embarrassed / confused?” (*because they don't belong to the same culture and their customs are different*)

READ (pages 174–175)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. How many languages can Dikembe Mutombo speak? (9)
 2. What percentage of the world population can speak another language? (more than 50%)
 3. What is the difference between bilingualism and multilingualism? (Bilingualism describes people who speak two language; multilingualism describes people who speak more than two languages.)
 4. Does being multilingual mean that someone speaks a language like a native speaker? (no)
 5. What does Dikembe Mutombo say are good reasons to speak other languages? (travel, enjoy songs, enjoy books, enjoy movies)

- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Do you know someone who is a polyglot? How many languages does the person speak?
 2. What percentage of the population of your country do you estimate can speak another language?
 3. What is the hardest part of learning another language?
 4. What are your reasons for learning English?

GRAMMAR CHARTS (pages 176–177)

- To explain affirmative and negative statements with *can*, write on the board:

Verdi-Fletcher can't walk, but she can dance.

You can't take your eyes off her.

She changed the perception of what we can or cannot do.

 - Have students study the examples. Then ask: "How do you form affirmative statements with *can*?" (*can + base form of verb*) "Does *can* change when the pronoun changes?" (*No. Can is the same for all pronouns.*) "How do you form negative statements?" (*can not/cannot + base form of verb*) "What is the contraction of *can not* and *cannot*?" (*can't*)
- To explain *yes/no* and *wh-* questions, write on the board:

Can she dance?

How well can she dance?

 - Ask: "How do you form *yes/no* questions?" (*can + subject + base form of verb*)
 - Call on a student to write the two possible short answers to the question on the board. (*Yes, she can. / No, she can't.*)
 - Ask: "How do you form *wh-* questions?" (*wh- word + can + subject + base form of verb*)
- To explain statements and questions with *could*, write on the board:

affirmative statement: Mozart could write music at the age of five.

negative statement:

yes/no question:

wh- question:

 - Call on different students to come to the board and turn the affirmative statement with *could* into a negative statement, a *yes/no* question, and a *wh-* question.
- To explain statements and questions with *be able to*, write on the board:

affirmative statement: She was able to dance.

negative statement:

yes/no question:

wh- question:

 - Call on different students to come to the board and turn the affirmative statement with *be able to* into a negative statement, a *yes/no* question, and a *wh-* question.

GRAMMAR NOTES (pages 177–179)

Notes 1–2

- Write on the board:
 1. He can speak French.
 2. She could sing really well when she was a child.
 3. After my trip to Italy, I will be able to say a few things in Italian.
- Have students read the sentences. Then point out that *can*, *could*, and *be able to* all express natural or learned ability.
- To explain modals, write on the board:

She can dance.
 They can sing.
 He can't swim.
 Can they run fast?
 He could play the piano.
 They couldn't swim.
 Could they speak English?
- Have students study the examples. Then ask: "Do modals have the same form for all subjects?" (yes) "How do they form the negative?" (*modal + not + base form*) "How do we form questions?" (*modal + subject + base form*)
- To review *be able to*, write on the board:

She is able to do it.
 They are able to do it.
 She will be able to do it.
 I wasn't able to do it.
 Were they able to do it?
- Point out that although *be able to* is an expression that is similar to a modal, it is not a real modal because it does not have the same form for all subjects.

Note 3

- To explain the use of *can* for present ability, write a list of topics on the board:

Driving and riding
 Languages
 Sports
 Music and dancing
- Give an example for each topic: *I can ride a motorbike. I can speak two languages. I can ski. I can't play any musical instruments.*
- To explain the use of *am/is/are able to* for present ability, write on the board:

After two months of physical therapy, he is finally able to walk.
- Point out that in the present, *be able to* implies hard work.

Note 4

- To compare the use of *can* and *will be able to* for future ability, write on the board:
 - I can meet him on Friday. (plan or arrangement)
 - I will be able to meet him on Friday. (plan or arrangement)
 - After taking my driving course, I will be able to drive. (something that you learn)
 - Not: After taking my driving course, I can drive. (something that you learn)
- Point out that both *can* and *be able to* can be used to express future ability when talking about plans or arrangements. To talk about things we will learn in the future, we should use *will be able to*.

Note 5

- To explain *could* for past ability, draw a timeline and write information about things you could do at different ages in your childhood, for example:



- Describe the information on the timeline: “When I was four, I could speak two languages. When I was six, I could play the guitar. When I was eight, I could ski really well.”
- To compare *could* and *was/were able to* for past ability, write on the board:
 - General ability:
 - Jessica could run very fast when she was young.
 - Jessica was able to run very fast when she was young.
 - Single past event:
 - Once she was able to run to the store and back in five minutes.
 - Once she could run to the store and back in five minutes.
- Draw attention to the *Be Careful!* note. Point out that *could* refers to a general ability but not to a single past event.
- To explain the use of *couldn't* for single events, write on the board:
 - I couldn't pass the test.
 - I wasn't able to pass the test.
- Make sure students understand that both *couldn't* and *wasn't/weren't able to* can be used for single events in negative statements.

OUT OF THE BOX ACTIVITIES**SPEAKING AND WRITING**

- Have students choose a topic to survey each other about skills and abilities they developed in their childhood, possess now, or plan for the future. (Example: *music, art, sports, computing, languages*)

- Have them write four questions about the topic they chose. (Example: *When you were a child, were you interested in music? Could you play a musical instrument? Can you play a musical instrument now? What [other] instrument would you like to be able to play?*)
- Have students circulate around the room interviewing their classmates.

READING AND SPEAKING

- If you have access to a lending library, bring in a copy of the book *Guinness World Records* or do an Internet search on “world records” and bring in printouts (www.guinnessworldrecords.com).
- Form small groups and have students browse the book—or read the printouts—and write notes about an achievement or special feat.
- Have a student from each group report to the class on their findings. (Example: *George Blair can water-ski barefoot. In 2002, he was able to break a record when he successfully skied barefoot on a lake in Florida at the age of 87.*)

UNIT 14

OVERVIEW

GRAMMAR Permission: Can, Could, May, Do you mind if

Unit 14 focuses on ways to ask permission and give and refuse permission.

- The modals *can*, *could*, and *may* are used in questions to ask permission. *May* is more formal.
- The word *please* makes permission requests more polite.
- Informal expressions such as *sure*, *certainly*, and *go ahead* are often used to give permission. To refuse permission, we usually apologize and give an explanation.
- The expression *Do you mind if* is also used to ask permission.

THEME Roommates

- Unit 14 focuses on language used to ask permission and how to give or refuse permission politely in different social situations.
- People normally know what is considered polite behavior in their own country. They know, for example, what they are expected to ask permission for, or what to say to sound polite. Rules of polite behavior are not the same in every country. Before traveling abroad, it is important to find out about etiquette in other countries. This will help avoid misunderstandings and embarrassing situations.

Go to **www.MyEnglishLab.com** for the Unit 14 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 14 Review, and Unit 14 Review Test.

READ (pages 189–190)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Did Heather and Tara get along at first? (yes)
 2. What spoiled their relationship? (They both did things that annoyed the other.)
 3. What examples of annoying behavior does the article give? (Tara ate Heather's cookies, and Heather invited friends without asking.)
 4. Why is the title of the article "Always Ask First"? (It's the advice the article gives. Heather and Tara had problems precisely because they didn't ask first.)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. What would you do if you shared a room and your roommate ate your cookies or invited friends without asking? How would you react? How would you try to resolve the problem?

2. What other guidelines can a dorm counselor give to help roommates get along with each other? Write a short list of guidelines and rank them in order of importance.

GRAMMAR CHARTS (page 191)

- To explain *yes/no* and *wh-* questions with *can*, *could*, and *may*, write on the board:
 1. Can I work here tonight?
 2. Could I have a cookie?
 3. May I use your computer?
 4. Where can I sit?
 5. When could I come back?
 - Have students study the examples. Then ask: “How do you ask permission with *can*, *could*, and *may*?” (*can/could/may* + subject + base form of verb or *wh-* word + *can/could/may* + subject + base form of verb)
 - Do not erase the questions.
- To explain short answers, write on the board:
 - a. Certainly.
 - b. Of course.
 - c. Sure.
 - d. No problem.
 - e. Sorry, but . . .
 - Ask: “Which questions go with these answers?” (1–3) “Which expressions give permission?” (a–d) “Which expression refuses permission?” (e)—Write below the answers on the board:
 - f. At six.
 - g. Right here.
 - Ask: “Which question goes with answer f?” (5) “Which question can be replied with answer g?” (4)
- To explain statements with *can* and *may*, write on the board:
 1. You can leave a message.
 2. You cannot leave earlier.
 3. You may use this phone.
 4. You may not stay in this room.
 5. You can’t use that elevator.
 6. You cannot stay here.
 - Ask: “Which sentences give permission?” (1, 3) “Which sentences refuse permission?” (2, 4, 5, 6) “What are the negative forms of *can*?” (can not, cannot, can’t) “What is the negative form of *may*?” (may not) “Can may not be contracted?” (no)

- To explain questions with *Do you mind if...?*, write on the board:
 1. Do you mind if I open the window?
 2. Do you mind if my friends come over tonight?
 - Ask: “How do you ask permission with *do you mind if?*” (do you mind + if + *subject* + *simple present tense*)
 - Do not erase the questions.
- To explain short answers, write on the board:
 - a. Not at all.
 - b. No, I don’t.
 - c. Go right ahead.
 - d. Sorry, but...
 - Ask: “Which expressions give permission?” (a–c) “Why?” (*because they mean that you don’t mind*) “Which expression refuses permission?” (d)

GRAMMAR NOTES (pages 192–193)

Note 1

- To review asking permission with the modals *can*, *could*, and *may*, write on the board:
Can I...? = Could I...? = May I...?
less formal $\longleftrightarrow$ more formal
- Point out that the three questions have the same meaning—they are all used to ask permission.
- Point out that *can* is less formal than *could*, and *could* is less formal than *may*. Direct students’ attention to the arrow on the board.
- Point out that *may* is very formal and is normally used to speak to people in authority.
- Explain that *could* does not have a past meaning in questions asking permission.
- To explain the placement of *please*, write on the board: Could I please take a photograph?
Could I take a photograph, please?
- Point out that *please* may be placed just before the main verb or at the end of a question.

Note 2

- To review short answers to questions that ask permission with *can*, *could*, and *may*, write on the board:

Can	I close the door?	Sure.
Could		Of course.
May		Certainly.
		Go ahead.

- Make sure students understand that you can reply to questions with *can*, *could*, and *may* with any of the four expressions on the board. These expressions are more common than answers with modals.

- Point out that only the modals *can* and *may* can be used in responses. *May* is very rarely used.
- Point out that when permission is refused, an apology and a brief explanation are expected.

Note 3

- To review asking permission with *Do you mind if...?*, write on the board:
Do you mind if I turn up the TV? Do you mind if Lorna stays here?
- To help clarify, say: “If your roommate is studying and you want to turn up the TV, you would say, *Do you mind if I turn up the TV?* because you can anticipate that it will disturb him or her.”
- Point out the simple present tense after *if* (*turn up* after *I* and *stays* after *Lorna*).
- Explain that we do not use *please* in questions with
- To review short answers to questions with *Do you mind if...?*, write on the board:
Do you mind if I leave now?
No, I don’t. / Not at all. / Go right ahead.
- Draw attention to the *Be Careful!* note. Ask: “Does *No, I don’t* give or refuse permission?” (*It gives permission because you do not mind if the person does what he/she asked permission for.*) “Do *Not at all* and *Go right ahead* give or refuse permission?” (*They give permission.*) “How can you refuse permission?” (*I’m sorry, but + explanation*)
- Point out that as with *can*, *could* and *may*, when permission is refused after *Do you mind if...?*, an apology and a brief explanation are expected.

OUT OF THE BOX ACTIVITIES

SPEAKING AND WRITING

- Have groups develop and write out their own situations relating to asking permission to do something (as in Exercise 7 on page 199).
- Then have groups exchange situations and plan how they would respond.

READING AND SPEAKING

- Bring in enough copies of a museum’s FAQs web page for each group. Many FAQs are framed starting with *Can I...?* (Example: *Can I bring a stroller into the museum?*) Make sure *can* is used for asking permission in some of the questions of the web page you select. Form small groups and give each group different or the same material.
- Have students read the questions and answers and make up at least four new questions for the web page starting with *Can I...?*
- Follow up by asking students from each group to read their questions aloud. You may want to write some of the questions on the board.

UNIT 15

OVERVIEW

GRAMMAR Requests: Can, Could, Will, Would, Would you mind

Unit 15 focuses on ways to make requests and respond to them.

- The modals *can*, *could*, *will*, and *would* are used in questions to make polite requests.
- The modals *could* and *would* make requests more polite.
- *Sure*, *certainly*, *of course*, *no problem*, and *I'd be glad to* are often used to reply positively to a request. To say *no*, we usually apologize and give an explanation.
- *Would you mind* plus a gerund is also used to make a polite request.

THEME Messages

Unit 15 focuses on language used to send email and text messages and to ask favors politely in different situations.

Go to www.MyEnglishLab.com for the Unit 15 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 15 Review, and Unit 15 Review Test.

READ (pages 202–203)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What is the name of Marta's boss? (John Sanchez)
 2. What does Marta's boss want her to do? (to make copies of the monthly sales report and then distribute them)
 3. Who makes the copies of the report? (Marta's assistant, Ann Chen)
 4. Is Marta married or single? (married)
 5. Who probably takes Marta's mother to the Rubios'? (Marta's husband)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Different methods of communication. (Example: *letters, emails, phones, cell phones, fax machines, pagers*) Have students talk about the different ways they communicate with the different people in their lives. Encourage students to explain why they use different methods for different situations.
 2. In some situations it is particularly important to be polite when making requests. Have students also talk about situations in which politeness is not so important. Encourage students to give examples from their everyday life.

GRAMMAR CHARTS (page 204)

- To explain requests with *can*, *could*, *will*, *would*, and *would you mind*, write on the board:
 - Can you drive me to the Burtons?
 - Could you make 25 copies?
 - Will you pick up dessert?
 - Would you copy this report?
 - Would you mind delivering it to me?
- Point to the first four examples and ask: “How do you form requests with *can*, *could*, *will*, and *would*?” (*can/could/will/would + you + base form of verb*)
- Point to the last example on the board and ask: “How do you make requests with *would you mind*?” (*would you mind + -ing form of verb*)
- To explain short answers, write below the questions on the board:
 - a. Certainly.
 - b. No, not at all.
 - c. I’m sorry, but I can’t.
- Ask:
 - “Which questions from the board can be replied to using ‘Certainly?’” (*the first four*)
 - “Does ‘Certainly’ mean you will do what the person asked you to do?” (*yes*)
 - “Which question can be replied to with ‘No, not at all?’” (*Would you mind delivering it to me?*)
 - “Does ‘No, not at all’ mean you will do what the person asked you to do?” (*yes*)
 - “Why?” (*because it means that you don’t mind doing it*)
 - “Which questions can be replied to with ‘I’m sorry, but I can’t?’” (*all of them*)
 - “What does this reply mean?” (*that you can’t do what the person asked you to do*)
- Write below the short answers on the board:
 - d. I’m afraid I can’t.
 - e. No problem.
 - f. Sure.
- Have students match them to the phrases with similar meaning in *a* through *c*. (*a–f, b–e, c–d*)
- Point out that there are different ways to answer questions expressing requests.

GRAMMAR NOTES (pages 204–205)**Note 1**

- To review requests using the modals *can*, *could*, *will*, and *would*, write on the board:

Can you	copy this report?
Could	you copy this report, please?
Will you	please copy this report?
Would	

- Point out that requests with *could* and *would* are more formal and polite than requests with *can* and *will*.
- Point out that *please* makes requests more polite. Ask: “Where does *please* normally go?” (*at the end of a question or before the main verb.*)
- Call on students to say typical requests they make at home or at work. (Example: *Will you answer the phone? Could you pass the salt, please? Can you pick up something to eat on your way home? Would you give the presentation for me? Could you mail this package, please?*)

Note 2

- To review short answers, write on the board:

Can		Sure.
Could	you open the door?	Certainly.
Will		Of course.
Would		No problem.

- Make sure students understand that requests with *can*, *will*, *could*, and *would* can be replied to with any of the four expressions on the board.
- Have students practice responding rapidly to requests. Say: “Could you close the window?” “Can you clean the board?” “Will you lend me your dictionary?” “Would you spell that for me?” “Can you lend me a pen?”
- Point out that in English-speaking cultures, when someone cannot help with a request, an apology and a brief explanation are expected.
- Draw attention to the *Be Careful!* note. Point out that students can answer with the expressions with or without *I* plus *can* or *will* (*Sure* or *Sure I can/will*) but not plus *could* or *would* (~~*Sure I could/would*~~).

Note 3

- To review questions with *Would you mind*, write on the board: *Would you mind calling back later?*
- Write the structure of the question on the board and point out the gerund (*verb + -ing*) after *mind*: *Would you mind + gerund . . . ?*
- Point out that questions with *would you mind* are even more polite than questions with *could* or *would*.
- Add two replies: *Not at all. Of course not.*
- Draw attention to the *Be Careful!* note. Ask: “Do *Not at all* and *Of course not* mean that the person will call back later?” (*yes, because they mean that the person doesn’t mind calling back later*) “What should the person say if he/she can’t call back later?” (*I’m sorry, I can’t.*)

Pronunciation Note

- Have students listen to the examples and repeat the model.
- Write the following examples on the board. Have students practice saying them using *couldja*, *wouldja*, *willya*, and *canya*:

Could you help me? (*Couldja help me?*)

Would you do me a favor? (*Wouldja do me a favor?*)

Will you lend me some money? (*Willya lend me some money?*)

Can you go to the store for me? (*Canya go to the store for me?*)

OUT OF THE BOX ACTIVITIES

SPEAKING AND WRITING

- Divide the class into groups of four.
- Have students make polite requests of each other. The student who receives the request must either perform the action or apologize and explain why he/she is refusing, for example:
 - A: Kenno, can you open the door?
 - B: I'm sorry. I can't get up right now. I have too many papers on my desk.
 - A: Andrew, could you please open the door?
 - C: No problem!

