

# Focus on Grammar 1 | Unit Teaching Notes

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# Focus on Grammar **1** | Unit Teaching Notes

## PART **1** Identifying Things and People

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UNIT

**1**

***This is / These are; Subject Pronouns***

FAMILY

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UNIT

**2**

**Singular and Plural Nouns; Proper Nouns; *A* and *An***

AT HOME AND AT SCHOOL

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Go to **[www.MyEnglishLab.com](http://www.MyEnglishLab.com)** for the course diagnostic test, Student Book audio, additional practice, and review tests.

## UNIT 1

## OVERVIEW

**GRAMMAR** *This is / These are*; Subject Pronouns

Unit 1 focuses on the meanings and uses of *This is / These are* in statements and questions. It also introduces subject pronouns and their meanings and usage in statements.

- *This is / These are* are used to introduce and talk about people and things near the speaker; both are used in statements and questions.
- Subject pronouns replace a subject noun.

**THEME** Family

Unit 1 focuses on language that is used for basic introductions and descriptions of people and things.

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.

**READ** (pages 6–7)

- 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 Steve's apartment? (*Seattle*)
  2. Is it big or small? (*small*)
  3. Who is Pam? (*a bird*)
  4. Who is Kip? (*a cat*)
  5. Who is on the left in the family picture? (*Steve's parents*)
  6. Who is in the middle? (*Steve's sister and her husband and children*)

**GRAMMAR CHARTS** (page 8)

- To explain *This is / These are* and subject pronouns, write on the board:

This is my apartment in Seattle. It's small but comfortable.  
These are my pets. They're wonderful.
- Underline the target structures.
- Point to the example of *This is*. Ask: "How many apartments is Steve talking about?" (*one*)
- Point to the example of *These are*. Ask: "How many pets is Steve talking about?" (*two—a cat and a bird*)
- Point out that *This + is* is used to introduce or talk about singular nouns. *These + are* is used to introduce or talk about plural nouns.

- Point to the sentence with *It's*. Ask: "What does the pronoun *it* refer to?" (*apartment*) "What does the pronoun *they* refer to?" (*pets*)
- Point out that pronouns take the place of nouns. They must match the nouns they are replacing in number (i.e., singular or plural). Also point out that the pronouns in these examples are the subjects of the sentences.
- Point out that *it's* and *they're* are both contractions: a shortened form of two joined words. Ask students the meanings of these two contractions. (*it's* = *it is*; *they're* = *they are*)
- To explain questions with *This is* / *These are*, write on the board:  
     Is this your apartment?  
     Are these your pets?
- Underline the target structures.
- Explain that the verb goes first to form questions with *this is* and *these are*.

## GRAMMAR NOTES (pages 8–9)

### Note 1 *This is*

- Have a student come to the front of the room. Introduce the person to the class. Say: "This is my student, \_\_\_\_\_."

### Note 2 *These are*

- Now have another student join the first one. Introduce them to the class. Say: "These are my students, \_\_\_\_\_ and \_\_\_\_\_."
- Have students practice using *this* and *these* in pairs with objects they have with them (e.g., notebooks, books, pencils, and pens). Circulate, making corrections as necessary.

### Note 3 *Is this* and *Are these*

- To review the structure for questions, hold up a book and ask: "Is this my book?" (*Yes, it is.*) Then hold up another book and ask: "Are these my books?" (*Yes, they are.*) Repeat the process and have students repeat the questions and answers after you say them.
- Hold up a student's book and ask: "Is this my book?" (*No, it isn't.*) Then hold up two students' books and ask: "Are these my books?" (*No, they're not.*)
- Have students practice in pairs with various objects.

### Note 4 Subject Pronouns and Contractions

- To review subject pronouns, talk about yourself and students in the class to demonstrate first-person, second-person, and third-person singular and plural pronouns. (*I'm a teacher. You're my students. He's Pedro.*)
- Have students practice in groups of three and say similar sentences with subject pronouns.

### Pronunciation Note

- Have students listen to the examples and repeat the model.

- Write the following examples on the board. Have students practice saying them:

This is my teacher.

Is this your seat?

Are these your books?

These are my keys.