READING AND SPEAKING

- Bring in home decorating magazines that include do-it-yourself sections to improve one's home. Hand out the magazines and have each student choose a remodelling or decoration project.
- Point out that students will need help from a classmate to complete the project. Write the following questions on the board:
 1. What are you going to remodel/ redecorate?
 2. What do you need to borrow from your friend?
 3. What do you need to buy?
 4. What are you going to ask your friend to get for you?
 5. When are you going to ask your friend to come to your place to help you?
 6. What else are you going to ask your friend to do?
- Have students answer the questions in note form individually and think about the requests they will need to make. Then have students work in pairs to take turns making requests and replying to them. The student who receives the request should either agree to help or apologize and explain why he/she is refusing.

UNIT 16

OVERVIEW

GRAMMAR Advice: Should, Ought to, Had better

Unit 16 focuses on ways to give and ask for advice.

- *Should* and *ought to* are used to say something is advisable.
- *Had better* is used to give strong advice. It expresses that something bad will happen if the person does not follow the advice.
- *Should* is used in questions. *Ought to* and *had better* are not normally used in questions.

THEME Internet Rules

Unit 16 focuses on language used to post polite messages on the Internet and give advice in different situations.

Go to www.MyEnglishLab.com for the Unit 16 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 16 Review, and Unit 16 Review Test.

BEFORE YOU READ (page 214)

- Go over the answers as a class and encourage students to give reasons why it is important to be polite on the Internet and some good rules to follow. Write students' ideas in two columns on the board, for example:

It is important to be polite because . . .

you can offend someone

you can get into trouble if you don't understand the customs of people you are around.

Some rules to follow are . . .

respect other people's ideas

say "please" and "thank you"

don't give personal information

READ (pages 214–215)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What kind of advice does the article give? (*how to be polite when using the Internet*)
 2. What should you do before posting your own ideas? (*read old messages and/or FAQs*)
 3. Why shouldn't you use capital letters? (*because they seem like shouting*)
 4. Why should you count to 10 before replying to a message that made you angry? (*to avoid sending a reply that can hurt someone*)

5. What do emoticons show? (*the feelings of the person who is writing the message*)
 6. Why shouldn't you use your real name on the Internet? (*safety/to protect your identity*)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
1. Why is netiquette important? Which rules from the article do you follow? What problems might you have if you don't know or follow the rules of netiquette? If students have had any problems when using the Internet, have them share their experiences.
 2. What other rules of netiquette could have been included in the article? Discuss their importance and rank them in order.

GRAMMAR CHARTS (page 216)

- To explain *should* for advice, write on the board:
- They should learn the rules of netiquette.
Should he use capital letters?
You shouldn't forget that people have feelings.
When should we post to the bulletin board?
- Have students study the examples. Then ask: "How do you give advice with *should*?" (*should + base form of verb*) "Does *should* change when the pronoun changes?" (*no—should is the same for all pronouns because it is a modal*) "How do you form the negative of *should*?" (*shouldn't or should + not + base form of verb*) "How do you form *yes/no* questions?" (*should + subject + base form of verb*) "How do you form *wh-* questions?" (*wh- word + should + subject + base form of verb*)
 - Call on a student to provide the two possible short answers to the *yes/no* questions on the board. (*Yes, they should. / No, they shouldn't.*)
- To explain *ought to* for advice, write on the board:
- You ought to lurk a little first.
- Ask: "How do you give advice with *ought to*?" (*ought to + base form of verb*) "Does *ought to* change when the pronoun changes?" (*No—ought to is the same for all pronouns because it is a modal.*)
 - Point out that negative statements and questions with *ought to* are not common.
- To explain *had better* for advice, write on the board:
- You had better learn the rules.
You'd better use a screen name.
You'd better not reply right away.
- Have students study the examples. Ask: "What does the *d* in *you'd* stand for?" (*had*) "How do you give advice with *had better*?" (*had better + base form of verb*) "How do you form the negative of *had better*?" (*had better + not + base form of verb*)

- Point out that *had better* does not change when the pronoun changes. *Had better* is not a modal, but it behaves like a modal.
- Point out that *had better* is often contracted in everyday speech and that questions with *had better* are not common.

GRAMMAR NOTES (pages 217–218)

Note 1

- To explain the use of *should* and *ought to* to give advice, write on the board:

You should remember the rules. = You ought to remember the rules.

Write on the board:

Maybe	you	should be	more polite.
Perhaps		ought to	
I think		be	

- Point out that when we give advice, we often use *maybe*, *perhaps*, or *I think* to sound gentler.

Note 2

- To explain the use of *had better* to give advice, write on the board:

You'd better keep your post short, or no one will read it.

You'd better write a polite reply, or you might offend him.

- Emphasize that *had better* is used when you believe something bad will happen if the person does not follow the advice. Point out that the undesired consequence is often said, and it is introduced by *or*. Ask: "What are the bad consequences in the examples?" (*that no one will read the post and that someone might feel offended*)
- Point out that the contraction of *had better* (*you'd better*, *he'd better*, etc.) is normally used in everyday speech.
- Point out that *had better* always refers to the present or the future, never to the past.

Note 3

- Point out that the negative of *should* is *should not* or *shouldn't*: You shouldn't forget the rules.
- Point out that *ought not to* is not common in American English, but it is used in British English.
- Point out that the negative form of *had better* is *had better not* (not ~~*had not better*~~).

Note 4

- To review questions with *should*, write on the board:

Should I post my opinion?	Yes, you should.
Should I get virus protection?	Why not? Good idea.
Should I tell her my password?	No, you shouldn't.

- Remind students that *ought to* and *had better* are not normally used for questions.
- Point out that *should* can be used in short answers, but we can use other expressions as well. (Example: *Why not? Good idea.*)

Pronunciation Note

- Have students listen to the examples and repeat the model.
- Write the following examples on the board. Have students practice saying them using *oughta*:
 We ought to leave. (*We oughta leave.*)
 They ought to be more careful. (*they oughta be more careful.*)
 I ought to study more. (*I oughta study more.*)
- Write the following examples on the board. Have students practice saying them using *'d better* and *better*.
 You had better read the instructions. (*You'd better read the instructions. You better read the instructions.*)
 I had better change my password. (*I'd better change my password. I better change my password.*)
 We had better not be late. (*We'd better not be late. We better not be late.*)

OUT OF THE BOX ACTIVITIES

SPEAKING

- Have students discuss the following questions in small groups:
 - Have you ever been on a job interview?
 - Was it a good interview? Why or why not?
 - What advice would you give to someone interviewing for the first time?
- Follow up with a class discussion. Encourage students to add other suggestions for job interviews, such as what to wear, how to greet and say goodbye to the interviewer, what to say and what not to say, and how to follow up appropriately. Write students' ideas on the board.

READING AND SPEAKING

- Bring in magazines that have advice columns. (Make sure that the topics covered are appropriate for your group. If necessary, select specific questions and answers and photocopy them for each group.) Form small groups. Have students choose and discuss a problem from the advice column or the problem in their photocopy—and the advice given by the expert.
- Have students write down a few statements giving their own advice.
- Follow up by asking each group what problem they discussed. Have students give their opinion of the expert's advice and share their own advice.

PART **5** **Nouns, Quantifiers, and Articles**

UNIT
17 **Nouns and Quantifiers**
TIME CAPSULES

UNIT
18 **Articles: Indefinite and Definite**
STORIES

Go to **www.MyEnglishLab.com** for the course diagnostic test, Student Book audio, additional practice, and review tests.

UNIT 17**OVERVIEW****GRAMMAR Nouns and Quantifiers**

Unit 17 focuses on the uses of nouns and quantifiers.

- Proper nouns are names of people, places, or things. Common nouns refer to people, places, and things but are not names.
- Common nouns can be either count or non-count. Count nouns can be singular or plural, and they take singular or plural verbs. Non-count nouns have no plural forms, and they take singular verbs.
- Some quantifiers (*some, enough, a lot of*) can be used with both count nouns and non-count nouns. Some quantifiers (*few, several, many*) are used only with plural count nouns, and other quantifiers (*a little, a great deal of, much*) are used only with non-count nouns.

THEME Different Cultures

Unit 17 focuses on language used to talk about time capsules and describe things and places, such as Pompeii and a recipe.

Go to **www.MyEnglishLab.com** for the Unit 17 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 17 Review, and Unit 17 Review Test.

READ (pages 230–231)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:

1. Where is the time capsule shown in the picture? (*in Flushing Meadows Park in New York City*)
2. When was it created? (*in 1939, during the New York's World Fair*)
3. What and where is Pompeii? (*It is an ancient Roman city in Italy.*)
4. Why is it a time capsule? (*because it was buried by ash when a volcano erupted in the year 79 and discovered many years later*)

- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.

1. The time capsule in the picture will be opened in 6939. What do you think life will be like then? Will the things in the bottle be useful to tell people about life in 1939? Give your reasons.
2. Egyptian tombs are time capsules, too. Do you know any other time capsules? Share what you know about them and discuss their importance.

GRAMMAR CHARTS (page 232)

- To explain count and non-count nouns, write on the board:

They put some books and some money in the capsule.

They also put in a few magazines and a little rice.

 - Have students study the example. Then ask: “Is it correct to say *a book, two books, three books?*” (yes) “Is it correct to say *a money, two moneys, three moneys?*” (no)
 - Point out that some common nouns are count nouns; that is, they can be counted and they can be singular or plural. Other common nouns are non-count nouns; that is, they can’t be counted and they have no plural forms.
 - Ask: “Is *book* count or non-count?” (*count*) “Does the example on the board use the singular or the plural form of *book*?” (*the plural form*) “Is *money* count or non-count?” (*non-count*) “Does it have a plural form?” (*no*)
 - Ask: “What word comes before *books* and *money* in the example?” (*some*)
 - Point out that *some* is a quantifier and that some quantifiers can be used with both count and non-count nouns.
 - Ask: “Is *magazines* count or non-count?” (*count*) “Is *rice* count or non-count?” (*non-count*) “What word comes before *magazines* in the example?” (*a few*) “What word comes before *rice*?” (*a little*)
 - Point out that *a few* and *a little* are quantifiers: *a few* is used with count nouns, and *a little* is used with non-count nouns. There are more quantifiers that are used in this way.

GRAMMAR NOTES (pages 232–234)**Note 1**

- To review proper nouns, write on the board the following column heads and one example under each:

<u>People</u>	<u>Places</u>	<u>Things</u>	<u>Months</u>	<u>Nationalities</u>
Sarah	Mexico	Titanic	April	Japanese

 - Have students say more nouns for each category. Write the nouns on the board as students say them.
 - Point out that the nouns on the board are proper nouns.
 - Write on the board: Sarah traveled to Mexico in April.
 - Have students study the example. Then ask: “Do we usually use articles (*a/an/the*) before proper nouns?” (*no*)
- To review common nouns, write on the board the following column heads and one example under each:

<u>People</u>	<u>Places</u>	<u>Things</u>
student	street	car

 - Have students say more nouns for each category. Write the nouns on the board as students say them.

- Point out that the nouns on the board are common nouns.
- Ask: “Are common nouns capitalized?” (*no*)
- If needed, refer students to Appendix 8 on page 457 for categories of proper nouns.
- If needed, refer students to Appendix 25 on page 463 for spelling rules for regular plural nouns and to Appendix 6 on page A-4 for a list of irregular plural nouns.

Note 2

- To explain how count nouns are used, write on the board:
They found a box in the park.
It has two messages and a coin.
The notes are not clear. The coin is very old.
- Point out that count nouns can be singular or plural. Have students find count nouns in the sentences. (*singular count nouns*: box, coin, park; *plural count nouns*: messages, notes)
- Point out that count nouns can take singular verbs or plural verbs. Have students find examples in the sentences. (*count noun that takes a singular verb*: coin is; *count noun that takes a plural verb*: notes are)
- Point out that you can use *a/an* or *the* before count nouns. Have students find examples in the sentences. (*a box, a coin, the notes, the coin, the park*)
- To explain categories of non-count nouns, write on the board the following column headings and one example under each:

<u>Abstract words</u>	<u>Activities</u>	<u>Fields of study</u>	<u>Foods</u>
love	dancing	biology	meat

- Remind students that non-count nouns are things that you cannot count separately.
- Elicit from students more nouns for each category. Write the nouns on the board as students say them.
- To explain how non-count nouns are used, write on the board:
They don’t have plural forms.
They take singular verbs and pronouns. We do not use a/an before them.
- If needed, refer students to Appendix 457 on page A-4 for a list of common non-count nouns.

Notes 3–4

- To explain the use of quantifiers in affirmative sentences, write on the board:

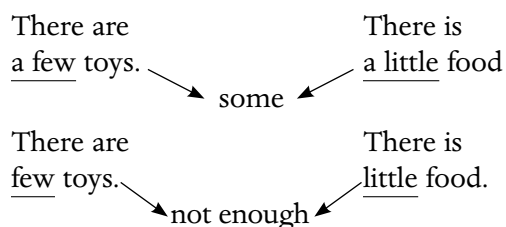
Count nouns

There are	a great many a lot of some enough several a few	books.
-----------	--	--------

Non-count nouns

There is	a great deal of a lot of some enough a little	time.
----------	---	-------

- Have students look at the board. Then ask: “which quantifiers can be used with both count nouns and non-count nouns in affirmative sentences?” (*a lot of, some, enough*) “Which quantifiers are used with count nouns?” (*many, several, a few*) Which quantifiers are used with non-count nouns?” (*a great deal of, a little*)
- Draw attention to the *Be Careful!* note. To explain the difference between *a few* and *a little*, write on the board:

**Note 5**

- To explain the use of quantifiers in negative statements and questions, write on the board:

Count nouns

There aren't	many a lot of enough any	books.
Are there	any	books?

Non-count nouns

There isn't	much a lot of enough any	time.
Is there	any	time?

- Have students look at the negative sentences. Ask: “Which quantifiers can be used with both count nouns and non-count nouns in negative sentences?” (*a lot of, enough, any*) “Which quantifier is used only with count nouns?” (*many*) “Which quantifier is used only with non-count nouns?” (*much*)
- Have students look at the questions on the board. Ask: “Which quantifier can be used with both count nouns and non-count nouns in questions?” (*any*)
- Point out that in affirmative statements *much* is very formal and not common.

OUT OF THE BOX ACTIVITIES**SPEAKING AND WRITING**

- Brainstorm with the class the major categories of foods. (Example: appetizers, vegetables, pasta and grains, egg and dairy, poultry and other proteins, desserts)
- Show several examples of the way recipes are written. Discuss measurements and terms commonly used. (Have students look back at Exercise 5 on page 239.)
- Form small groups. Have students write a recipe, listing the ingredients and quantities first, and then describing the steps in making the recipe.

READING AND SPEAKING

- Bring in Internet printouts from a website that has information about everyday life in Pompeii. You can print out information about food, work, or the baths. Hand out the material. Form small groups and have students read the material and find proper nouns, count and non-count common nouns, and quantifiers.
- Have students choose two brief pieces of information that contain proper nouns and/or quantifiers plus common nouns to share with the class.

Note: You can go to www.pompeiiisites.org and follow this path: Home → archaeological sites → Pompeii → visiting the sites → itinerary by topics → everyday life.

UNIT 18

OVERVIEW

GRAMMAR Articles: Indefinite and Definite

Unit 18 focuses on the uses of indefinite and definite articles.

- Indefinite articles (*a, an*) are used with singular count nouns that are indefinite. (A noun is indefinite if it does not refer to a specific person, place, or thing.)
- The definite article *the* is used with singular and plural count nouns and non-count nouns that are definite. (A noun is definite if it refers to a specific person, place, or thing.)
- Use no article or *some* with plural count nouns and non-count nouns that are indefinite.

THEME Stories

Unit 18 focuses on language used to tell stories.

Aesop was an ancient Greek writer about whom little is known. He is said to have lived from about 620 to 560 b.c.e. and to have been a slave who was then freed. He is credited with the creation of over 600 fables, most of which deal with animals. His fables are often told to children because of the valuable lessons they teach.

Go to **www.MyEnglishLab.com** for the Unit 18 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 18 Review, and Unit 18 Review Test.

READ (pages 243–244)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What did the country mouse served the town mouse? (the only food he had—some beans and some bread)
 2. Did the town mouse enjoy the meal? (Yes. He ate and laughed.)
 3. What did the town mouse serve the country mouse? (the leftovers of a wonderful dinner—jelly, cake, and many nice things)
 4. Did the country mouse enjoy the meal? (No. A dog ran in and they both had to run away.)
- To get students to share their ideas on the reading, form pairs or small groups. Have them discuss the topics.
 1. Discuss the moral lesson that the fable teaches. What are some examples from everyday life that illustrate the lesson that the fable teaches?
 2. Share other fables you know and discuss their moral lessons.

GRAMMAR CHARTS (page 245)

- To explain the indefinite articles *a* and *an*, write on the board;

a story an adventure
a house an idea

- Have students study the examples. Then ask: “Do you use *a* before a vowel sound or a consonant sound?” (*before a consonant sound*) “Do you use *an* before a vowel sound or a consonant sound?” (*before a vowel sound*) “What kind of nouns use *a* or *an*—count nouns or non-count nouns, singular nouns or plural nouns?” (*singular count nouns*)

- To explain the definite article, point out that *the* is used with most nouns. To illustrate this point, write on the board:

the story plural count noun
the mice non-count noun
the food singular count noun

- Have students match the examples with the nouns. Match the items on the board with arrows as students give their answers.

- To compare indefinite articles with the definite article, write on the board:

A dog is in an apartment.

The dog is in the apartment near me.

- Point to the first sentence and ask: “Do we know exactly what dog or apartment this sentence refers to?” (*no*)
- Explain that *dog* and *apartment* are indefinite nouns in this sentence because they do not refer to a specific dog or a specific apartment. This is why the indefinite articles *a* and *an* are used before them.
- Point to the second sentence and ask: “Do we know what dog this sentence refers to?” (*yes—the one that is in the apartment near me*) “Do we know what apartment this sentence refers to?” (*yes—the one that is near me*)
- Explain that *dog* and *apartment* are definite nouns in this sentence because they refer to a specific dog and a specific apartment. This is why the definite article *the* is used before them.

- To explain the indefinite article *some*, write on the board:

The mouse ate beans and bread.

The mouse ate some beans and some bread.