### OUT OF THE BOX ACTIVITIES

#### SPEAKING

- Walk around the room and have each student drop a personal object into a bag. Make sure that there are some plural objects, such as glasses or keys. Make sure the class does not see what each student puts in.
- Call on students to come up, take an item from the bag, and try to locate its owner. Model this dialogue:

**S1:** Marta, is this your lipstick?

**MARTA:** Yes, it is. [S1 returns the lipstick to Marta.]

**S2:** Yuko, are these your keys?

**YUKO:** No, they aren't.

**S3:** Thong, are these your keys?

**THONG:** Yes, they are. [S3 returns keys.]

#### SPEAKING

- Have students draw a diagram of their house, apartment, or room. Encourage them to add details such as plants, furniture, and posters or paintings on the walls.
- Have students share their diagrams in pairs or small groups. Have them talk about them using statements and questions with *This is* and *These are*. For example:

**S1:** This is my apartment. It's very small.

**S2:** Is this your bedroom?

**S1:** No, it's not. It's the kitchen.

#### READING, SPEAKING, AND WRITING

- Make a copy of a map of a continent that is unfamiliar to the students. Erase or cross out the name of the countries.
- At the top or on the back, add a word box containing the names of all the countries you erased. Then make enough copies of this handout for every two or three students.
- Have students work in pairs or small groups. Have them work together to write in the name of each country on the map. Model a sample exchange with a student.

**S1:** This is Mali.

**S2:** OK. Is this Sierra Leone?

**S3:** No, it's not. It's Ghana.

- **Note:** If you are in the United States, this activity would also work well with a map of the section of the United States you are in, such as New England or the Northeast, the Midwest, the West Coast, and so on.

# UNIT 2

## OVERVIEW

### GRAMMAR Singular and Plural Nouns; Proper Nouns; *A* and *An*

Unit 2 focuses on the meanings and uses of *This is* / *These are* in statements and questions. It also introduces subject pronouns and their meanings and usage in statements.

- *Common* nouns are words that name people, places, things, or ideas.
- Singular nouns refer to only one.
- Plural nouns refer to more than one.
- *Proper* nouns are the names of people and places on a map. They always start with a capital letter.
- *A* and *an* are words that come before singular nouns. They are not used with plural nouns.

### THEME At Home and at School

Unit 2 focuses on language that is used to name things at home and at school.

Go to [www.MyEnglishLab.com](http://www.MyEnglishLab.com) for the Unit 2 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional focused practice, communication practice, from Grammar to Writing practice, Unit 2 Review, and Unit 2 Review Test.

## BEFORE YOU READ (page 17)

- Go over the pronunciation of the new words. Spell each word and have students identify the word. Then have students practice the conversation in pairs.

## READ (page 18)

- To encourage students to read with a purpose, write these questions on the board:
  1. What is Elena asking Judy about? Why? (She's asking about things in the kitchen because she wants to learn English.)
  2. What does Judy want Elena to do at the end of the conversation? (To teach her Portuguese.)

## GRAMMAR CHARTS (page 19)

- To explain singular and plural nouns, write on the board:
 

|                 |                  |
|-----------------|------------------|
| This is a fork. | These are forks. |
| It's an oven.   | They are ovens.  |
- Point to *this* and *it* in each of the sentences. Ask students how many people or things *this* and *it* refer to. (*one*) Point to *these* and *they* in each of the sentences. Ask students how many people or things *these* and *they* refer to. (*more than one*)

- Explain that *singular* nouns name one person, place, thing, or idea and that *plural* nouns name more than one person, place, thing, or idea. Ask students, “Which are the singular nouns in the sentences?” (*fork, oven*) and “which are the plural nouns?” (*forks, ovens*).
- Ask students what the difference in form is between *fork* and *forks* (an -s has been added to *forks*). Point out that the -s at the end of *forks* and *ovens* indicates that they are plural.
- To explain *a* and *an*, review the vowels in English (*a, e, i, o, u*, and sometimes *y*). Point out that all other letters are consonants.
- Go back to the first sets of sentences you wrote on the board. Ask students why they think *a* is used before *fork*, but *an* is used before *oven*.
- Point out that we use *a* before a singular noun that begins with a consonant sound. We use *an* before singular nouns that begin with a vowel sound.
- To explain proper nouns, write on the board: My roommate Elena is from Brazil.
- Ask students why *Elena* and *Brazil* start with a capital letter (*Elena* is the person’s name and *Brazil* is the name of the country she’s from).
- Point out that a proper noun always begins with a capital letter.

## GRAMMAR NOTES (pages 19–20)

### Note 1 Nouns

- Draw four columns on the board. Label each column: a person, an animal, a place, a thing.
- Say these nouns to the class: fork, Seattle, teacher, students, apartment, kitchen, keys, book, Judy, oven, birds, cat.
- Students say which column to write the noun. For example:
  - T: fork
  - S: a thing
- Ask students which nouns are plural. (students, keys, birds)

### Note 2 Singular Nouns

- Have students read Note 2. Point out that these articles are never used with plural nouns.
- Emphasize that the use of *a* or *an* depends on the initial sound of the word, not the initial letter. Sometimes the initial letter may be a consonant (as in *hour*), but the initial sound is a vowel sound. In this case, the *h* in *hour* is silent.
- You may also want to point out that the use of *a* or *an* makes pronunciation easier. It’s much easier to say *an oven* or *an hour* than it is to say *a oven* or *a hour*. Likewise, it is easier to say *a fork* than *an fork*.

**Note 3 Plural Nouns**

- Ask students how adding -s to nouns changes the meaning (*-s makes a singular noun plural*).
- Write these sentences on the board:
  - This is a dog.
  - These are dogs.
  - They are books.
  - It's a book.
  - Elena and Ana are students.
  - Elena is a student.
  - This is a kitchen.
  - These are kitchens.
- Write P (plural) and S (singular) on the board. Point to the nouns in the sentences. Ask students if the noun in each sentence is P or S. Write the noun in the correct column.
  - P:** dogs, book, students, kitchens
  - S:** dog, book, student, kitchen
- Ask students why they think -es has been added to *glass* to form the plural. Point out that because *glass* ends in -ss, -es is added to form the plural and adds an extra syllable to the plural form. The addition of this syllable makes pronunciation of the plural form easier.
- Write these words on the board: match, brush, box. Ask students how to form the plurals of these words (add -es). Point out that for words that end in -s, -ch, -sh, x, and z, -es is added to form the plural.

**Note 4 Special Plural Forms**

- You may want to point out to students that irregular plurals are shown in a dictionary.

**Note 5 Proper Nouns**

- Point out to students that the names of languages are also proper nouns and should be capitalized, as in the dialogue they read on pages 18: *Not so fast. Say the words in Portuguese.* Also emphasize that *a* and *an* are not usually used before proper nouns.

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

- Have students work in pairs. Give each group pictures (from magazines, newspaper ads, or the Internet) of various items found in a kitchen or of different foods. Be sure that some are singular and some are plural.
- Have each group categorize the items into two groups: singular and plural. Have each pair make a list of the items in each category.
- Have two pairs work together, taking turns talking about the items on their lists, using the sentence patterns they have learned:

*This is a(n) \_\_\_\_\_.*

*These are \_\_\_\_\_.*

### READING AND WRITING

- Provide students with a simple text that contains errors related to the unit grammar, such as the one below.

*This is myrna. She is from bogota, colombia. She has two sisters—hilda and marta. They all study english at a university in chicago. marta also studies french. She wants to live in france someday. hilda speaks spanish, english, and a little german. hilda and her boyfriend wolfgang plan to marry and live in germany. myrna loves the united states, but she has a boyfriend in bogota, so she wants to live there.*

- Have students correct the text individually. Then have them compare answers in pairs or small groups.

# Focus on Grammar **1** | Unit Teaching Notes

## PART **2** *Be*: Present

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UNIT

**3**

### **Present of *Be*: Statements**

I'M NOT FROM AROUND HERE

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UNIT

**4**

### ***That is / Those are*; Possessive Adjectives**

FUN PLACES

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UNIT

**5**

### **Present of *Be*: *Yes/No* Questions, Questions with *Who* and *What***

JOB

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UNIT

**6**

### **Present of *Be*: Questions with *Where*; Prepositions of Place**

PLACES IN THE NEIGHBORHOOD

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Go to [www.MyEnglishLab.com](http://www.MyEnglishLab.com) for the course diagnostic test, Student Book audio, additional practice, and review tests.