- Have students study the examples. Then ask: “Is *bread* a definite or indefinite noncount noun?” (*an indefinite non-count noun*) “Is *beans* a definite or indefinite plural count noun?” (*an indefinite plural count noun*) “Are *beans* and *bread* preceded by any articles in the first example?” (*No. They are used without articles.*) “What comes before *beans* and *bread* in the second example?” (*some*)
- Explain that indefinite plural count nouns or indefinite non-count nouns can be used with no article or with *some*.

GRAMMAR NOTES (pages 245–246)**Note 1**

- To compare definite and indefinite nouns, write on the board:

“I saw a hunter in the forest,” Kim told Joe.

- Ask:

“Does Kim know the hunter?” (*no*)

“Is she talking about a specific hunter?” (*no*)

“Is Kim talking about a specific forest?” (*yes, probably the one in the area*)

“Does Joe know what forest Kim is talking about?” (*yes*)

“Is *hunter* a definite or indefinite noun in the sentence on the board?”
(*an indefinite noun*)

“Is *forest* a definite or indefinite noun?” (*a definite noun*)

Note 2

- To compare the use of *a* and *an*, write on the board:

a horse

an hour

a house

an umbrella

a union

an excellent book

a European writer

an honest man

- Draw attention to the *Be Careful!* note. Read the examples so that students can compare and contrast the beginning sound of each word. Then say the words again and have students repeat.

- To explain what article can be used before each type of noun, write on the board:

a or an

singular count nouns

no article or some

plural count nouns

non-count nouns

- Have students connect the items, according to what can come before each type of noun. As students give their answers, match the items on the board with arrows. (*a: singular count nouns; an: singular count nouns; some: plural count nouns and non-count nouns; no article: plural count nouns and non-count nouns*)
- If needed, refer students to Appendix 7 on page 457 for a list of common non-count nouns.

Note 3

- To explain identification, point to a bag and say: “This is a bag.”

- To explain generalizations, write on the board:

I like football.

I like ~~the~~ football.

Fruit is good for your health.

~~The~~ fruit is good for your health.

- Point out that we don’t use articles to make general statements.

Note 4

- Write the following sentences on the board. Have pairs look at Grammar Note 4 and match the uses of *the* to the rules in Note 4.
- Go over the answers as a class.
 1. Can you close the window?
 2. The sun rises in the east.
 3. There are a man and a woman at the door. The man wants to talk to you.
 4. Sam, please clean the board.
 5. I didn't buy the right size.
 6. A cat and a dog were on the doormat. The cat was sleeping, and the dog was eating a bone.
 7. This is the only book I have.
 8. There are many undiscovered places in the world.

↓

 1. The context or situation makes it clear.
 2. A person, place, or thing is unique; a person, place, or thing is unique.
 3. The context or situation makes it clear; you mention the noun for the second time.
 4. The context or situation makes it clear.
 5. A phrase or adjective (right) identifies the noun.
 6. The context or situation makes it clear; you mention the noun for the second time; you mention the noun for the second time.
 7. A phrase or adjective (only) identifies the noun.
 8. A person, place, or thing is unique.

OUT OF THE BOX ACTIVITIES**WRITING AND READING**

- Have students work in pairs to write a short fable. Have them either invent a fable or write a version of a fable they know. Point out that students can also write a fable that teaches a moral from the list in Exercise 9.
- Have pairs go over the nouns and articles in their fables to make sure they used *a*, *an*, *the*, *some*, or no article, as appropriate.
- Call on students to read their fables aloud to the class. Then ask: "What moral does the fable teach?"

READING AND SPEAKING

- Bring in book reviews from newspapers, magazines, or websites. (**Note:** If possible, instead of reviews, bring in different kinds of books and have students read the information on the back covers.) Form small groups and give each group member a book review.
- Have students read the review and tell their partners about the book. (Example: *I read a review of a suspense book called Night Chase. It is the story of a detective who is chasing a criminal on a dark stormy night. The criminal is very dangerous and . . .*)
- Have students decide which book they would like to read and tell their partners about their choice.

PART **6** **Adjectives and Adverbs**

UNIT
19 **Adjectives and Adverbs**
HOME

UNIT
20 **Adjectives: Comparisons with *As . . . as* and *Than***
FOOD

UNIT
21 **Adjectives: Superlatives**
CITIES

UNIT
22 **Adverbs: *As . . . as*, Comparatives, Superlatives**
SPORTS

Go to **www.MyEnglishLab.com** for the course diagnostic test, Student Book audio, additional practice, and review tests.

UNIT 19**OVERVIEW****GRAMMAR Adjectives and Adverbs**

Unit 1 focuses on the use of adjectives and adverbs.

- Adjectives describe or give more information about nouns.
- Adverbs describe or give more information about verbs, adjectives, or other adverbs.
- Adverbs of manner describe or give more information about action verbs.
- Adverbs of degree make adjectives and other adverbs stronger or weaker.
- Participial adjectives (adjectives ending in *-ing* or *-ed*) often describe feelings.

THEME Home

Unit 19 focuses on language used to describe apartments, houses, and neighborhoods. Texts used include apartment ads, emails about what one wants in a home, and school dormitory reviews.

Go to **www.MyEnglishLab.com** for the Unit 19 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 19 Review, and Unit 19 Review Test.

READ (pages 260–261)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Are the apartments in the advertisement for rent or for sale? (*for rent*)
 2. Where are the apartments located? (*in Wakefield House near Lake Forest Park*)
 3. What is the area like? (*the neighborhood is nice; the streets are safe and quiet; it's a peaceful, residential area*)
 4. What are the apartments like? (*They have big, sunny rooms with high ceilings and modern appliances.*)
 5. Is the rent expensive? (*No. It's affordable.*)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
- Would you be interested in renting one of the apartments in the advertisement? Support your views.
- What is your ideal place to live? Explain your reasons.

GRAMMAR CHARTS (page 262)

- To explain adjectives, write on the board:

Maggie lives in a residential area with safe, quiet streets.

The house is perfect.

The people seem friendly.

- Ask: “What is the area where Maggie lives like?” (*residential*) “What are the streets like?” (*safe and quiet*) “What is the house like?” (*perfect*) “What are the people like?” (*friendly*)
- Remind students that the words that describe or give information about nouns are called adjectives.
- Have students name the adjectives in the example. (*residential, safe, quiet, perfect, friendly*)
- Underline the adjectives as students say them.

- To explain adverbs that describe verbs, write on the board:

Wakefield House apartments rent quickly.

- Ask: “How do Wakefield apartments rent?” (*quickly*)
- Point out that words that give information about a verb are called adverbs.
- Have students name the adverb in the example. (*quickly*) Underline *quickly*.

- To explain degree adverbs, write on the board: Wakefield House apartments rent very quickly.

- Ask: “How quickly do Wakefield apartments rent?” (*very quickly*)
- Point out that an adverb can also give more information about another adverb.
- Have students name the two adverbs in the example. (*very and quickly*) Underline both adverbs.

- To explain adverbs that describe adjectives, write on the board:

The rent is surprisingly affordable.

- Ask: “Is the rent expensive or affordable?” (*affordable*) “How affordable is it?” (*surprisingly affordable*)
- Point out that an adverb can also give more information about an adjective.
- Have students name the adjective and the adverb in the example. (*affordable, surprisingly*)
- Underline both words.

- To explain participial adjectives, write on the board:

The traffic is annoying.

The tenant is annoyed by the traffic.

- Point out that words ending in *-ing* and *-ed* can be adjectives.
- Have students name the adjectives in the example. (*annoying, annoyed*) Underline both words.
- Ask: “What does *annoying* describe? (*the traffic*)” “What does *annoyed* describe? (*the tenant*)”

- To explain word order of adjectives, write on the board:

She lives in a beautiful residential area. She lives in a ~~residential beautiful~~ area.

- Point out that when more than one adjective describes a noun, we cannot put them in whatever order we would like.

GRAMMAR NOTES (pages 263–265)

Note 1

- To review adjectives, write the following examples on the board, leaving space between them:

It's in a residential area.

The rooms are sunny.

The place seems quiet.

- Have students study the examples and name the adjectives. (*residential, sunny, quiet*) Underline the adjectives.
- Ask the following questions and circle the nouns as students say them. Draw arrows from the adjectives to the nouns. "What does *residential* describe?" (*the area*) "What does *sunny* describe?" (*the rooms*) "What does *quiet* describe?" (*the place*)
- To review adverbs, write the following examples on the board, leaving space between them:
You can walk safely through the park.
They repaired the building extremely quickly. The rooms are really comfortable.
- Have students study the examples and name the adverbs. (*safely, extremely, quickly, really*) Underline the adverbs.
- Ask the following questions and circle the answers as students say them. Draw arrows from the adverbs to the words they describe. Ask: "What does *safely* describe?" (*walk*)
"What does *extremely* describe?" (*quickly*) "What does *really* describe?" (*comfortable*)
- Point to the first example and ask: "What kind of word is *walk*?" (*a verb*) Point out that the adverb *safely* describes a verb (*walk*) in this example.
- Point to the second example and ask: "What kind of word is *quickly*?" (*an adverb*) Point out that the adverb *extremely* describes an adverb (*quickly*) in this example.
- Point to the third example and ask: "What kind of word is *comfortable*?" (*an adjective*) Point out that the adverb *really* describes an adjective (*comfortable*) in this example.

Note 2

- To explain adverbs of manner ending in *-ly*, write on the board:

beautiful nice absolute surprising complete quick

Have students change the adjectives into adverbs by adding *-ly*. (*beautifully, surprisingly, nicely, completely, absolutely, quickly*)

- Point out that there are some adjectives that end in *-ly*. (*friendly*)

- To explain informal forms without *-ly*, write on the board:
He runs quickly. = He runs quick. (informal)
- To explain irregular adverbs of manner, write on the board:
He is a good teacher. (adjective). He teaches well. (adverb)
He has an early breakfast. (adjective) He has breakfast early. (adverb)
- Point out that some adjectives change completely when they are turned into adverbs (*good, well*) and some adjectives have the same form as adverbs (*early, early*)
- Draw attention to the *Be Careful!* note. Point out that not all words that end in *-ly* are adverbs (*hardly, lately*).
- If needed, refer students to Appendix 24 on page 463 for spelling rules for forming *-ly* adverbs.

Note 3

- To explain adverbs of degree, write on the board:
It is absolutely perfect. It is fairly good.
- Ask: “Does *absolutely* make the adjective *perfect* stronger or weaker?” (*stronger*) “Does *fairly* make the adjective *good* stronger or weaker?” (*weaker*)
- Point out that adverbs that make adjectives stronger or weaker are called adverbs of degree.

Note 4

- To explain participial adjectives, write on the board:
INTEREST
The book is _____.
Sally is _____ in the book.
- As a class, complete the items on the board with adjectives derived from the word *INTEREST*. (*interesting, interested*)
- Point out that the *-ing* adjective describes the person or thing that causes a feeling (*the book*) and the *-ed* adjective describes the person who has the feeling (*Sally*).
- If needed, refer students to Appendix 11 on page 458 for a list of participial adjectives.

Note 5

- To explain the position of adjectives, write the following examples on the board, leaving space between them:
Maggie lives in a residential area.
The house is perfect.
The people seem friendly.
- Direct attention to the first example. Ask: “Does *residential* come before or after the noun it describes?” (*before the noun it describes*)

- Direct attention to the second example. Ask: “Do *perfect* and *friendly* come before nouns in the examples?” (no) “Where are they placed in the sentence?” (*after the verbs*)
- Point out that adjectives can also come after *be* or other non-action verbs such as *seem* or *look*.

Note 6

- To explain the order of adjectives, write on the board: opinion + size + age + shape + color + origin + material + purpose + noun (used as adjective) + noun
- Brainstorm with the class two adjectives for each category, and write them on the board. (*nice, small, old, round, blue, Chinese, stone, relaxing, alarm, clock, beautiful, large, new, square, green, ancient, metal, rocking, baby, chair*)
- Point out that size adjectives can also go first. Write on the board: a small nice leather bag = a nice small leather bag
- Point out that we don’t use commas between adjectives of different categories but we use them between nouns of the same category. Write two contrasting examples on the board: a charming old house (opinion + age) a charming, comfortable house (opinion + opinion)
- If needed, refer students to Appendix 12 on page 458 for the order of adjectives before a noun.

Note 7

- To explain the position of adverbs, write the following examples on the board, leaving space between them:
Wakefield House apartments rent quickly.
Wakefield House apartments rent very quickly.
The rent is surprisingly affordable.
- Point to the first example and ask: “Does *quickly* come before or after the verb?” (*after the verb*)
- Point to the second example and ask: “Does *quickly* come before or after the adverb it describes?” (*before the adverb*)
- Point to the third example and ask: “Does *surprisingly* come before or after the adjective it describes?” (*before the adjective*)
- Draw attention to the *Be Careful!* note. Point out that if a verb has no object, the adverb goes right after the verb. If a verb has an object, the adverb goes after the object.

OUT OF THE BOX ACTIVITIES

SPEAKING

- Divide the class into two teams.
- Call out an adjective or adverb to alternating teams and have the team come up with its opposite within 15 seconds. (Example: *bad, good; easy, hard*) If the team is unable to name an opposite, give the other team a chance to try.
- Each time a team successfully identifies an opposite, the team receives one point. The team with the most points wins.

READING AND SPEAKING

- Find house and/or apartment ads online. Form small groups and have each group look at different ads.
- Have students read the ads and figure out the meaning of abbreviations.
- Then have students share with their partners which apartment or house they would be interested in buying or renting. Have students support their views.

UNIT 20

OVERVIEW

GRAMMAR Adjectives: Comparisons with *As . . . As* and *Than*

Unit 20 focuses on the uses of adjectives to make comparisons—specifically comparisons with *as . . . as* and comparative adjectives with *than*.

- *As* + adjective + *as* is used to compare people, places, or things and show how they are the same or equal.
- *Not as* + adjective + *as* is used to compare people, places, or things and show how they are not the same or equal. Similarly, comparative adjectives + *than* show how people, places, or things are different.
- Comparative adjective + *and* + comparative adjective shows how something is increasing or decreasing.
- *The* + comparative adjective + *the* + comparative adjective shows cause and effect.

THEME Food

Unit 20 focuses on language used to describe and compare restaurants and brands of food. Restaurant reviews, consumer magazine product reviews, and menus are presented.

Go to www.MyEnglishLab.com for the Unit 20 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 20 Review, and Unit 20 Review Test.

READ (pages 276–277)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What has just opened on Main Street? (*a new Pizza Place restaurant*)
 2. Did the reviewer eat there himself? (*no*)
 3. What does he say about the service? (*It was not as good as at other Pizza Place restaurants. The staff needs to become more professional.*)
 4. What does he say about the food? (*The pizza was incredible. It seemed bigger and better than at other Pizza Place restaurants.*)
 5. Is the new restaurant larger or smaller than other Pizza Place restaurants? (*It's larger.*)
 6. So why is it more crowded? (*because students love it*)
 7. What should you do for a quieter, more relaxed meal? (*go early*)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. What is the best restaurant you have ever been to? Briefly describe the place and explain your choice.
 2. Would you like to go to the restaurant in the review? Support your answer.

GRAMMAR CHARTS (page 278)

- To explain comparisons with *as . . . as*, write on the board:

The new Pizza Place is as interesting as the other Pizza Place restaurants.

- Have students study the example. Then ask: “How can you make comparisons to show that two things are the same?” (*as + adjective + as*)

- Write a new example on the board:

The service here is not as good as the other locations.

- Have students study the example. Then ask: “How can you make comparisons to show that two things are *not* the same?” (*not + as + adjective + as*)

- To explain comparisons with *than* and short adjectives, write on the board:

The new Pizza Place is bigger and louder than the other Pizza Place restaurants.

- Have students name the two comparative adjectives in the example (*bigger, louder*). Underline them.
- Ask: “How do you form the comparative of short adjectives such as *loud*?” (*short adjective + -er*) “What comes after *louder*?” (*than + the other place being compared*) “What spelling change is there in *bigger*?” (*the final g is doubled to form the comparative*)
- Point out that spelling changes are sometimes necessary to form the comparative of short adjectives.
- Write additional examples on the board:
 busy—busier hot—hotter

- To explain comparisons with *than* and long adjectives, write on the board:

At the new Pizza Place the choices are more varied than at the other locations.

The new Pizza Place is less crowded before 1:00 p.m.

- Have students name the comparative adjectives in the examples (*more varied, less crowded*). Underline them.
- Ask: “How do you form the comparative of long adjectives such as *varied* or *crowded*?” (*more or less + adjective*)

- To explain irregular comparative forms, write on the board:

At the New Pizza Place the pizza is better than at other locations.

- Have students name the comparative adjective in the example (*better*). Underline it.
- Ask: “What is *better* the comparative of?” (*good*)
- Point out that some adjectives such as *good* have irregular comparative forms.
- Write a new example on the board: bad—worse.

GRAMMAR NOTES (pages 278–280)**Note 1**

- To review comparisons with *as . . . as*, write on the board:

The new Pizza Place is as good as the one on Knight Street.

- Have students study the example. Then ask: “Is the restaurant on Knight Street good?” (yes) “Is the new Pizza Place equally good?” (yes)
- Insert *just* between *is* and *as*. Then ask: “Is the comparison weaker or stronger now?” (*stronger*)
- Write a new example on the board:

The new Pizza Place is not as quiet as the one on Knight Street.

- Then ask: “Is the Pizza Place on Knight Street quiet?” (yes) “Is the new Pizza Place equally quiet?” (no)

Note 2

- To review comparisons with *than*, write on the board:

At the new Pizza Place the choices are more varied than at the other locations.

- Have students study the example. Then ask: “Are the choices varied at the new Pizza Place?” (yes) “Are the choices equally varied at the other locations?” (no)
- Insert *even* before *more*. Then ask: “Is the comparison weaker or stronger now?” (*stronger*)
- To explain the use of *less . . . than*, write on the board:

Pizza Place is not as cheap as Crown Pizza.

Pizza Place is more expensive than Crown Pizza.

Pizza Place is ~~less cheap than~~ Crown Pizza.

- Point out that we do not use *less . . . than* with one-syllable adjectives such as *cheap*.
- Write on the board:

Crown Pizza is less expensive than Pizza Place.

- Point out that we do use *less . . . than* with long adjectives such as *expensive*.
- Write on the board:

BILL: Let’s have the one with chicken. It’s more interesting than the traditional pizza.

PAM: But it’s also more expensive.

- Ask: “What are Bill and Pam comparing?” (*a pizza with chicken with a traditional pizza*) “Why doesn’t Pam mention the traditional pizza?” (*Because it is not necessary. The context makes it clear that she is comparing the pizza with chicken with the traditional pizza.*)
- Underline *it’s also more expensive* in the conversation.
- Call on a student to provide the full version of the comparison. (*It’s also more expensive than the traditional pizza.*)

Note 3

- To review how to form comparative adjectives, write the following list on the board and explain each category. The adjectives in brackets are additional examples. Don't write them on the board.

Short adjectives use -er: one-syllable adjectives: cheap—cheaper [loud, late, big]

Two-syllable adjectives ending in -y: easy—easier [funny]

Spelling changes:

Adjectives ending in -e: only add -r; large—larger

Adjectives ending in -y: change y to i; pretty—prettier

Adjectives ending in consonant + vowel + consonant: double final consonant;
thin—thinner

Irregular comparative forms:

little—less

good—better

bad—worse

far—farther/further

Long adjectives use less/more: crowded—more/less crowded varied—more/
less varied [interesting]

Some adjectives can use either -er or more: lovely—lovelier, more lovely
cruel—crueler, more cruel [quiet]

- If needed, refer students to Appendix 23 on page 463 for spelling rules for the comparative form of adjectives.
- If needed, refer students to Appendix 10 on page 458 for a list of irregular comparative adjectives.
- If needed, refer students to Appendix 9 on page 457 for a list of adjectives that use both forms of the comparative.

Note 4

- To explain how comparative adjectives can be repeated to show increase or decrease, write on the board:

Prices are getting lower and lower.

At Crown Pizza, the menu is getting more and more varied.

The staff is becoming less and less professional.

Note 5

- To explain how to use two comparative adjectives to show cause and effect, write on the board:
The better the pizza, the higher the price.
The fresher, the better.
- Point out that the nouns are given in the first example because the comparative adjectives *better* and *higher* give information about different things: the pizza and the price.
- Point out that the nouns are left out in the second example because both adjectives give information about the same thing: the ingredients.

OUT OF THE BOX ACTIVITIES**WRITING AND READING**

- Brainstorm with the class different types of restaurants. (Example: fast food, sandwich or sub shops, fine dining, pizzerias, bars, ethnic restaurants)
- Have pairs of students choose one type of restaurant to review.
- Have each partner choose a different restaurant within that category and write a review of it according to the following criteria: value, quality of food, service, and location. Then have partners compare their reviews and then report their findings to the class.

READING AND SPEAKING

- Bring in empty food containers such as boxes or cartons. If you don't have access to containers in English, print out information and/or nutrition facts from websites of companies that produce food. Form small groups and give each group a few containers. If possible, give each group containers of the same food from different brands.
- Have students read the information on the container and compare the food(s) and the information on the container.
- Follow up by having students report to the class on the food(s) they discussed.

UNIT 21

OVERVIEW

GRAMMAR Adjectives: Superlatives

Unit 21 focuses on the use of superlative adjectives to make comparisons.

- Superlative adjectives are used to compare one person, place, or thing with other people, places, or things in a group.
- Superlative adjectives are often used with words or expressions such as *in* and *of*; *one of* and *some of*; *second*, *third*, etc.; and *ever* plus the present perfect. (Example: *the tallest tower in town*, *one of the tallest towers in the world*, *the second tallest tower in the world*, *the tallest tower I have ever visited*)

THEME Cities

Unit 21 focuses on language used to describe and cities and their features.

The Toronto Transit Commission (TTC) operates the system of subways, buses, and streetcars that constitutes the second largest public transportation system in North America. (The largest is in New York City.) In Toronto there are three subway lines, 161 bus routes, and 11 streetcar routes that operate in the downtown area. Many of the streetcar routes date from World War II.

Go to **www.MyEnglishLab.com** for the Unit 21 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 21 Review, and Unit 21 Review Test.

READ (pages 290–291)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Is Toronto the capital of Canada? (*No. It's the capital of the province of Ontario.*)
 2. Is Toronto larger than the capital of Canada? (*yes*)
 3. How do you know? (*because the brochure says Toronto is the largest city in Canada*)
 4. What proves that Toronto is a multicultural city? (*the fact that 100 languages are spoken there*)
 5. What makes it easy to get around in Toronto? (*its large public transportation system*)
 6. Is Toronto the safest city in the world? (*No. It's the safest on the continent / in North America.*)
 7. What makes Toronto an exciting place to visit? (*its many unique features*)
- To get students to share their ideas on the reading, form pairs or small groups. Have them discuss one or both of the following topics:
 1. Tell your partners about a big city you have been to. Describe the features that make the city an interesting place to visit.
 2. Think about why you would/wouldn't like to visit Toronto. Share with your partners other information you might know about this city.

GRAMMAR CHARTS (page 292)

- To explain the superlative of short adjectives, write on the board:

In Toronto you can visit one of the tallest towers in the world.

Toronto is the biggest city in Canada.

Toronto is one of the easiest towns to get around.

- Have students name the superlative adjectives in the examples. (*the tallest, the biggest, the easiest*) Underline them as students say them.
- Then ask: “How do you form the superlative of short adjectives such as *tall*?” (*the + adjective + -est*) “What spelling change is there in *biggest*?” (*the final -g is doubled to form the superlative*) “What spelling change is there in *easiest*?” (*the -y in easy changes to i*)
- Point out that spelling changes (as with forming the comparative) are sometimes necessary to form the superlative of short adjectives.

- To explain the superlative of long adjectives, write on the board:

Toronto is one of the most exciting cities in the world.

It is the least dangerous city on the continent.

- Have students name the superlative adjectives in the examples. (*the most exciting, the least dangerous*) Underline them as students say them.
- Then ask: “How do you form the superlative of long adjectives such as *exciting* or *dangerous*?” (*the most or the least + adjective*)

- To explain the superlative of irregular adjectives, write on the board: Toronto has the second best public transportation system in North America.

- Have students name the superlative adjective in the example (*best*) and underline it.
- Then ask: “What is *best* the superlative of?” (*good*)
- Point out that some adjectives such as *best* have irregular superlative forms. (These adjectives also have irregular comparative forms.)
- To summarize, write on the board:

<u>Adjective</u>	<u>Comparative</u>	<u>Superlative</u>
good	better	best

GRAMMAR NOTES (pages 292–293)**Note 1**

- To review superlative adjectives, write on the board:

Toronto is the largest city in Canada.

- Have students study the example. Then ask: “Is Toronto a large city?” (*yes*) “Where is Toronto being compared to in the example?” (*other cities in Canada*) “Are other Canadian cities larger than Toronto?” (*No. Toronto is the largest of all.*)

- Point out that the superlative compares one person, place, or thing with other people, places, or things in a group. In the example, the superlative compares Toronto with other cities in Canada.
- Emphasize that the superlative compares three or more things and that it should not be used to compare only two things. Write two contrasting examples on the board:

Toronto is larger than Montreal. (comparison of two cities)

Toronto is the largest city in Canada. (comparison of more than two cities)

Note 2

- To review how to form superlative adjectives, write the following list on the board. Answer any questions.

Short adjectives that use -est:

one-syllable adjectives: cheap—the cheapest

two-syllable adjectives ending in -y: easy—the easiest

Spelling changes:

Adjectives ending in -e: only add -est (large—the largest)

Adjectives ending in -y: change y to i (funny—the funniest)

Adjectives ending in consonant + vowel + consonant: double final consonant (hot the hottest)

Irregular superlative forms: little—the least far—the farthest/furthest

Long adjectives that use the most/the least: peaceful—the most/least peaceful
multicultural—the most/the least multicultural

Adjectives that can use either -est or the most lovely—the loveliest, the most lovely
cruel—the cruellest, the most cruel

Note 3

- To explain the words and expressions that are often used with the superlative, write on the board:

It's the safest city in the country.

It's one of the safest cities.

It's the safest city I've ever been to. It's the second safest city.

- Direct attention to the underlined words and expressions in the examples.

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Form small groups. Have students create a general-knowledge quiz of six to eight questions using the superlative in all of their questions. Point out that they should know the answers to the questions they write. (Example: *What's the fastest animal in the world? What's the longest river in the world? What's the oldest building in London?*)

- Have groups exchange quizzes and answer the questions.
- Follow up by having students report to the class on some of the questions they answered.

READING AND SPEAKING

- If you have access to a lending library, bring in a copy of the book *Guinness World Records* or printouts from different sections of its website (www.guinnessworldrecords.com).
- Form small groups. Have students browse the book—or read the printouts—and use the superlative to write notes about world records. (If students use the book, have each group choose a different topic to research, for example, sports, travel and transportation, the natural world, or arts and media.)
- Have a student from each group report to the class on their findings. (Example: *At Wimbledon in 2010, American tennis player John Isner defeated Nicolas Mahut from France in the longest professional tennis match ever played. It lasted 11 hours 5 minutes.*)

UNIT 22

OVERVIEW

GRAMMAR Adverbs: *As . . . as*, Comparatives, Superlatives

Unit 22 focuses on the uses adverbs to make comparisons with *as...as*, comparative adverbs with *than*, and superlative adverbs.

- *As* + adverb + *as* is used to compare actions and show how they are similar.
- *Not as* + adverb + *as* is used to compare actions and show how they are not the same or equal. Similarly, comparative adverbs + *than* show how the actions of two people or things are different.
- Superlative adverbs are used to compare one action with the actions of other people or things in a group.
- Comparative adverb + *and* + comparative adverb shows how something is increasing or decreasing.
- *The* + comparative adverb + *the* + comparative adverb shows cause and effect.

THEME Sports

Unit 22 focuses on language focuses on language used to describe sports games and compare their teams and players. Formats include a newspaper opinion piece, a letter to the editor, a transcript of a TV sports program, and a questionnaire.

Go to **www.MyEnglishLab.com** for the Unit 22 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 22 Review, and Unit 22 Review Test.

READ (pages 302–303)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Who were Billie Jean King and Bobby Riggs? (*female and male tennis players*)
 2. Did the man or woman win the tennis match called the “Battle of the Sexes”? (*The woman won.*)
 3. Who is Eri Yoshida? (*a female baseball player who plays on all-male teams*)
 4. What are the reasons for women not playing sports as much as men? (*Women have less upper-body strength than men, but women can use their strength more efficiently than men. Women have not had enough opportunity to play. They do not compete as frequently as men, and when they play, they aren’t taken as seriously as men.*)
 5. What is the writer’s opinion of men and women playing on the same team? (*If women play as well as men, they should be allowed to play on the same team as men.*)

- To get students to share their ideas on the reading, form pairs or small groups. Have students discuss the three questions at the start of the first paragraph and the one question in the last paragraph of the reading. Encourage students to support their opinions.

GRAMMAR CHARTS (page 304)

- To explain comparisons with *as + adverb + as*, write on the board:

The Australians played *as well as* the French.

Have students study the example. Then ask: “Did the French play well?” (*yes*)

“Did the Australians play equally well?” (*yes*) “How do you know?” (*because the sentence says that they played as well as the French*) “How can you make comparisons to show that two actions are the same?” (*as + adverb + as*)

- Underline *as well as* in the example.

- To explain comparisons with *not as + adverb + as*, write on the board:

The French didn’t cheer *as loud as* the Australians.

- Ask: “Did the Australians cheer loud?” (*yes*) “Did the French cheer equally loud?” (*no*) “How do you know?” (*because the sentence says that they didn’t cheer as loud as the Australians*) “How can you make comparisons to show that two actions are *not* the same?” (*not + as + adverb + as*)

- Underline *didn’t* and *as loud as* in the example.

- Be sure students understand that a negative verb is necessary.

- **Note:** You may want to point out that *loud* is the informal adverb, but in writing and more formal speech *loudly* should be used as the adverb. (See Unit 19, Grammar Note 2, page 263.)

- To explain comparative and superlative forms of short adverbs, write on the board:

At first, the Australians played *harder* than the French.

The Australians cheer the *loudest* of any fans in the game.

- Have students name the comparative and superlative adverbs in the examples. (*harder, the loudest*) Underline them as students say them.

- Then ask: “How do you form the comparative of short adverbs such as *hard*?” (*short adverb + -er*) “What comes after *harder*?” (*than + the second part of the comparison*) “How do you form the superlative of short adverbs such as *loud*?” (*the + adverb + -est*)

- To explain the comparative and superlative forms of long adjectives, write on the board: The Italians blocked Nixon more effectively than any other team.

Nixon got the ball *less consistently* than in other games.

Trigs scored the *most consistently* of anyone on the team.

Nixon played the *least intensely* of anyone on the team.

- Have students name the comparative and superlative adverbs in the examples. (*more effectively, less consistently, the most consistently, the least intensely*) Underline them as students say them.

- Then ask: “How do you form the comparative of long adverbs?” (*more or less + adverb*) “How do you form the superlative of long adverbs?” (*the most or the least + adverb*)

- To explain the comparative and superlative forms of irregular adverbs, write on the board:

Trigs played better than Nixon.

Trigs scored the most of her team.

- Have students name the comparative and superlative adverbs in the examples (*better*, *the most*). Underline them.
- Then ask: “What is *better* the comparative of?” (*well*) “What is *the most* the superlative of?” (*a lot*) Point out that some adverbs have irregular comparative and superlative forms.
- To summarize, write on the board:

<u>Adverb</u>	<u>Comparative</u>	<u>Superlative</u>
well	better	the best
a lot	more	the most

GRAMMAR NOTES (pages 304–306)

Note 1

- To review comparisons with *as* + adverb + *as*, write on the board:

Nixon ran as fast as Jones.

- Have students study the example. Then ask: “Did Nixon run fast?” (*yes*) “Did Jones run equally fast?” (*yes*)
- Insert *just* between *ran* and *as*. Ask: “Is the comparison weaker or stronger now?” (*stronger*)
- Write a new example on the board:
Trigs didn’t score as frequently as Jones.
- Ask: “Did Jones score frequently?” (*yes*) “Did Trigs score with the same frequency?” (*no*)

Note 2

- To review comparative adverbs + *than*, write on the board:

Jones played more intensely than Trigs.

- Have students study the example. Then ask: “Did Jones play intensely?” (*yes*) “Did Trigs play as intensely as Jones?” (*no*) Insert *even* between *played* and *more*. Ask: “Is the comparison weaker or stronger now?” (*stronger*)
- To explain the use of *less . . . than*, write on the board:
The Tigers didn’t cheer as loud as the Vikings. The Vikings cheered louder than the Tigers.
The Tigers cheered ~~less loud than~~ the Vikings.
- Point out that we do not use *less . . . than* with short adverbs such as *loud*.
- Write on the board:
The Tigers played less consistently than the Vikings.
- Point out that we do use *less . . . than* with long adverbs such as *consistently*.

- Write on the board:
 - a. Riley played intensely. Nixon played just as intensely.
 - b. Trigs played patiently. Jones played less patiently.
- Point out that when the meaning is clear, it is not necessary to mention both parts of the comparison

Note 3

- Write the following example on the board:

The whole team played skillfully, but Riley played the most skillfully.
- Have students study the example. Then ask: “Did Riley play skillfully?” (yes) “Who is Riley compared with in the example?” (*all the other players on the team*) “Did any of the other players play more skillfully than Riley?” (no)
- Point out that the superlative compares one action with the action of other people in a group. In the example, the superlative compares the way Riley played with the way the other players on the team played.
- Emphasize that the superlative compares three or more things. It should not be used to compare only two things. Write two contrasting examples on the board:

Brad scored more frequently than Rost. (comparison of two people)

Brad scored the most frequently of anyone on the team. (comparison of more than two people)
- To explain the words and expressions that are used with superlative adverbs, write on the board:

She runs the fastest of all the players.

She runs the fastest of anyone on the team.

She runs the fastest of all.

She runs the fastest of her team.
- Have students study the examples. Then ask: “What preposition is used in expressions that are used with the superlative?” (*of*)

Note 4

- To review how to form comparative and superlative adverbs, draw the following chart on the board. (Note: Do not write the comparative and superlative forms. Just fill in text in the first two columns.)

	Adverb	Comparative	Superlative
One-syllable adverbs	soon late loud	sooner later louder	the soonest the latest the loudest
Irregular adverbs	little a lot far	less more farther/ further	the least the most the farthest/furthest
Long adverbs	cooperatively patiently	more/less cooperatively more/less patiently	the most/least cooperatively the most/least patiently

- Have students say the comparative and superlative forms and fill in the chart.
- To review the word order of adverbs of manner, write on the board:
 - a. Jones played more skillfully than Whine.
 - b. Jones blocked more skillfully his opponents than Whine.
 - c. Jones blocked his opponents more skillfully than Whine.
- Have pairs decide which statements are correct. Go over the answers as a class. (*Correct statements: a and c*)
- If needed, refer students to Appendix 10 on page 458 for a list of irregular comparative and superlative adverbs.
- Refer students to Unit 19 for more information about adverbs.

Note 5

- To explain how comparative adverbs can be repeated to show increase or decrease, write on the board:

He is working faster and faster.

She has been playing more and more intensely.

They have been playing less and less aggressively.
- Ask: “What word is repeated in the first example?” (*the adverb faster*) “What words are repeated in the second and third examples?” (*more and less*)
- Point out that with long adverbs, we repeat *more* or *less*, as appropriate.

Note 6

- To explain how to use two comparative adverbs to show cause and effect, write on the board:

The better she plays, the more she scores. = comparative adverbs

The better the pizza, the higher the price. = comparative adjectives
- To clarify the difference between the way comparative adjectives and comparative adverbs are used in this structure, point out that comparative adjectives are followed by nouns (*the pizza* and *the price*), and comparative adverbs are followed by a subject and a verb (*she plays* and *she scores*).

OUT OF THE BOX ACTIVITIES

SPEAKING

- Have students form small groups and choose a famous person they like—for example, a sportsperson, movie star, musician, singer, or dancer—and use comparative or superlative adverbs to explain to their classmates why they like this person. (Example: *My favorite ballet dancer is Julio Bocca from Argentina. I think he dances more gracefully than any other dancer I’ve seen.*)
- Call on students to tell the class about the people they like.