**UNIT 3****OVERVIEW****GRAMMAR Present of *Be*: Statements**

Unit 3 focuses on the meanings and uses of the present of be in statements.

- The present of be has three forms for affirmative and negative statements: am, is, and are.
- Negative statements with be in the present are formed by using be + not.
- Sentences have a subject and a verb. The subject of a sentence is a noun or pronoun.
- Contractions, or short forms, are used in speech and informal writing. There is one contracted form for affirmative statements with be; negative statements with be usually have two contracted forms.

**THEME I'm Not From Around Here**

Unit 3 focuses on language that is used to talk about people and places

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.

**BEFORE YOU READ** (page 30)

- Have students repeat each word. Encourage them to use the pictures to figure out the meaning. Have students write new words and their meanings in their notebooks.
- Point out that these vocabulary items are opposites, or antonyms.
- Have students work in pairs to practice saying the pairs of words to each other. Have partners take turns being speaker and listener. The listener closes his or her eyes as the speaker says a word. The listener has to say the correct opposite.
- For variety, you can do this as a classroom/group activity.
- Then students take turns practicing the conversations.

**READ** (page 31)

- To encourage students to read with a purpose, write these questions on the board:
  1. Is Amy a man or a woman? (woman)
  2. Are Amy and Jenny from Seattle? (No, they're from Australia.)
  3. Is Seattle dirty? (No, it's clean.)

**GRAMMAR CHARTS** (page 32)

- Point to items in the chart and ask students questions to help them notice the grammar:

What is the only word used with *am*? (*I*) Is *I* singular or plural? (*singular*)

What words are used with *is*? (*He, she, it, Seattle*) Are these words singular or plural? (*singular*)

What words are used with *are*? (*We, you, they, Jenny and Amy*) Are these words singular or plural? (*plural*)

How are contractions formed? (*Some letters in the original two words are removed and replaced with an apostrophe.*)

How do we make *be* negative? (*We add not after be.*)

What are the two different contractions for *you, he, she, it, we, and they + not*?  
(*you're not / you aren't; he's not / he isn't; she's not / she isn't; they're not / they aren't*)

**GRAMMAR NOTES** (pages 32–33)**Note 1 Present of Be**

- Point out that *am* is only used with the pronoun *I*.
- Ask students if *are* is used with singular or plural pronouns or nouns. (*It is used with both.*) Ask students if *is* is a singular or plural form. (*It is only used with singular nouns or pronouns.*)
- Say some pronouns or names (e.g., *I, they, Steve, you, Mark and Amy*) and have students say the form of *be* that goes with each one.
- Point out that negative statements use the word *not*, not the word *no*, and *not* goes after the *be* verb (not before).
- Say: “I am not a student. I am not from Canada.” Have students say similar sentences in pairs.

**Note 2 Contractions**

- Have students work in pairs or groups to complete the chart below:

| Pronoun | Affirmative | Contraction | Negative | Contraction(s) |
|---------|-------------|-------------|----------|----------------|
| I       | I am        | I'm         | I am not | I'm not        |
| You     |             |             |          |                |
| He      |             |             |          |                |
| She     |             |             |          |                |
| It      |             |             |          |                |
| They    |             |             |          |                |

- Say a full form (e.g., *I am, she is not*) and have students say the contracted form (*I'm; she isn't*). Have students practice the same way in pairs.

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

- Have students prepare a thirty-second speech about themselves and their native country using language from this unit. Instruct them to use contractions when possible. For example:

*I'm Tina, and I'm from Kiev. Kiev is the capital of Ukraine. It's a great city, and it's clean. Parts of it are dirty from the accident in Chernobyl. Some food is expensive and some is cheap, but it's all delicious. The people are friendly. One popular sport is wrestling, but I think it's awful.*

- Give students time to write their speeches in class. Circulate and help with language as needed.
- Have students practice their speeches in pairs, and instruct partners to listen for correct use of *be* and contractions.
- Have each student speak in front of the class. After each speech, encourage the class to ask follow-up questions.

**READING, WRITING, AND SPEAKING**

- Provide students with a script of the conversation on page 31. Have them work in groups of three to rewrite the script, substituting real information about themselves and the places in the conversation. Give each group time to practice.
- Have different groups role-play the conversation for the class.