PART **7** **Gerunds and Infinitives**

UNIT
23 **Gerunds: Subject and Object**
HEALTH ISSUES

UNIT
24 **Infinitives After Certain Verbs**
HAPPINESS

UNIT
25 **More Uses of Infinitives**
SMART DEVICES

UNIT
26 **Gerunds and Infinitives**
PROCRASTINATION

Go to **www.MyEnglishLab.com** for the course diagnostic test, Student Book audio, additional practice, and review tests.

UNIT 23

OVERVIEW

GRAMMAR Gerunds: Subject and Object

Unit 23 focuses on the use of gerunds as subjects and objects of verbs and prepositions.

- A gerund (base form + *-ing*) can be the subject of a sentence and is always singular.
- A gerund can be the object of certain verbs such as *admit*, *avoid*, *consider*, and *deny*.
- *Go* + gerund is often used to describe activities.
- A gerund can be the object of certain prepositions such as *about*, *before*, *for*, and *on*.
- A gerund can follow expressions formed by verb + preposition or adjective + preposition such as *advise against* and *afraid of*.

THEME Health Issues

Unit 23 focuses on language used to talk about smoking and staying healthy. Formats include smoking regulations around the world, an online bulletin board about smoking, an ex-smoker's journal entry, and a class survey.

Go to **www.MyEnglishLab.com** for the Unit 23 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 23 Review, and Unit 23 Review Test.

READ (pages 318–319)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Why is the article called “No Smoking—Around the World from A to Z”? (*because more and more countries around the world are introducing laws that limit smoking; the article gives examples of countries from A [Austria] to Z [Zambia]*)
 2. What are some examples of public places where people can't smoke? (*trains, train stations, offices, streets, restaurants, malls*)
 3. How do smokers feel about it? (*that some laws go too far and limit personal freedom, and that there are other things that are not healthy—such as eating junk food—that are not regulated by laws*)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Share your thoughts. Are you in favor of or against laws that ban smoking? Explain your view.
 2. Share your personal experience. Use these questions as a guide:
Smokers
 When did you start smoking? Are you a heavy smoker? Why/When do you smoke?
 Have you ever tried to stop smoking? Would you like to stop smoking?

Non-smokers

Did you ever try a cigarette? If so, when? Why don't you smoke? If you used to be a smoker, was it easy to quit smoking? What did you do?

GRAMMAR CHARTS (page 319)

- To explain gerunds as subjects, write on the board:

Smoking is not permitted in restaurants.

- Have students study the example. Then ask: "What's the subject of the sentence?" (*smoking*) "What's the verb phrase?" (*is not permitted*)
- Underline and indicate the subject and the verb phrase in the example:

Smoking is not permitted in restaurants.

subject verb

- Ask: "Is *smoking* a noun or a gerund?" (*a gerund*) "What's a gerund?" (*a base form of a verb + -ing*)
- Point out that a gerund is a verb that is used like a *noun*, so it can be a *subject* of a sentence.

- To explain gerunds as objects, write on the board: Fumario enjoys smoking.

- Have students study the example. Then ask: "What's the subject of the sentence?" (*Fumario*) "What's the main verb?" (*enjoys*) "What's the object?" (*smoking*)
- Underline and indicate the subject, the verb, and the object in the example:

Fumario enjoys smoking.

subject verb object

- Point out that a gerund can also be the *object* of a sentence.

- To explain gerunds as objects of a preposition, write on the board: I'm in favor of smoking in parks.

- Have students study the example. Then ask: "What's the gerund in the example?" (*smoking*) "What word comes before the gerund?" (*of*) "What kind of word is *of*?" (*a preposition*)
- Underline and indicate the preposition and the object of the preposition in the example:

I'm in favor of smoking in parks.

prep. object of the prep.

GRAMMAR NOTES (pages 320–321)**Note 1**

- To explain how to form gerunds, write on the board:

Exercising is healthy.

I don't like lying.

He is in favor of banning smoking.

- Have students say the gerunds in the examples. (*exercising, lying, banning, smoking*)
- Write the following base forms and gerunds on the board:

exercise	exercising
lie	lying
ban	banning
smoke	smoking
- Have pairs study the spelling changes. If needed, refer students to Appendix 21 on page 462 for spelling rules for verbs + *-ing*. To go over the answers as a class, have students explain the spelling rules.
- To explain how to form negative gerunds, write on the board:

Not obeying the law can result in fines.
- Ask: “What’s the gerund in the example?” (*obeying*) “How do we form the negative of a gerund?” (not + *gerund*)
- Point out that gerunds should not be confused with the progressive forms of verbs.

Note 2

- To review gerunds as subjects, write on the board:

Reading is fun.

Smoking is an unhealthy habit.
- Have students study the examples and name the subjects. (*reading, smoking*)
- Point out the singular verb. (*is*)
- Write new examples on the board:

Reading travel magazines was my favorite pastime.

Smoking in public places is not allowed.
- Point out that the subject can also be a gerund phrase. Have students name the subjects in the examples. (*reading travel magazines, smoking in public places*)
- Ask students if the verbs are singular or plural. (*singular: was and is*) Be sure students understand that the verb is always singular, even if the gerund is followed by plural nouns such as *magazines* or *places*.
- To review gerunds as objects, write on the board:

She quit smoking.

I suggest going to a café.

He enjoys swimming.
- Have students study the examples and name the gerunds (*smoking, going, swimming*) and the verbs before the gerunds (*quit, suggest, enjoys*).
- Point out that certain verbs such as *quit, suggest, and enjoy* are often followed by gerunds.
- Point out that the objects can be either gerunds or gerund phrases. Have students look at the examples on the board again and name the object that is a gerund phrase. (*going to a café*)

- To explain *go* + gerund, write on the board: I like to go fishing.
- Ask: “What kind of word follows *go*?” (*a gerund: fishing*)
- Point out that we use *go* + gerund to describe activities.
- If needed, refer students to Appendix 13 on page 459 for a more complete list of verbs that can be followed by gerunds.

Note 3

- To explain gerunds as objects to prepositions, write on the board:

I’m against smoking in parks.

She complained about having to study. She is good at solving problems.
- Have students study the first example. Then ask: “What kind of word is *against*?” (*a preposition*) “What kind of word follows *against*?” (*a gerund*)
- Direct attention to the second example. Ask: What kind of word is *complained*?” (*a verb*) “What preposition is it followed by?” (*about*)
- Point out that certain verbs such as *complain* are followed by a particular preposition. These verb + preposition combinations can be followed by a gerund.
- Write more examples on the board:

apologize for +	}	gerund
think about		
- Direct attention to last example. Ask: What kind of word is *good*?” (*an adjective*) “What preposition is it followed by?” (*at*)
- Point out that certain adjectives such as *good* are followed by a particular preposition. These adjective + preposition combinations can be followed by a gerund.
- Write more examples on the board:

responsible for +	}	gerund
interested in		
- To explain expressions with the preposition *to*, write on the board:

I look forward to going on vacation.

He objects to doing that kind of work.

I am opposed to working so late.
- Draw attention to the *Be Careful!* note. Make sure students understand that in expressions such as *look forward to*, *object to*, and so on, *to* is a preposition, not part of the infinitive. Give more examples.

OUT OF THE BOX ACTIVITIES**SPEAKING AND LISTENING**

- Have pairs of students choose a healthy habit to promote to the class.
- Give pairs of students five minutes to explain the habit, its benefits, and any special instructions.
- Possible topics are:
 - Eating five to nine servings of fruit and vegetables a day
 - Not eating snack food while watching TV
 - Exercising most days of the week
 - Drinking eight glasses of water a day

READING AND SPEAKING

- Bring in self-help articles that deal with a health problem. (Example: *insomnia*, *stress*, or *depression*) Form small groups and hand out the material.
- Have students read the article and write a list of tips for dealing with that problem by completing (some of) the following statements. To help generate ideas, write the following on the board:

Tips for dealing with

Avoid _____.

Consider _____.

Enjoy _____.

Give up _____.

Don't keep _____.

Practice _____.

When you feel like _____, you should _____.

If you miss _____, you can _____.

Experts recommend _____.

They suggest _____.

They also advise _____.

- Have groups report to the class on the problem they read about and the tips for dealing with it.

UNIT 24

OVERVIEW

GRAMMAR Infinitives After Certain Verbs

Unit 24 focuses on the use of infinitives after certain verbs.

- Some verbs can be followed directly by an infinitive.
- Some verbs need an object before the infinitive.
- Some verbs can be followed by either an infinitive or an object + infinitive.

THEME Happiness

Unit 24 focuses on language used to talk about what makes people happy and what people can do to be happier. Formats include a journal entry, tips from a happiness workshop, an article on friendship and happiness, and quotes about happiness.

Go to www.MyEnglishLab.com for the Unit 24 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 24 Review, and Unit 24 Review Test.

READ (pages 330–331)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. According to the psychologist, is happiness completely genetic? (No. According to Martin Seligman, 50 percent of happiness is genetic.)
 2. What percent of happiness depends on whether good or bad things are happening? (10 percent)
 3. What percent of happiness depends on how people decide to react to certain situations? (40 percent)
 4. What can people do to feel happier? (interact with friends and people they like, stay healthy. Focus on goal, participate in enjoyable activities, do meaningful work, show compassion to themselves and others)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Do you agree that people are born with a certain disposition and, as a result, are born happier than others? Why or why not?
 2. What makes you happy?
 3. What advice in the article do you think is most helpful for feeling happier?

GRAMMAR CHARTS (page 332)

- To explain infinitives after verbs, write on the board:

Nothing seems to work.

I decided not to go.

- Have students study the examples. Then ask: “What’s the main verb in each sentence?” (*seems, decided*) “What words follow the main verbs?” (*to work, not to go*) “Are *to work* and *not to go* infinitives or gerunds?” (*infinitives*) Underline the verbs as students say them.
- Point out that some verbs such as *seem* and *decide* are followed by infinitives.

- To explain verbs that need an object before the infinitive, write on the board:

I advise them to make friends first.

I told her to join a club.

- Have students study the examples. Then tell students: “Name the main verb in each sentence.” (*advise, told*) “Name the infinitive in each sentence.” (*to make, to join*). Underline the verbs and infinitives as students say them.
- Then ask: “Do the infinitives directly follow the verbs?” (*no*) “What comes before the infinitives?” (*an object: them, her*)
- Point out that some verbs such as *advise* and *tell* need an object before the infinitive.

- To explain verbs that may or may not take an object before the infinitive, write on the board:

I’d just like to make friends.

She would like me to date her friend.

- Have students study the examples. Then ask: “Does the infinitive directly follow the verb in the first example?” (*yes*) “Does it directly follow the verb in the second example?” (*No. There’s an object—me—between the verb and the infinitive.*)
- Point out that some verbs such as *would like* can be followed directly by an infinitive or by an object and an infinitive.

GRAMMAR NOTES (pages 332–333)**Note 1**

- To review affirmative and negative infinitives after verbs, write on the board:

I decided to stay.

I told her to come.

- Tell students: “Name the main verbs.” (*decided, told*) “Name the infinitives that follow them.” (*to stay, to come*) “Change *to stay* and *to come* into negative infinitives and say full sentences.” (*I decided not to stay. I told her not to come.*)

Note 2

- To review verbs that are followed directly by an infinitive, write on the board:

Lonely in Seattle	refused	to develop friendships soon.
	decided	not to see that man again.
	hopes	to make new friends so far.
	has failed	to lend money to the man she was dating.

- Have students match the second and third columns to make true sentences about Lonely in Seattle. (Answers: has failed to make new friends so far; refused to lend money to the man she was dating; decided not to see that man again; hopes to develop friendships soon.)
- Go over the verbs in the list in Note 2 and clarify the meaning of any unknown words. Students might need help with attempt (to try to do something) and refuse (to say firmly that you will not do or accept something).
- If needed, refer students to Appendix 14 on page 459 for a list of verbs that are followed by the infinitive.

Note 3

- To review verbs that need an object before the infinitive, write on the board:

I invited	Alice	to come with us.
I asked	a few friends	
I told	her	

- Point out that the object can be a noun, a noun phrase, or a pronoun.
- Go over the verbs in the list in Note 3 and clarify the meaning of any unknown words. Students might need help with *warn* (to tell someone that something bad or dangerous might happen, so that she/he can avoid it or prevent it) and *urge* (to strongly advise someone to do something).
- If needed, refer students to Appendix 16 on page 459 for a list of verbs that need an object before the infinitive.

Note 4

- To review verbs that can be followed by an infinitive or an object and an infinitive, write on the board:

Sarah would like to write a letter to Annie. = Sarah is interested in writing to Annie.

Sarah would like her friend to write a letter herself. = Sarah is not interested in writing a letter to Annie. She thinks her friend should write to Annie.

- Point out that a verb followed by an infinitive may have a different meaning from a verb followed by an object and an infinitive.
- If needed, refer students to Appendix 14 on page A-7 for a list of verbs that are followed by infinitives.

Pronunciation Note

- Have students listen to the examples and repeat the model.
- Write the following examples on the board. Have students practice saying them using *wanna*:

Do you want to go? (*Do you wanna go?*)

I want to leave. (*I wanna leave.*)

What do you want to do? (*What do you wanna do?*)

We all want to have some coffee. (*We all wanna have some coffee.*)

OUT OF THE BOX ACTIVITIES

WRITING

- Have students work in pairs to classify some of the verbs in Appendices 14 and 16 on page 459 into three semantic categories: *Speaking*, *Making Decisions*, and *Wanting or Expecting*. Tell students that this will help them learn the verbs. (*Speaking*: *advise, encourage, convince, persuade, promise, remind, tell, urge, warn, ask, refuse, mean, offer, request*. *Making decisions*: *agree, arrange, decide, plan, prepare*. *Wanting or expecting*: *want, wish, would like, can't wait, hope, expect*)
- Have students write an example for each category. Each example should be suitable for three verbs from the same category, for example:

She advised/encouraged/persuaded me to join a club.

We agreed/decided/are planning to go on vacation.

I want/would like/can't wait to make new friends.

READING AND SPEAKING

- Do a search on the Internet on friendship and making friends and bring in several self-help articles about friendship written by psychologists or counselors. The articles should include tips for making new friends. Form small groups and hand out the material.
- Have students read the articles and discuss with their classmates which tips they agree with and which they do not.
- Call on students to report to the class on the tips for making friends suggested by the psychologist/counselor. Challenge students to say only sentences that contain the following verbs, which you should write on the board:

advise	remind
help	teach
encourage	tell
expect	urge
persuade	warn

UNIT 25

OVERVIEW

GRAMMAR More Uses of Infinitives

Unit 25 focuses on the uses of the infinitive.

- We use an infinitive (*to* + base form of verb) to explain the purpose of an action.
- In everyday spoken English, we use *because* + a reason to express a negative purpose.
- In formal writing, we often use *in order to* + base form of the verb to express the purpose of an action. A negative purpose is expressed with *in order not to* + base form of verb.
- We use *too* + adjective/adverb + infinitive to show that something is not possible.
- We use adjective/adverb + *enough* + infinitive to show that something is possible.
- *For* + noun/pronoun can be placed before the infinitive to indicate what person, place, or thing the infinitive refers to.

THEME Smart Devices

Unit 25 focuses on language used to talk about uses of smart devices.

Go to www.MyEnglishLab.com for the Unit 25 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 25 Review, and Unit 25 Review Test.

READ (pages 342–343)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What did people use smart phones for when they first came out? (*to make calls, check email, and connect to the Internet*)
 2. What other uses do they have? (*You can also use them to play games, listen to music, watch videos, look up reviews, avoid traffic jams, get directions, and translate words.*)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. The article says phones are getting smarter and smaller all the time. What do you think smart phones will be like in five years' time?
 2. The article talks about how the smartwatch has changed. Do you think the smartwatch will become more or less popular? Do you own one? What do you use it for? If you don't own one, would you like to buy one? Why or why not?

GRAMMAR CHARTS (page 344)

- To explain the infinitive of purpose, write on the board:

Anna uses her cell phone to make calls.

She wants to buy a smart phone to connect to the Internet.

She asked for advice in order not to buy the wrong phone.

- Direct attention to the first example. Then ask: “What does Anna use her cell phone for?” (*to make calls*) “Why does Anna want to buy a smart phone?” (*to connect to the Internet*) “Why did Anna ask for advice?” (*in order not to buy the wrong phone / because she doesn’t want to buy the wrong phone*)
- Point out that we use an infinitive to express the purpose of an action.
- Underline in the examples on the board *to make*, *to connect*, and *in order not to buy*. Then ask: “How do you form the infinitive of purpose?” (*to + base form of verb*) “How do you express a negative purpose?” (*in order not to + base form of verb*)

- To explain infinitives after adjectives and adverbs, write on the board:

Some smart phones are easy to use.

He ran fast to win the race.

- Have students name the adjective and adverb in each example. (*easy, fast*)
- Have students name the infinitives that follow them. (*to use, to win*)
- Point out that infinitives can be used after adjectives and adverbs.

- To explain *too* + adjective + infinitive, write on the board:

My smart phone is too difficult to use.

Smart phones are too expensive for many people to afford.

- Have students name the adjectives in each example. (*difficult, expensive*) Underline them as students say them.
- Have students name the infinitives. (*to use, to afford*) Underline them as students say them.
- Direct attention to the first example and ask: “Can the person use the smart phone?” (*no*)
- Direct attention to the second example and ask: “Can many people afford smart phones?” (*no*)
- Ask: “How can you show that something is not possible with an infinitive with *too*?” (*too + adjective + infinitive* or *too + adjective + for + noun [or pronoun] + infinitive*)

- To explain adjective + *enough* + infinitive, write on the board:

Smart phones are small enough to fit inside your pocket.

A cell phone is cheap enough for me to buy.

- Have students name the adjectives in each example. (*small, cheap*) Underline them as students say them.
- Have students name the infinitives. (*to fit, to buy*) Underline them as students say them.
- Direct attention to the first example and ask: “Does a smart phone fit inside your pocket?” (*yes*)
- Direct attention to the second example and ask: “Can the person buy a cell phone?” (*yes*)

- Ask: “How can you show that something is possible with an infinitive with *enough*?”
(*adjective* + *enough* + *infinitive* or *adjective* + *enough* + *for* + *pronoun* [or *noun*] + *infinitive*)
- Be sure students are aware of the different ways in which *too* and *enough* are used: *too* is followed by an adjective or adverb and *enough* is preceded by an adjective or adverb. To summarize, write on the board: *too* + adjective/adverb + (*for* + noun) + infinitive adjective / adverb + *enough* + (*for* + noun) + infinitive
- To explain the use of adverbs with *too* or *enough* and infinitives, write on the board:
 - He worked too slowly to finish on time.
 - She spoke too quickly for me to understand.
 - He worked hard enough to finish on time.
 - She spoke clearly enough for me to understand.
- Have students name the adverbs in the examples. (*slowly, quickly, hard, clearly*) Underline them as students say them.
- Have students name the infinitives. (*to finish, to understand*) Underline them as students say them.
- Ask: “How can you show that something is not possible with an infinitive with *too*?”
(*too* + *adverb* + *infinitive* or *too* + *adjective* + *for* + *pronoun* [or *noun*] + *infinitive*)
- Ask: “How can you show that something is possible with an infinitive with *enough*?”
(*adverb* + *enough* + *infinitive* or *adverb* + *enough* + *for* + *pronoun* [or *noun*] + *infinitive*)

GRAMMAR NOTES (pages 344–345)

Note 1

- To review the infinitive of purpose, write on the board:
 - Why did Jane go to the mall? To buy a gift.
- Point out that the infinitive (*to buy*) expresses the purpose of an action (*why Jane went to the mall*).
- Explain that in conversation we can use an incomplete sentence beginning with *to* when expressing a purpose.
- Add to the answer on the board: Why did Jane go to the mall?
To buy a gift and book a ticket.
- Point out that we do not repeat *to* when relaying more than one purpose.

Note 2

- To explain *in order (not) to*, write on the board:
 - He asked for advice in order to make the right choice.
 - He wrote it down in order not to forget it.
- Emphasize that the longer form *in order (not) to* is formal.
- Point out that in everyday speech we use *because*. You may want to have students restate their answers to the questions in the second step using *because*. (Example: *He got up early because he didn't want to be late.*)

Note 3

- To review the use of *for* + noun/pronoun before the infinitive, write on the board:
 It's late to go out. = General statement = People shouldn't go out.
 It's late for Sarah to go out. = Sarah shouldn't go out.
- Explain that the infinitive can be preceded by a noun to make it clear who (or what) the action expressed by the infinitive refers to.
- Erase *Sarah* in the example and replace it with *her*. Point out that a pronoun is also possible.
- To review *too* + adjective + infinitive, write on the board:
 Micah is too young to own a cell phone.
- Have students name the adjective and the infinitive. (*young, to own*) Underline them.
- Say: "This sentence expresses something that is *not* possible. What is it?" (*Micah can't own a cell phone.*)
- To review *too* + adverb + infinitive, write on the board:
 John drives too slowly to win the race.
- Have students name the adverb and the infinitive. (*slowly, to win*) Underline them.
- Say: "This sentence expresses something that is *not* possible. What is it?" (*John can't win the race.*)
- To review adjective + *enough* + infinitive, write on the board: Kyle is old enough to buy a smart phone.
- Have students name the adjective and the infinitive. (*old, to buy*) Underline them.
- Say: "This sentence expresses something that is possible. What is it?" (*Kyle can own a smart phone.*)
- To review adverb + *enough* + infinitive, write on the board:
 Clare trained hard enough to win the competition.
- Have students name the adverb and the infinitive. (*hard, to win*) Underline them.
- Say: "This sentence expresses something that is possible. What is it?" (*Clare can win the competition.*)
- To explain that the infinitive is not necessary when the meaning is clear, write on the board:
 Why didn't he catch the bus?
 Because he didn't run fast enough (to catch it).
- Point out that the infinitive (*to catch it*) is not necessary in the answer.

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Write the following pairs of low technology/high technology items on the board:
 paper dictionary vs. online dictionary
 paper mail vs. email
 bicycle vs. car

pen and paper vs. calculator

paper newspaper vs. online news

personal diary vs. PDA

- Form small groups. Have students in each group discuss what they use each item for.
- Then have students discuss their responses as a class.

READING AND SPEAKING

- Do a search on antiques and print out pictures of old objects for students to guess at the purpose of function for discussion. They can be objects we no longer use, such as a warming pan (a copper pan that was used in the past to make beds warm), or objects we still use but look different from the ones we use today, for example, a flexible spice container in the shape of a fish. Divide the students into groups, hand out the pictures, and have students discuss what they think the objects were used for in the past. Encourage the use of the infinitive of purpose.
- Have groups exchange pictures to discuss more objects.
- Follow up by having students share with the class what they think each object is and its possible uses. If students didn't guess correctly, provide the correct answer.

UNIT 26

OVERVIEW

GRAMMAR Gerunds and Infinitives

Unit 26 focuses on different uses of gerunds and infinitives. Some parts of this unit will be review for your students.

- Some verbs are followed by a gerund.
- Some verbs are followed by an infinitive.
- Some verbs can be followed by either a gerund or an infinitive, and the meaning is the same.
- Some verbs can be followed by either a gerund or an infinitive, but the meanings are different.
- To make general statements, you can use the gerund as subject or *it* + infinitive.

THEME Procrastination

Unit 26 focuses on language used to talk about procrastination and ways to prevent it. Formats include a magazine article, a quiz, tips from a website, and a conversation from a procrastinators' support group meeting.

Go to **www.MyEnglishLab.com** for the Unit 26 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 26 Review, and Unit 26 Review Test.

READ (pages 355–356)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What two examples of procrastination does the article give? (*a woman who puts off studying for her test and a man who puts off making an appointment with the dentist*)
 2. Why do people procrastinate—to have good feelings or to avoid bad feelings? (*to avoid bad feelings*)
 3. Does procrastination make people feel better? (*No, they end up feeling even worse.*)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. The article gives some reasons people procrastinate. Do you agree? Can you think of any others?
 2. Share with your partners methods/ideas you have tried to overcome procrastination. Were they effective? Give concrete examples of your experiences.

GRAMMAR CHARTS (page 357)

- To review verbs followed by gerunds and verbs followed by infinitives, write on the board:

She put off studying.

She decided not to study.

- Have students study the examples. Then ask: “What is *put off* followed by?” (*a gerund*) “What is *decided* followed by?” (*an infinitive*)
- Point out that some verbs such as *put off* must be followed by gerunds and other verbs such as *decide* must be followed by infinitives.

- To explain verbs followed by gerunds or infinitives, write on the board:

They prefer going to the park.

They prefer to go to the park.

- Ask: “What is *prefer* followed by in the first example?” (*a gerund*: going) “What kind of phrase is *prefer* followed by in the second example?” (*an infinitive*: to go)
- Point out that a few verbs such as *prefer* can be followed by either a gerund or an infinitive with no change in meaning.

- To explain verbs followed by gerunds or infinitives with a change in meaning, write on the board:

Brad has stopped studying.

Tom was watching TV, but he has stopped to study.

- Ask: “What is *stopped* followed by in the first example?” (*a gerund*: studying) “What is *stopped* followed by in the second example?” (*an infinitive*: to study)
- Point out that a few verbs such as *stop* can be followed by either a gerund or an infinitive, but the meaning is different.
- Say: “*Brad stopped studying* means that he is not studying anymore. *Tom stopped to study* means that he is now studying. Tom stopped another activity—watching TV—in order to study.”

- To review gerunds as subjects and infinitives after adjectives and prepositions, write on the board:

Getting started is not easy.

It’s not easy to get started.

Tom is worried about not passing.

- Have students name the gerunds (*getting*, *not passing*) and the infinitive (*to get*) in the examples.
- Remind students that gerunds can be used as subjects, that infinitives can be used after adjectives, and that prepositions such as *about* are followed by gerunds.

GRAMMAR NOTES (pages 357–359)**Notes 1–2**

- To review verbs followed by a gerund, an infinitive, and an object + an infinitive, write on the board:
 - Todd avoided _____ an appointment with the dentist. (make)
 - He decided _____ one or two weeks. (wait)
 - He promised his wife _____ to the dentist before the end of the month. (go)
 - He failed _____ the appointment and _____ his promise. (make, keep)
- Have students complete the sentences with a gerund or infinitive, as appropriate. (*making, to wait, to go, to make, keep*) If necessary, remind students that we do not repeat *to* when there is more than one infinitive.
- If needed, refer students to Appendix 13 on page 459 for a list of verbs followed by a gerund.
- If needed, refer students to Appendix 14 on page 459 for a list of verbs followed by an infinitive.
- Refer students to Unit 23 for more information on gerunds as objects.
- Refer students to Unit 24 for more information on infinitives after certain verbs.

Note 3

- To review verbs followed by a gerund or an infinitive with no change in meaning, write on the board:
 - Eva hates to go to the library.
 - She prefers to go to the park.
 - Rod began writing his paper.
 - He likes writing papers.
 - Sheila loves reading.
 - Her teacher encouraged her to continue working hard.
- Have students restate the statements on the board using gerunds or infinitives, as appropriate. Go over the answers as a class. (*Eva hates going to the library. She prefers going to the park. Rod began to write his paper. He likes to write papers. Sheila loves to read. Her teacher encouraged her to continue to work hard.*)
- If needed, refer students to Appendix 15 on page 459 for a list of verbs followed by a gerund or an infinitive.
- To review verbs followed by a gerund or an infinitive with a change in meaning, write on the board:
 - a. Michael stopped talking on the phone.
 - b. Michael stopped to talk on the phone.
 - 1. Michael was studying, but now he's talking on the phone.
 - 2. Michael was talking on the phone, but now he's studying.
- Have students match the sentences (a, b) with the correct explanation. (a. 2, b. 1)

Note 4

- To review gerunds after prepositions and explain gerunds after phrasal verbs, write on the board:

He's worried about not passing his exam. He put off studying until the last day.

- Direct attention to the first example and ask: "What kind of word follows the preposition *about*?" (*a gerund: not passing*)
- Direct attention to the second example. Underline *put off*. Explain that it is a phrasal verb: a verb + a particle that changes the meaning of the verb.
- Ask: "What kind of word follows the phrasal verb *put off*?" (*a gerund: studying*)
- Refer students to Unit 23 for more information on gerunds after prepositions.

Note 5

- To explain how to make general statements, write on the board:

Having too little time for a task is discouraging.

It is discouraging to have too little time for a task.

- Ask: "Which example uses a gerund to make a general statement?" (*the first*) "Which is the gerund?" (*having*) "What does the second example use to make a general statement?" (*it + infinitive*) "Which is the infinitive?" (*to have*)
- Make sure students understand that both sentences have the same meaning.

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Form small groups and have students discuss these questions:
 - What do you expect to do this weekend?
 - What do you look forward to doing?
 - What do you need to do?
 - What do you feel like doing?
- Follow up by having students tell the class about their upcoming weekend.

LISTENING AND SPEAKING

- Bring in a self-help audio recording about how to get organized or stop procrastinating, for example "Getting Organized" by Stephanie Winston; "Doing It Now: How to Cure Procrastination and Achieve Your Goals in 12 Easy Steps" by Edwin Bliss; or "Goals: Setting and Achieving Them on Schedule" by Zig Ziglar. Have students listen to an excerpt and take notes about main ideas.
- To review the tips, read the items below one by one and have different students say ideas about each; for example, *Stephanie Winston said you should remember to set priorities.*

- What you should remember to do
- What you should choose to do first
- What you should stop doing
- What you should try to do/not to do
- What you should plan to do
- What you shouldn't put off doing
- What you shouldn't forget to do

Note: If you don't have access to self-help audio recordings in English, conduct an Internet search for tips to stop procrastinating.

PART **8** **Pronouns and Phrasal Verbs**

UNIT
27 **Reflexive and Reciprocal Pronouns**
SELF-TALK

UNIT
28 **Phrasal Verbs**
SCIENCE

Go to www.MyEnglishLab.com for the course diagnostic test, Student Book audio, additional practice, and review tests.

UNIT 27**OVERVIEW****GRAMMAR Reflexive and Reciprocal Pronouns**

Unit 27 focuses on the meanings and uses of reflexive and reciprocal pronouns.

- Reflexive pronouns (*myself, yourself, etc.*) are used when the subject and object of a sentence refer to the same people or things.
- Reciprocal pronouns (*each other, one another*) are used when the subject and the object of a sentence refer to the same people and these have a two-way relationship.
- Reflexive pronouns can also be used to emphasize a person or thing.

THEME Self-Talk

Unit 27 focuses on language used to talk about how positive self-talk can help us solve problems.

Psychologists have been studying the effects of hope and optimism on people's lives. Studies indicate that positive attitudes have pervasive (existing or spreading everywhere) effects on many aspects of life, including physical and emotional health and success on the job. Self-talk, one's dialogue with oneself, is an indicator of whether a person is optimistic or pessimistic.

Go to **www.MyEnglishLab.com** for the Unit 27 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 27 Review, and Unit 27 Review Test.

BEFORE YOU READ (page 370)

- After students discuss the questions, write two column heads on the board:
Positive Self-Talk Negative Self-Talk
- Have pairs think of more examples of positive and negative self-talk. Encourage them to write two or three examples of each type on a sheet of paper.

READ (pages 370–371)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What problem did Tom and Sara have? (*They lost their jobs.*)
 2. Who had a positive reaction to the problem? (*Sara*)
 3. What helped Sara have a positive reaction? (*the way she explained the problem to herself*)

- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Who do you identify with—Tom or Sara? Give reasons for your choice.
 2. Talk about a problem you had and your reaction to the problem. What kind of self-talk did you use? Was it positive or negative?
 3. Explain your views on self-talk. Do you think it is important? Give examples to support your views.

GRAMMAR CHARTS (page 372)

- To explain reflexive pronouns, write on the board:

I talked to myself.

- Have students study the example and tell them: “Name the subject of the sentence.” (I) “Name the reflexive pronoun.” (*myself*) Draw an arrow from *myself* to *I*.
- Erase *I* and *myself*. Replace *I* with a blank line and *myself* with *yourself*.
- Have students say the complete sentence using the correct subject pronoun. (*You talked to yourself.*)
- Erase *yourself* and replace it with *himself*.
- Have students say the complete sentence using the correct subject pronoun. (*He talked to himself.*)
- Follow the same procedure with the reflexive pronouns *herself*, *itself*, *ourselves*, *yourselves*, and *themselves*.

- To explain reciprocal pronouns, write on the board:

John and Alice met at the party. They talked to each other.

- Have students study the example and tell them: “Name the subject of the second sentence.” (*They*) “Name the reciprocal pronoun.” (*each other*)
- Draw an arrow from *each other* to *They*.
- Point out that reciprocal pronouns are used with *plural* subject pronouns (*we*, *you*, *they*) because they indicate a reciprocal relationship between *two or more people*. (In the example on the board, John talked to Alice, and Alice talked to John.)

GRAMMAR NOTES (pages 372–373)

Note 1

- To help clarify the use of reflexive pronouns, write two contrasting sentences on the board:

He felt proud of them.

They felt proud of themselves.

- Ask in which sentence the subject and the object refer to the same people. (*They felt proud of themselves.*) Underline the subject *They* and the reflexive pronoun *themselves*.

- Point out that some verbs often take reflexive pronouns. Have students say the verbs that they remember from the previous activity, and write a list on the board. If needed, refer students to Appendix 3 on page 454 for a list of such verbs.
- Draw attention to the example *My office light turns itself off*. Point out that *itself* can be used with objects to express that objects do something automatically. Tell students that many people will just say “My office light turns off automatically.”

Note 2

- To explain how reflexive pronouns can emphasize nouns, write on the board:
 The manager offered me a job.
 The manager himself offered me a job.
 I myself made the cake.
 I made the cake.
- Ask: “In which sentence is the speaker surprised that the manager—and not another person in the company—would have offered him/her a job?” (*in the second*) “How do you know?” (*because he/she used the reflexive pronoun himself*) “In which sentence is the speaker particularly proud of having made the cake?” (*in the first*) “How do you know?” (*because he/she used the reflexive pronoun myself*)

Note 3

- To explain reflexive pronouns in imperative sentences, write on the board:
 “Be yourself,” Megan said.
 “Be yourselves,” Steven said.
- Ask: “How many people did Megan address?” (*one*) “How do you know?” (*because she used a singular reflexive pronoun: yourself*) “How many people did Steven address?” (*two or more than two*) “How do you know?” (*because he used a plural reflexive pronoun: yourselves*) “Why are *yourself* and *yourselves* the correct reflexive pronouns in imperative sentences?” (*because, although we don’t say it, the subject of imperative sentences is always “you”*)

Note 4

- To explain *by* + reflexive pronoun and *be* + reflexive pronoun, write on the board:
 He’s going on vacation by himself.
 She decided to be herself.
- Have pairs discuss the meaning of the underlined phrases. Go over the answers as a class. (*He’s going on vacation alone. She is going to act in the usual way.*) To provide practice of *be* + reflexive pronoun, have students talk about situations in which it is advisable to be yourself. (Example: *It’s important to be yourself at a job interview. You should be yourself when you meet someone new.*)

Note 5

- To explain reciprocal pronouns, point to a student and to yourself and say: “We met each other (three months ago).” Write it on the board:
 We met each other three months ago.

- Explain that in this example, *we* refers to (name of the student you pointed to) and you.
- Write next to the example on the board: We = (student's name) + I
- Point to the entire class and to yourself and say, "We met one another (three months ago)." Write it on the board: We met one another three months ago.
- Explain that in this example, *we* refers to all the students in the class and yourself.
- Write next to the example on the board: We = all the students + I
- Point out that some people also use *each other* for more than two people and *one another* for just two people.
- Draw attention to the *Be Careful!* note. To explain the difference between reflexive and reciprocal pronouns, write two contrastive sentences on the board:

Diana and Ben take care of themselves.

Diana and Ben take care of each other.
- Point out that the second sentence expresses a reciprocal relationship.
- To explain possessive forms of reciprocal pronouns, write on the board: Ben and Sue corrected each other's work.
- Say: "Ben corrected Sue's work, and Sue corrected Ben's work."