**WRITING, READING, AND SPEAKING**

- Have each student write an email similar to the one from Exercise 6 on page 35 to a family member or a friend.
- Have students work in pairs to correct each other's work using the Editing Checklist on page 39.
- Have students change partners and read their emails to each other.

# UNIT 4

## OVERVIEW

### GRAMMAR *That is / Those are*; Possessive Adjectives

Unit 4 focuses on the meanings and uses of *That is / Those are* in affirmative statements and questions.

- *That is* is used to talk about one person or thing that is not near the speaker.
- *Those are* is used to talk about more than one thing that is not near the speaker.

The unit also introduces possessive adjectives and their meanings and usage in affirmative statements and questions.

- Possessive adjectives tell who something or someone belongs to.
- Possessive adjectives have both singular and plural forms.

### THEME Fun Places

Unit 4 focuses on language that is used to talk about fun places.

Go to [www.MyEnglishLab.com](http://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 (page 42)

- 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 Jenny with Steve and Amy? (*no*)
  2. What are the big buildings? (*stadiums*)
  3. What is the colored building? (*the EMP*)
  4. What is the EMP? (*a music museum*)

## GRAMMAR CHARTS (page 43)

- Call on students to read the sentences in the first chart.
- Ask: “How is *that* similar to *this*?” (*They are both singular.*) “How is *those* similar to *these*?” (*They are both plural.*)
- Ask: “What form of *be* is used with *that*?” (*is*) “What form of *be* is used with *those*?” (*are*)
- Call on students to read the sentences in the second chart.
- Ask: “Which possessive adjectives are singular?” (*my, your, his, her, its*) “Which possessive adjectives are plural?” (*our, your, their*)
- Say a subject pronoun and have students say the possessive adjective that goes with it, e.g., *I—my*. Have students practice in pairs. Challenge them to try it without looking at the grammar charts.

**GRAMMAR NOTES** (page 44)**Note 1 That is**

- Have one student stand near you at the front of the room and have another student stand at the back of the room.
- Say: "This is my student \_\_\_\_\_," and point to the student near you. Say: "That is my student \_\_\_\_\_," and point to the student at the back of the room.

**Note 2 Those are**

- Call on two more students. Have one stand next to the student at the front and the other stand next to the student at the back.
- Say: "These are my students and \_\_\_\_\_," and point to the students near you. Say: "Those are my students \_\_\_\_\_ and \_\_\_\_\_," and point to the students at the back.
- Have the students remain in their places for the next note.

**Note 3 Is that and Are those**

- Point to one of the students at the back and ask: "Is that my student \_\_\_\_\_?" Elicit the answer *Yes, it is*. Then point or gesture to indicate both of the students at the back. Ask: "Are those my students \_\_\_\_\_ and \_\_\_\_\_?" Elicit the answer, *Yes, they are*.
- Have students practice the questions and answers in pairs, asking, "Is that our classmate \_\_\_\_\_?" and "Are those our classmates \_\_\_\_\_ and \_\_\_\_\_?"

**Note 4 Possessive Adjectives**

- Bring in photos of yourself with groups of people, and have students bring in photos of themselves in groups. You might also use magazine photos of groups. Model sentences with different possessive adjectives. For example: *That's my brother Joe and that's his wife. Those are our parents, and that is their cat.*
- Have students ask you two or three questions about the photo using *Is that* or *Are those* and possessive adjectives. Then have them practice in pairs. They can bring photos to class, use photos on their phones, or use magazine photos.

**Pronunciation Note**

- Have students listen to the examples and repeat the model.
  - Put the following on the board:
- |      |        |     |      |       |         |
|------|--------|-----|------|-------|---------|
| A    | B      | C   | D    | E     | F       |
| your | you're | its | it's | their | they're |
- Say these sentences:

You're late.

Your keys are on the table.

You're not in the picture.

Its name is unusual.

I don't like its colors.

It's beautiful.

It's a book about Australia.

They're from Seattle.

Their names are Anna and Paul.

They're teachers.

Their children aren't here.

- Students say which word they hear by identifying the letter:

T: You're late.

S: B

#### OUT OF THE BOX ACTIVITIES

##### SPEAKING

- Have students bring in photos of a vacation or special occasion.
- Divide the class into two groups. Students in one group remain seated at their desks with their photos. The other group of students "visit" each of the other students and ask questions about the photos. Remind students to use *this*, *that*, *these*, and *those* in their questions. Seated students answer the questions. Remind them to use possessive adjectives in their answers.
- Set a time limit, and then have the groups change roles.

##### WRITING AND SPEAKING

- Bring in magazine photos of people in groups—one for each 1-2 students.
- Give a photo to individuals or pairs. Have each person or pair write a story about the people in the photo. Remind students to use *That is* / *Those are* and possessive adjectives.
- Have students work in pairs or small groups to read their stories to each other.

# UNIT 5

## OVERVIEW

### GRAMMAR Present of *Be*: *Yes/No* Questions, Questions with *Who* and *What*

Unit 5 focuses on the meanings and uses of *be* in *yes/no* questions and both affirmative and negative short answers in *yes/no* questions.

- In *yes/no* questions with *be*, we use the same verb form that we used in statements— *am*, *is*, and *are*.
- In *yes/no* questions with *be*, the verb comes before the subject.
- We often use contractions in negative short answers to *yes/no* questions.

The unit also introduces information questions with *Who* and *What*, along with both short and long answers to these types of information questions.

- Begin an information question with *Who* or *What* followed by a form of *be*.
- Use *Who* to ask about people. Use *What* to ask about things or ideas.
- In speaking and informal writing, we often use a contraction such as *Who's* (*Who is*) or *What's* (*What is*).
- Information questions can have short or long answers.

### THEME Jobs

Unit 5 focuses on language that is used to talk about people and their jobs.

Go to [www.MyEnglishLab.com](http://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 51)

- Go over the pronunciation of the new words. Ask the class:  
Is somebody in your family a (bus driver/server/writer/doctor/nurse)?
- Brainstorm with students the words for jobs that people in their family do.
- Then have students practice the conversation.

## READ (page 52)

- 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 is Amanda? (*Steve's cousin*)
  2. Who is Mark? (*Josh's friend*)
  3. Is Mark married? (*No, he's not.*)
  4. Who is with Amanda? (*Kathy*)

## GRAMMAR CHARTS (page 53)

- To explain *yes/no* questions, write on the board:  
Steve is here for the wedding.
- Ask students how they would make this statement into a *yes/no* question. (*reverse the position of the subject and verb, then add a question mark*)
- Write the question on the board:  
Is Steve here for the wedding?
- To explain questions with *who* and *what*, write on the board:  
Who is that man with Steve?  
What is his name?
- Ask students what comes after *who* and *what*. (*be or the verb*)
- Elicit answers to each question. (*That's Mark. / Mark.; His name is Mark. / It's Mark. / Mark.*)
- Point out the difference in intonation between *yes/no* and information questions. Use your hand to show the rising intonation in a *yes/no* question and the falling intonation in a question with *who* or *what*.
- Have students repeat several of each type of question to practice intonation.

## GRAMMAR NOTES (page 54)

### Note 1 Yes/No Questions with *Be*

- Do a quick transformation drill. Read some statements and have students change them to *yes/no* questions. For example:  

|                 |                  |
|-----------------|------------------|
| T: I am late.   | S: Am I late?    |
| T: That's Mark. | S: Is that Mark? |

### Note 2 Short Answers

- Point out that contractions are not used in affirmative short answers.
- Ask students different *yes/no* questions and elicit affirmative and negative answers with contractions. For example:  

|                      |                                  |
|----------------------|----------------------------------|
| T: Are you students? | S: Yes, we are.                  |
| T: Is today Tuesday? | S: Yes, it is.                   |
| T: Are you a doctor? | S: No, I'm not.                  |
| T: Is it Friday?     | S: No, it's not. / No, it isn't. |
- Have students practice asking and answering similar questions in pairs.

### Note 3 Questions with *Be*: *Who* and *What*

- Point to a student and ask someone, "Who is that?" Elicit a long answer (*That's Mei.*) and a short answer (*Mei*). Point to a different student and ask: "What is his name?" Elicit a long and short answer.

- Have students practice asking and answering similar questions in pairs.
- Review the contracted forms of the questions *Who's that?* and *What's his name?* Have students practice again using the contracted forms.
- **Note:** You can also use pictures of famous movie stars or musicians for this activity.