OUT OF THE BOX ACTIVITIES

WRITING

- Have pairs write three simple stories (15 to 35 words) combining two or three verbs or expressions used reflexively from Appendix 3 on page 454. Have students underline the verbs and expressions they use. Encourage students to be creative! Examples: *When Sally was a child, she always behaved herself at school. She was at the top of the class, and she was proud of herself. Last week Sam tried to teach himself how to ride a horse. He fell off the horse and hurt himself badly. He blames himself for the accident.*
- Have students share their stories with the class.

READING AND SPEAKING

- Bring in magazine interviews with famous people. Form small groups and give each group one interview.
- Have them find in the interview information about some of the items below, which you can write on the board or enlarge and photocopy.

Find:

- something the person is proud of himself/herself for
- something the person blames himself/herself for
- an occasion when the person pushed himself/herself hard
- an occasion when the person enjoyed himself/herself

- who the person is living/going out with and when/where they met each other
- who the person works with and how they get along with each other/one another
- Ask one student from each group to use reflexive and reciprocal pronouns to describe the person they read about. Challenge students to say only sentences that contain reflexive or reciprocal pronouns. (Example: *Steven Spielberg prides himself on making great movies. Spielberg and his wife, Kate Capshaw, met each other on the set of a film over 20 years ago.*)

UNIT 28

OVERVIEW

GRAMMAR Phrasal Verbs

Unit 28 focuses on the meanings of phrasal verbs.

- Phrasal verbs consist of a verb and a particle, which often changes the meaning of the verb.
- Many phrasal verbs have the same meaning as one-word verbs. Phrasal verbs are informal and more commonly used in everyday speech.
- Phrasal verbs can be transitive or intransitive. Many transitive phrasal verbs are separable.

THEME Science

Unit 28 focuses on language used to talk about science. Topics include becoming a scientist and field trips.

Go to **www.MyEnglishLab.com** for the Unit 28 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 28 Review, and Unit 28 Review Test.

READ (pages 384–385)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. When did Eloy Rodriguez become interested in plants? (He picked up an interest in plants as a child.)
 2. Did he come from a family of scientists? (no)
 3. What was his first job in a laboratory? (cleaning the lab)
 4. What is zoopharmacognosy? (the study of how animals use plants as medicine)
 5. What led to this new area of science? (Eloy Rodriguez and anthropologist Richard Wrangham noticed that sick animals often pick out certain plants to eat.)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. What area of science do you find the most interesting?
 2. At what age did you develop an interest in this area of science or in science in general?
 3. Would you be interested in traveling to the Amazon region with Prof. Rodriguez? Why or why not?

GRAMMAR CHARTS (page 386)

- To explain phrasal verbs, write on the board:

Verbs

He turned his head.

Phrasal Verb

He turned on the TV.

He turned off his computer.

- Have students look at the underlined phrasal verbs. Then ask: “How many words are necessary to form a phrasal verb?” (*two*)
- Point out that the two words are a verb and a particle. Write on the board:
phrasal verb = verb + particle
- Have students identify the verbs in the examples on the board. (*turned*)
- Have students identify the particles. (*on, off*)
- Point out that phrasal verbs have a meaning of their own, which is different from the meaning of the verb or the particle on its own.
- To illustrate your point, write on the board:

turn	stop a machine
turn on	change the position
turn off	start a machine

- Have students match the verb and phrasal verbs with their meanings.

- To explain transitive and intransitive phrasal verbs, write on the board:

Transitive Phrasal Verb

He took off his sunglasses

He took them off.

Intransitive Phrasal Verb

The plane took off.

- Be sure students understand the meanings of *take off* in the examples. As a transitive phrasal verb it means remove; as an intransitive phrasal verb it means leave the ground.
- Draw attention to the examples of a transitive phrasal verb. Point out that a transitive phrasal verb is a phrasal verb that takes a direct object (noun or pronoun). Have students say the objects. (*his sunglasses, them*)
- Point to the example of an intransitive phrasal verb. Ask students why this phrasal verb is intransitive. (*because it doesn't take an object*)

GRAMMAR NOTES (pages 386–387)**Note 1**

- To explain the difference between prepositions and particles, write on the board:

His office window looks over the park. (= faces)

He looks over the department report every morning. (= reviews)

- Have students study the examples. Then ask: “Which example contains a phrasal verb?” (*the second*) “Is *over* in the first example a particle or a preposition?” (*a preposition*) “What is *over* in the second example?” (*a particle*)

Note 2

- To explain phrasal verbs and their formal equivalents, give two examples in context. Say: “‘You should *return* this book on Friday,’ the librarian told a student.” “‘Give her *back* her doll,’ the mother told her daughter.” Write them on the board if necessary.

Note 3

- To review transitive phrasal verbs, write on the board: He figured out the problem.
- Have students name the phrasal verb. (*figured out*) Ask: “Is it transitive or intransitive?” (*transitive*) “Why?” (*because it has an object: the problem*)

- To explain separable transitive phrasal verbs, write on the board:

Separable transitive phrasal verbs

The object is a noun:		verb + particle + object
		verb + object + particle
The object is a pronoun:		verb + object + particle

- Make the following points:
 - The summary on the board covers *separable* transitive phrasal verbs. (Point to the title.)
 - When the object is a noun, it has two possible positions. (Read the section about nouns aloud.)
 - When the object is a pronoun, it has only one position. (Read the section about pronouns aloud.)
- To review intransitive phrasal verbs, write on the board:

My dog wakes up at 9:00.

He sits down next to my bed.
- Have students name the phrasal verbs in the examples. (*wakes up*, *sits down*) Ask: “Are they transitive or intransitive?” (*intransitive*) “Why?” (*because they don’t have an object*)
- Point out that intransitive verbs are always inseparable.

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Have each student use a phrasal verb from Appendix 4 or Appendix 5 on pages 455 and 456 to write one sentence.
- Have each student copy the corrected sentence onto slips of paper, separating the phrasal verb between the verb and its particle, for example:

The students took

off their lab coats.

- Have students put their two slips in a pile. Shuffle the pile and redistribute the slips of paper. Then have students circulate around the room, looking for the matching half of their sentence. Be sure students don't read each other's sentences but rather speak and listen to each other.

READING

- Bring in any kind of authentic material—brochures, instruction manuals, handbooks, Internet printouts, magazines, novels, short stories, and so on. Form small groups and hand out the material.
- Have students scan the texts for phrasal verbs. Have them choose five phrasal verbs, write down the sentences they appear in, and figure out their meaning.
- Have students use a dictionary and/or Appendices 4 and 5 on pages 455 and 456 to check their guesses.

PART **9** **More Modals and Similar Expressions**

UNIT
29 **Necessity: *Have (got) to, Must, Can't***
RULES AND REGULATIONS

UNIT
30 **Expectations: *Be supposed to***
MANNERS

UNIT
31 **Future Possibility: *May, Might, Could***
WEATHER

UNIT
32 **Present Conclusions: *Must, Have (got) to, May, Might, Could, Can't***
MYSTERIES

Go to **www.MyEnglishLab.com** for the course diagnostic test, Student Book audio, additional practice, and review tests.

UNIT 29**OVERVIEW****GRAMMAR Necessity: Have (got) to, Must, Can't**

Unit 29 focuses on the uses of *have (got) to*, *must*, *don't have to*, *must not*, and *can't* to express different degrees of certainty.

- The affirmative forms *have*, *have got to*, and *must* express that something is necessary.
- The negative form *don't have to* expresses that something is not necessary.
- The negative forms *must not* and *can't* express that something is against the rules.

THEME Rules and Regulations

Unit 29 focuses on language used to talk about rules and regulations. Topics include rules for international travel and street signs.

Go to **www.MyEnglishLab.com** for the Unit 29 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 29 Review, and Unit 29 Review Test.

READ (pages 398–399)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students. Why does the columnist recommend:
 1. renewing your passport if it will expire in three months? (*because for many countries your passport must be valid for at least six months after you enter the country*)
 2. not bringing fresh food into foreign countries? (*because many countries have strict rules about bringing in food*)
 3. getting an IDP for an around-the-world tour? (*because it is required in many countries*)
 4. moving around and drinking plenty of water on long flights? (*because otherwise you won't stay healthy*)
- To get students to share their ideas on the reading, form pairs or small groups. Have them discuss one or both of the following questions:
 1. Share other rules an international traveler should know. Explain why it is important to know them.
 2. Talk about your personal experience with the topics covered in the article. How often do you travel abroad? Do you have your camera or laptop inspected by hand or do you put them through the X-ray machine? What kind of things do you usually bring back into your country? Have you ever had a problem at Customs? Have you ever rented a car abroad? If you have, did you use your local driving license or an IDP? What do you usually take—nonstop flights or connecting flights? Why?

GRAMMAR CHARTS (pages 400–401)

- To explain necessity with *have to*, write on the board:

He has to renew his passport.

They have to board from Gate 10.

Do they have to carry their passport?

Does she have to make connecting flights?

What time do they have to be at the airport?

- Ask: “Does *have to* change when the pronoun changes?” (yes) “How do you express necessity with *have to*?” (*form of have to + base form of verb*) “Do *have to* and *has to* have short forms?” (no) “How do you form *yes/no* questions with *have to*?” (*do/does + subject + have to + base form*) “How do you form *wh-* questions with *have to*?” (*wh- word + do/does + subject + have to + base form*)
- Call on a student to provide the two possible short answers for each *yes/no* question on the board. (*Yes, they do. / No, they don’t. Yes, she does. / No, she doesn’t.*)—Do not erase the examples on the board.

- To explain necessity with *have got to*, write on the board:

He has got to renew his passport.

He’s got to renew his passport.

They have got to board from Gate 10.

They’ve got to board from Gate 10.

- Ask: “Does *have got to* change when the pronoun changes?” (yes) “How do you express necessity with *have got to*?” (*form of have + got to + base form of verb*) “Do *have got to* and *has got to* have short forms?” (yes)
- Ask: “Do the examples with *have got to* have the same meaning as the ones with *have to*?” (yes)
- Point out that we do not use *have got to* in questions.
- Do not erase the examples on the board.

- To explain necessity with *must*, write on the board:

He must renew his passport.

They must board from Gate 10.

- Ask: “Does *must* change when the pronoun changes?” (no) “How do you express necessity with *must*?” (*must + base form of verb*)
- Ask: “Do the examples with *must* have the same meaning as the ones with *have to* and *have got to*?” (yes)
- Point out that we almost never use *must* in questions.

- To compare *don’t have to* and *must not*, write on the board:

You don’t have to have an IDP in Canada.

He doesn’t have to get an IDP. You must not drive without an IDP in Germany.

He must not forget his passport.

He can’t park here.

He must not park here.

- Ask: “Do both examples mean the same?” (yes) Emphasize that both *must not* and *can’t* express prohibition.

GRAMMAR NOTES (pages 401–403)

Note 1

- To compare *have to*, *have got to*, and *must*, write on the board:
 You have to be at the airport at 6:00.
 You ’ve got to be at the airport at 6:00.
 You must be at the airport at 6:00.
 Passengers must be at the airport at 6:00.
- Ask: “Do all the sentences have the same meaning?” (yes) “Do they express that something is necessary, not necessary, or against the rules?” (*that something is necessary*)
- Explain when we use each modal. Add the following to each example on the board:
 You have to be at the airport at 6:00. (everyday speaking and writing)
 You ’ve got to be at the airport at 6:00. (everyday speaking and informal writing)
 You must be at the airport at 6:00. (everyday speaking, but meaning is strong)
 Passengers must be at the airport at 6:00. (formal writing)

Note 2

- To explain that *have to* can be used in different tenses, write on the board:
Simple Present: She has to check in now.
Future: They will have to declare the new camera.
Simple Past: He had to be at the airport at 4:00.
Present Perfect: She has had to travel ever since she got that job.
- Point out that *have to* can be used in all tenses.
- To explain that *have got to* and *must* are only used for the present or future, write on the board:
 1. I’ve got to leave earlier today.
 2. I’ve got to make a phone call.
 3. Passengers must board from Gate 4 at 5:00.
 4. Business class passengers must board the flight now.
- Ask: “Which sentences refer to the present?” (2 and 4) “Which sentences refer to the future?” (1 and 3)

Note 3

- To review questions with *have to*, write on the board:
 She has to check in now.
 They will have to declare the new camera.
 He had to be at the airport at 4:00.
 She has had to travel ever since she got that job.

- Have pairs write a *yes/no* question and a *wh-* question for each item. Go over the answers as a class. (Example: *Does she have to check in now? When does she have to check in? Will they have to declare the new camera? What will they have to declare? Did he have to be at the airport at 4:00? What time did he have to be at the airport? Has she had to travel since she got that job? How long has she had to travel?*)
- Remind students that *have got to* is never used in questions and that *must* is not normally used in questions.

Note 4

- Draw attention to the *Be Careful!* note. Point out that while *have got to* and *must* have similar meanings, *don't have to* and *must not* have very different meanings.
- To review the meanings of *don't have to* and *must not*, write on the board:
 1. You must not check in yet.
 2. You don't have to check in yet.
- Have students explain the difference in meaning between the two sentences. (1. *It is not allowed to check in yet, so the person can't check in.* 2. *It is not necessary to check in right now, but the person can do so if he/she wants to.*)
- Point out that *have got to* has no negative form. If necessary, write ~~You haven't got to check in yet~~ below the examples on the board.
- To review the meaning of *can't*, write on the board:

You don't have to renew your passport.

Passengers must not check in before 6:00.

He doesn't have to get an IDP.

You must not bring fresh food into the country.
- Have pairs restate the sentences with *can't* whenever possible.

Pronunciation Note

- Have students listen to the examples and repeat the model.
- Write the following examples on the board. Have students practice saying them using *hafta*, *hasta*, and *gotta*:

Do you have to go? (*Do you hafta go?*)

I have to be home by 8. (*I hafta be home by 8.*)

Why do I have to do that? (*Why do I hafta do that?*)

She has to leave now. (*She hasta leave now.*)

Your passport has to be valid. (*Your passport hasta be valid.*)

We've got to have an ID with us. (*We've got to have an ID with us.*)

I've got to leave now. (*I've gotta leave now.*)

He's got to go to the bank. (*He's gotta go to the bank.*)

You mustn't give your password to anyone. (*You musn't give your password to anyone.*)

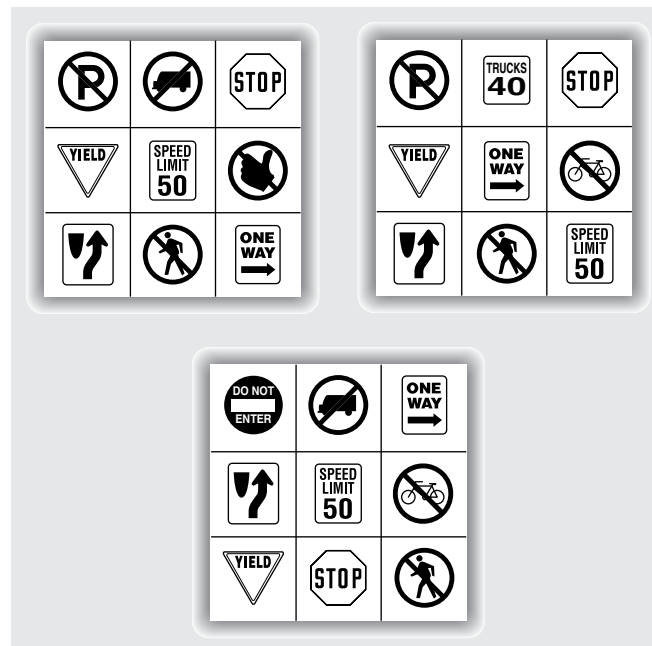
Passengers mustn't take their seat belts off. (*Passengers musn't take their seat belts off.*)

OUT OF THE BOX ACTIVITIES**WRITING AND SPEAKING**

- Have students form small groups. Ask each group to choose a place—for example, a zoo, a museum, or a train station—and write a list of 10 useful rules for that place. Point out that each rule should use one of the ways to express necessity, lack of necessity, or prohibition that students learned in this unit.
- Call on students to read the rules aloud to the class, withholding the name of the place. The class guesses the place.

LISTENING

- Have students play Sign Bingo as a class. Do a search on the Internet and print out 15 to 20 traffic signs that are used in the United States. (Print out several copies of the signs or make several copies of the signs you selected.)
- Cut out a colored card for each pair or groups of three. Paste nine signs in a 3×3 grid on each colored card. Each colored card should have at least one sign that is different from the ones on the other cards. The following are three examples of each:



- Give pairs or groups of three a card each and play bingo: Say the rules one by one as students check if they have the corresponding sign on their card. Whenever possible, use the ways to express necessity that students learned in this unit to describe the signs. (Example: *This sign indicates that you can't park in this place.*)

UNIT 30

OVERVIEW

GRAMMAR Expectations: *Be supposed to*

Unit 30 focuses on the use of *be supposed to* for expression of expectations.

- *Be supposed to* is used to express expectations that have their origin in rules, customs, predictions, hearsay, and plans or arrangements.
- It is used in the simple present to express present or future expectations and in the simple past to express past expectations.

THEME Manners

Unit 30 focuses on language used to talk about manners and how they vary in different cultures.

Go to www.MyEnglishLab.com for the Unit 30 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 30 Review, and Unit 30 Review Test.

READ (pages 414–415)

- To encourage students to read with a purpose, ask them to make a list of the things Andy did wrong:
 1. He was supposed to arrive on time but came late.)
 2. He tried to give Anna's mother a kiss, but men aren't supposed to kiss women they don't know.
 3. He put his elbows on the table. Anna and her family don't do that.
 4. He helped himself to more food but was supposed to wait until someone offered him more.
 5. He asked Anna's father about the price of his car. He didn't realize that in many families, strangers aren't supposed to discuss money issues.
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. How are Anna's family's table manners similar to or different from your family's table manners?
 2. What are your family's expectations if you invite a friend to your home?

GRAMMAR CHARTS (page 416)

- To explain statements with *be supposed to* with future and present meaning, write on the board:

You are supposed to arrive on time.

We are supposed to bring a gift to the birthday party next week.