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

- Have each student interview someone outside of the class. You may want to assign this for homework or give students a specific amount of class time in which to complete the interview. To prepare for the interview, have them write five to seven questions to ask. Remind students to take notes during the interview.
- When they return to class, have students work in small groups to tell each other about the person they interviewed.

**WRITING AND READING**

- Have the class form a circle with their desks or clipboards so they can write.
- Assign each student a word to use to begin a question: *Are, Is, Am, Who, or What*. Have students write their word at the top of their paper. Each student writes one question with his or her word.
- Students pass their papers to the right. Each student writes an answer to the question, and then writes a new question using that same word. Students pass their papers to the right again and write an answer to the new question.

# UNIT 6

## OVERVIEW

### GRAMMAR Present of *Be*: Questions with *Where*; Prepositions of Place

Unit 6 focuses on the meanings and uses of *be* in questions with *where*.

- Use *where* to ask questions about the location.
- *Where's* is the contracted form of *where is*. It is used in speech and informal writing.

The unit also introduces prepositions of place and ordinal numbers.

- Prepositions of place tell about the location of places and things.
- Use ordinal numbers for names of streets and floors in a building.

### THEME Places in the Neighborhood

Unit 6 focuses on language that is used to talk about the location of places.

Go to [www.MyEnglishLab.com](http://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 61)

- Go over the pronunciation of the new words.
- Write these sentences on the board:
  - It's close to the school.
  - It's not close to the school
- Say the new words for places. Students say if the places are close to the school or not. For example:
  - T: A hospital.
  - S: It's not close to the school.
  - T: A drugstore.
  - S: It's close to the school.

Alternatively, students could say the places and you could say if they are close to the school or not.

- Then have students practice the conversation.

## READ (page 62)

- 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 supermarket and the post office on the same street? (*yes*)
  2. Where is the bank? (*between Second and Maple Streets*)

3. Is Preston hospital on Main Street? (*no*)
4. Where is the gas station? (*across from Preston Hospital*)

## GRAMMAR CHARTS (page 63)

- Have students read the questions and answers in the chart aloud.
- Point out that *Where's* is the short form of *Where is*.
- Have students look at the map. Read the sentences aloud and have students repeat.
- Ask: "What kind of place comes after *on*?" (*a street or a floor*) "What comes before and after *between*?" (*names of buildings or places*) "What comes after *next to* and *across from*?" (*names of buildings or places*)

## GRAMMAR NOTES (pages 63–64)

### Notes 1–2 Questions with *Where* and Prepositions of Place

- Read the notes aloud. Have students work in pairs to write six questions with *where* using the map on page 63.
- Call on pairs to ask other pairs their questions.

### Note 3 Prepositions in Addresses

- Call on a few students to write their addresses on the board. If they don't want to write their real addresses, they can make them up. Be sure to have them state what floor they live on if it's an apartment building.
- Have students work in pairs to take turns talking about the locations in different ways. For example:
 

Alejandro lives at 116 Seashore Drive, 2nd floor, Surrey, North Carolina.  
 He lives on Seashore Drive. He lives on the second floor.  
 He lives in Surrey. He lives in North Carolina. He lives in the United States.  
 He lives in North America.

## OUT OF THE BOX ACTIVITIES

### WRITING, READING, AND SPEAKING

- Go over how addresses are written in the United States (or the country where you are).
- Have students practice writing their complete mailing addresses on an index card or slip of paper. If they do not want to reveal this information, have them make up an address. Students should not include their names.
- Put the papers in a bag or basket and have each student take one. Have each student ask questions to match the address with the person. For example: *Who lives in \_\_\_\_\_?*  
*Who lives on \_\_\_\_\_?* *Who lives at \_\_\_\_\_?*

**WRITING, LISTENING, AND SPEAKING**

- Have each student draw a map of his or her neighborhood with street names and names or numbers of buildings. They should label some but not all of the buildings. Under the map, have students list the names (or numbers) of the unlabeled buildings. For example, *my house, drugstore, library, supermarket, park, bus stop*, etc.
- Have students work in pairs and ask each other about the unlabeled places on their maps. For example:

**S1:** Where's the drug store?

**S2:** It's on Mason Street between First and Second Avenue. It's next to the Asian food store.

**S1:** Here? (pointing)

**S2:** No. Here, across from the gym.

# Focus on Grammar **1** | Unit Teaching Notes

## PART **3** *Be: Past*

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UNIT

**7**

**Past of *Be*: Statements and *Yes/No* Questions**

OUT AND ABOUT

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UNIT

**8**

**Past of *Be*: *Wh*-Questions**

VACATIONS

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Go to **[www.MyEnglishLab.com](http://www.MyEnglishLab.com)** for the course diagnostic test, Student Book audio, additional practice, and review tests.