- Ask: “Does the first example express an expectation about the present or the future?” (*the present*) “Does the second example express an expectation about the present or the future?” (*the future*) “How do you know?” (*because the example says to the birthday party next week*) “How do you express present or future expectations?” (*present form of be [am, is, are] + supposed to + base form of verb*)
- To explain statements with *be supposed to* with past meaning, write on the board:

He was supposed to wait until my mother offered him the food.

He was supposed to eat everything on his plate.
- Ask: “Do these examples express expectations about the present, the past, or the future?” (*the past*) “How do you express past expectations?” (*past form of be [was, were] + supposed to + base form of verb*)
- To explain *yes/no* and *wh-* questions with *be supposed to*, write on the board:

Are you supposed to take off your shoes?

Was he supposed to wait at the door?

Were the guests supposed to arrive at 5:00?
- Ask: “How do you form questions with *be supposed to*?” (*present or past form of be + subject + supposed to + base form*)
- Call on students to provide the two possible short answers for each question. Have them come to the front and write the answers on the board. (*Yes, you are. / No, she you aren't. Yes, he was. / No, he wasn't. Yes, they were. / No, they weren't.*)
- Have students turn the *yes/no* questions on the board into *wh-* questions starting with *what*, *where*, and *what time*, respectively. (*What are you supposed to take off? Where was he supposed to wait? What time were the guests supposed to arrive?*)

GRAMMAR NOTES (page 417)

Note 1

- To explain the uses of *be supposed to*, write on the board:

1. It's supposed to be sunny tomorrow.	a. hearsay
2. We're supposed to leave at 8:00.	b. rule
3. Guests are supposed to take off their shoes.	c. prediction
4. You're not supposed to drive without a license.	d. custom
5. The Argentineans are supposed to be friendly to foreigners.	e. plan or arrangement
- Go over the words in the second column and answer any questions about meaning. If necessary, explain the meaning of *hearsay* (something that you have heard about from other people but do not know to be true).
- Have students match the examples in the left column with the different kinds of expectations in the right column. Go over the answers as a class. (1. c, 2. e, 3. d, 4. b, 5. a)

- If necessary, point out that *be supposed to* is an idiomatic phrase and is distinct from the regular verb *to suppose*, which means to consider as probable or to believe. (Example: *I suppose I should go home. It's late.*)

Note 2

- Point out that when we use *be supposed to* for present or future expectations, what we expect may or may not happen.
- Point out that *be supposed to* in the past describes something that was expected to happen but didn't. Write examples on the board:

We were supposed to get married this June, but we changed the date to August.

He was supposed to pick the children up at school, but he went directly home instead!
- Point out that *was/were going to* has the same meaning as *was/were supposed to*.

Note 3

- Draw attention to the *Be Careful!* note. Point out that *not* goes before *supposed*, not after *supposed*. Write these sentences on the board:

You're supposed to not arrive on time.

You're supposed not to arrive on time.

You're not supposed to arrive on time.
- Ask students to identify the correct sentence. (*the third*)

OUT OF THE BOX ACTIVITIES

SPEAKING

- Have students think about things that they were supposed to do last week but they didn't do in the end, or things that they expected to happen but did not happen in the end.
- In pairs, have students take turns sharing their expectations and the things that actually happened.

SPEAKING AND WRITING

- Have students compare table manners in the United States to table manners in their countries. Refer them to Exercise 3 on page 420.
- In groups, students discuss what is similar and different in their countries. They should make a list of the Dos and Don'ts of table manners in each of their countries.
- Have the groups compare lists at the end of the activity.

UNIT 31

OVERVIEW

GRAMMAR Future Possibility: *May, Might, Could*

Unit 31 focuses on the uses of *may*, *might*, and *could* to express expectations.

- The affirmative forms *may*, *might*, and *could* express the possibility that something will happen.
- The negative forms *may not* and *might not* express the possibility that something will not happen. *Couldn't*, however, expresses that something is impossible.
- *May*, *might*, and *could* are not often used in questions about possibility. The future (*will*, *be going to*, the present progressive) is used instead. Phrases such as *Do you think . . . ?* or *Is it possible that . . . ?* are also used. Answers to these questions often use *may*, *might*, or *could*.

THEME Weather

Unit 31 focuses on language used to talk about the weather and how it affects people's daily lives.

This unit talks about temperature in both Celsius and Fahrenheit measurements.

The following is a conversion table:

Celsius degrees	Fahrenheit degrees
0	32
10	50
20	68
30	86
40	104

Go to www.MyEnglishLab.com for the Unit 31 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 31 Review, and Unit 31 Review Test.

BEFORE YOU READ (page 427)

- Before students discuss the questions, have students look at the weather icons on the map and say what kind of weather they symbolize. (*sunny, partly sunny, cloudy, partly cloudy, rain, snow*) Then have students look at the temperatures on the map and say if they think they are summer or winter temperatures. (*winter temperatures*)

READ (pages 427–428)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Where is there a chance of snow? (*London*)
 2. Where is there a chance of rain? (*Paris*)

3. Where will it probably be sunny? (*Rome*)
4. Where are you likely to need an umbrella if you go out? (*Paris*)
5. Where will you probably not need a coat if you go out? (*Rome*)
6. Where will you need warm clothes to go out? (*London*)

- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.

1. Discuss the importance of weather forecasts. Why are they useful? Do you sometimes check the weather forecast? When? What for? Where do you usually get information about the weather—in the newspaper, on the Internet, on the radio, on TV? Why?
2. Talk about your favorite season and the type of weather you prefer. Which country or region has the ideal climate for you? Why?

GRAMMAR CHARTS (page 428)

- To explain affirmative statements with *may*, *might*, and *could*, write on the board:

Temperatures may drop.

We might see some snow.

Winds could reach 40 miles per hour.

- Ask: “Do the examples express a possibility or a fact?” (*a possibility*) “Do they refer to the future or the past?” (*the future*) “How do you express future possibility?” (*may/might/could + base form of verb*)

- To explain negative statements with *may*, *might*, and *could*, write on the board:

Temperatures may not drop.

We might not see snow.

- Ask: “Do these sentences express a possibility that something will happen or a possibility that something will not happen?” (*a possibility that something will not happen*) “How can you express a possibility that something will not happen?” (*may/might + not + base form of verb*)
- Point out that *could not* is *not* used to express a possibility that something will not happen. *Could not* has a different meaning: impossibility. If necessary, write on the board:

I could not go out because of the storm. = I was not able to go out.

- To explain *yes/no* and *wh-* questions and short answers about future possibility, write on the board:

1. Will it snow in Paris?
2. Is it going to rain in London on Sunday?
3. Are you taking the 5:00 p.m. flight?

- Ask: “Do we use *may*, *might*, or *could* to ask about future possibility?” (*no*) “What do we use instead?” (*a way to express the future: will, be going to, or the present progressive*)
- Add possible short answers next to each question:
 1. It may. / It might. / It could.
 2. It may not. / It might not.
 3. I may. / I might. / I could.

- Point to the first and third questions and answers and say, “*May, might, and could* are used for affirmative short answers.”
- Point to the second question and its answers and say, “*May and might (not could)* are used for negative short answers.”
- Write a new question on the board:
 4. Will it be hot tomorrow? It may be. / It might be. / It could be.
- Point to question 4 on the board and ask: “What is the main verb in this question?” (*be*)
- Point to the short answers and say: “*May, might, and could* are often followed by *be* if the question uses *be* as a main verb.”
- Do not erase questions 1 through 4.
- Have students come to the front and turn *yes/no* questions 1 through 3 into *wh-* questions starting with *where, when, and which*, respectively. (*Where will it snow? When is it going to rain in London? Which flight are you taking?*)
- Add possible answers next to each question:
 1. It may snow in Paris.
 2. It might rain on Sunday.
 3. I could take the 5:00 p.m. flight.
- Point out that it is possible to use *may, might, and could* in answers to questions that use future forms.

GRAMMAR NOTES (pages 429–430)

Note 1

- To review the use of *may, might, and could* to express possibility, write on the board:
 1. It may snow tonight.
 2. It might snow tonight.
 3. It could snow tonight.
- Have students study the sentences. Say: “It is possible that something will happen tonight. What is it?” (*It may/might/could snow.*) “Do the three sentences have the same meaning?” (*yes*)
- Point out that the three sentences express future possibility.
- To compare *may, might, and could* with a future form, write below the examples on the board:
 4. It’s going to snow tonight.
- Ask: “Does sentence 4 have the same meaning as sentences 1 through 3?” (*no*) “Why not?” (*because it doesn’t express a possibility; it expresses a fact*)
- Emphasize that we use the future (*will, be going to, or the present progressive*) when something is certain and *may, might, or could* when something is possible.
- Draw attention to the *Be Careful!* note. To compare *may be* and *maybe*, write on the board:

It may be sunny tomorrow.

Maybe it will be sunny tomorrow.

- Direct attention to the first example. Point out that *may* is a modal that expresses future possibility.
- Ask students what other modals could replace *may* in the first example. (*might, could*)
- Direct attention to the second example. Point out that *maybe* is not a modal but an adverb that expresses possibility. It comes at the beginning of the sentence. Point out the use of *maybe + will* to express the same meaning as the first sentence (future possibility).

Note 2

- To explain *may not* and *might not* and compare them with *could not*, write on the board:
 - a. I may not travel with my aunt. She's too bossy!
 - b. I might not travel with my aunt. She's too bossy!
 - c. I couldn't travel with my aunt. She's too bossy!
- Which sentence means it is impossible for me to travel with my aunt because she is too bossy?
(c) Which sentence means I'm not sure if I'll travel with my aunt because she is too bossy?
(a and b)
- Draw attention to the *Be Careful!* note. Point out that we do not normally contract *might not* and that we never contract *may not*.
- To compare *may not* and *might not* with future forms, write on the board:
 1. I may not go.
 2. I might not go.
 3. won't go.
 4. I'm not going to go.
 5. I'm not going.
- Ask: "In which sentences is the person *not certain* whether something will happen?" (1 and 2)
"In which sentences is the person *certain* that something will not happen?" (3 through 5)

Note 3

- Remind students that *may, might, and could* are not normally used in questions about possibility. However, *may, might, and could* are normally used in answers.
- To clarify this point, write on the board:

Will it rain tomorrow?			
Is it going to rain tomorrow?			
Do you think it will rain tomorrow?			
Well, the forecast says it	may might could		rain in the evening.

OUT OF THE BOX ACTIVITIES

READING AND SPEAKING

- Bring in magazine or newspaper articles about the environment, global warming, and how the weather is changing. Bring material from both serious and sensational newspapers.
- Have students compare how bad news seems more certain in sensational news stories than in serious ones. You may want to write two headlines as examples on the board:

Ice Cap to Melt Soon

Scientists Study Possible Effects of
Global Warming

- Point out how the first headline states a fact: that the ice cap will definitely melt soon. The second headline, however, states that scientists still don't know what might happen.

UNIT 32

OVERVIEW

GRAMMAR Present Conclusions: Must, Have (got) to, May, Might, Could, Can't

Unit 32 focuses on the uses of *must*, *have (got) to*, *may*, *might*, and *could* to express conclusions.

- The affirmative forms *must*, *have to*, and *have got to* express that we are almost 100 percent certain that something is possible. *May*, *might*, and *could* express that something is possible, but we are less certain about it.
- The negative forms *can't* and *couldn't* express that we are almost 100 percent certain that something is impossible. The negative form *must not* expresses that we are slightly less certain, and *may not* and *might not* express that we are even less certain.
- Only *can* and *could* are used in questions about guesses.

THEME Mysteries

Unit 32 focuses on language used to talk about mystery stories.

Sir Arthur Conan Doyle wrote the Sherlock Holmes stories at the end of the 19th century. Holmes, a fictional character, was one of the first storybook detectives. He used his powers of observation to make deductions that helped him solve crimes. He was often accompanied by his friend, Dr. Watson, who was not as brilliant as Holmes. Usually Holmes had to explain his conclusions to Dr. Watson in great detail.

Go to **www.MyEnglishLab.com** for the Unit 32 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 32 Review, and Unit 32 Review Test.

READ (pages 438–439)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Why is Wilson visiting Holmes? (*because he wants Holmes to solve a case*)
 2. Where did Wilson work for two months? (*at the Red-Headed League*)
 3. What did Wilson do at work? (*he copied the encyclopedia by hand*)
 4. Will Wilson continue to do this work? (*no*)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Share your views on the story so far: Does the Red-Headed League sound like a serious organization to you? Does Wilson's work at the League seem like useful work? Do you think Wilson was cheated? What do you think will happen next?
 2. Tell your partners about the best mystery novel or suspense movie you have read or watched. Why did you like it?

GRAMMAR CHARTS (page 440)

- To explain affirmative statements with *must*, *may*, *might*, and *could*, write on the board:
 - Wilson must write a lot.
 - He may be in danger.
 - He might be in trouble.
 - He could be a liar.
 - Ask: “What do all the examples express—facts or conclusions?” (*conclusions*) “How do you express affirmative conclusions?” (*must/may/might/could + base form of verb*)
- To explain negative statements with *must not*, *may not*, *might not*, *couldn’t*, and *can’t*, write on the board:
 - Wilson must not be very smart.
 - He may not have a shop.
 - He might not know his clerk very well.
 - They couldn’t pay him for copying an encyclopedia.
 - Vincent can’t be an honest man.
 - Ask: “Do these examples also express conclusions?” (*yes*) “How do you express negative conclusions?” (*must/may/might/could/can + not + base form of verb*) “Which modals can be contracted in sentences expressing conclusions?” (*couldn’t, can’t*) “Which modals are not often contracted in sentences expressing conclusions?” (*must not, may not, and might not*)
- To explain affirmative statements with *have got* and *have got to*, write on the board:
 - Wilson has (got) to be worried. Watson and Holmes have (got) to suspect Vincent.
 - Ask: “Do these examples also express conclusions?” (*yes*) “How do you express conclusions with *have to* or *have got to*?” (*form of have to or have got to + base form of verb*) “Are *have to* and *have got to* used in affirmative or negative conclusions?” (*affirmative conclusions*)
- To explain *yes/no* and *wh-* questions, write on the board:
 - Could they pay Wilson for having red hair?
 - Can Wilson be a liar?
 - Ask: “What modals do we use for questions about guesses?” (*can and could*)
 - Write possible short answers next to each question:
 - Could they pay Wilson for having red hair? They could. / They couldn’t. / They may not.
 - Can Wilson be a liar? He might be. / He has got to be. / He can’t be.
 - Point out that in short answers all the modals can be negative, except for *have (got) to*.
 - Also point out that modals are often followed by *be* if the question uses *be* as a main verb.
- Erase *Could*, *Can*, and *be* from the questions and replace the modals with *Do* and *Is*:
 - Do they pay Wilson for having red hair? They could. / They couldn’t. / They may not.
 - Is Wilson a liar? He might be. / He has got to be. / He can’t be.

- Point out that questions that don't use modals can also be answered with modals to express that we are unsure of the answer.

GRAMMAR NOTES (pages 441–442)

Note 1

- Direct students' attention to the continuum that illustrates the degree of certainty expressed by each modal.
- Explain that in sentences expressing conclusions, some modals are used only in the affirmative and others are used only in the negative. (*Have to* and *have got to* are used only in the affirmative, and both *can't* and *couldn't* are used only in the negative.)
- Explain that the affirmative and negative form of the same modal might not express the same degree of certainty. (The affirmative form *must* and the negative form *must not* do not express the same degree of certainty.)

Note 2

- To explain *must*, *have to*, and *have got to* for affirmative conclusions, write on the board: Holmes solves many mysteries.
- Read the fact aloud and draw a conclusion: *He must be very intelligent*. Write the conclusion on the board and add other possible modals:

He	must be	very intelligent.
	has to be	
	has got to be	

- Ask: "Am I very certain about my conclusion?" (*yes*)
- Point out that we use *must*, *have to*, and *have got to* when we are very certain about our conclusions.
- To explain *may*, *might*, and *could* for affirmative conclusions, write on the board: Holmes solves many mysteries.
- Read the first fact aloud and draw a conclusion about which you are not too certain: *He might ask the police for help*. Write the conclusion on the board and add other possible modals:

He	may	might ask the police for help.
		could

- Point out how these conclusions do not necessarily spring from the fact. You're less certain about it, so you use *may*, *might*, or *could*.

Note 3

- To explain negative conclusions with *can't* and *couldn't*, write on the board:
 Copying an encyclopedia is not a serious job.
 You can't be paid for that. Wilson sounded honest when he talked to Holmes. He couldn't be a liar.

- Point out that we use *can't* and *couldn't* for negative conclusions when we are almost 100 percent certain.
- To explain negative conclusions with *must not*, *may not*, and *might not*, write on the board:
 - Alexandra never cooks.
 - She must not like cooking.
 - She may not have time.
 - She might not know how to cook.
- Point out that we use *must not*, *may not*, and *might not* for negative conclusions when we are not 100 percent certain. *May not* and *might not* express less certainty than *must not*.
- Draw attention to the *Be Careful!* note.

Note 4

- To explain questions with *can* and *could* and short answers, write on the board:
 - Could Holmes have a plan? He might. Can Wilson be a liar? He could be.
- Ask: "Which modals can we use in questions? (*can* and *could*)"
- Direct attention to the first example. Remind students that we use *be* in short answers to questions with *be*.
- Direct attention to the second example. Remind students that in short answers we use the modal alone.
- Draw attention to the *Be Careful!* note. Remind students that questions that don't use modals can also be answered with modals to express that we are unsure of the answer.

OUT OF THE BOX ACTIVITIES

SPEAKING

- Individually, have students write three true statements about themselves. (Example: I never go cycling. I'm planning a vacation to Italy. I will move to a new city soon.)
- In pairs, have students take turns sharing information about themselves with a partner and making relevant guesses. Write two examples on the board:
 - A: I never go cycling.
 - B: You might not have a bicycle then.
 - A: Well, I have one, but I never use it!
 - B: I'm planning a vacation to Italy.
 - A: You must like historical places.
 - B: I do!

LISTENING AND SPEAKING

- Play the first scenes of a movie about a mystery or bring in the beginning of a mystery story.
- Have students watch the scenes or read the first part of the story.
- Form small groups. Have students draw conclusions about the characters or what might happen next.
- Follow up by having students share their conclusions with the class.

Note: If some of the students have already watched the movie you selected, have them get together and write questions to ask their classmates.