## UNIT 7

## OVERVIEW

**GRAMMAR** Past of *Be*: Statements and *Yes/No* Questions

Unit 7 focuses on the meanings and uses of *be* in the past tense in both affirmative and negative statements as well as *yes/no* questions. It also provides information about the use of contractions in answers to negative questions.

- The past of *be* has two forms: *was* and *were*. Use *was* with singular nouns and most singular subject pronouns (*I, he, she, it*). Use *were* with plural nouns, *you* (either singular or plural), and plural subject pronouns (*we, they*).
- Use *was* or *were* + *not* to make negative statements about the past. We often use the contractions *wasn't* and *weren't* in speaking and informal writing.
- To make a *yes/no* question, put *was* or *were* before the subject.
- To make short answers, use a subject pronoun + *was, were, wasn't, or weren't*.
- For long answers, use *yes* or *no* and then give more information.

**THEME** Out and About

Unit 7 focuses on language that is used to talk about past activities.

Go to [www.MyEnglishLab.com](http://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** (page 75)

- To encourage students to read with a purpose, write these questions on the board:

1. Who was at Kathy's house last night? (*Josh and Amanda*)
2. Was Kathy home? (*No, she wasn't. She was at the movies.*)
3. Was the movie good? (*Yes, it was. It was really exciting and funny.*)

**GRAMMAR CHARTS** (page 76)

- Have students read the examples in the first chart. Point out that singular nouns as subjects go with *was* (except for *you*), and plural subjects (as well as *you*) go with *were*. Give examples from the reading: *Kathy was at the movies last night. Josh and Amanda were at Kathy's house last night.*
- Have students read each of the example sentences in the second chart.
- Say a name or subject (e.g., *I, Kathy, you, Josh and Amanda, they*) and have students say the negative form of *be* that goes with it. Elicit the full form and the contracted form. Have students practice in pairs.
- Read the questions and answers in the third chart aloud and have students repeat.

- Write on the board:

Was/Were \_\_\_\_\_ at the movies last night?

- Say a pronoun or name and have students use the pronoun or name in the question on the board. For example:

T: she

SS: Was she at the movies last night?

T: Paulo and Diego

SS: Were Paulo and Diego at the movies last night?

- Have students practice in pairs. For the first few minutes, have them give affirmative short answers. Then have them give negative short answers. Have the students switch roles.

## GRAMMAR NOTES (pages 76–77)

### Note 1 Was and Were

- Point out again that *was* is used with all singular subjects except *you*. *Were* is used with all plural subjects and *you* singular and *you* plural.

### Note 2 Negative Statements

- Point out to students that using *be + not* in the past is the same as what they learned about *be + not* in the present. *Not* follows *was* or *were* in negative statements.
- Make statements with *was* and *were* about students in the class, famous people, or the students' countries. Some statements should be true and others false. Have students call out *true* or *false* after each statement. If the statement is false, call on a student to correct the statement. For example:

T: Pablo Picasso was from France.

S: He wasn't from France. He was from Spain.

### Notes 3–4 Yes/No Questions and Short Answers

- Ask students how forming *yes/no* questions with *be* in the past is the same as forming questions with *be* in the present. (*In both past and present yes/no questions, the subject follows the verb.*)
- Point out that unlike negative short answers with *is* and *are* in the present, past negative short answers have one form, not two. For example, we can say *No, he's not.* / *No, he isn't.* There are only two negative contractions for *be* in the past: *wasn't* and *weren't*.

### OUT OF THE BOX ACTIVITIES

#### LISTENING AND SPEAKING

- Put students in groups and have them each discuss a movie or show they recently saw.

Write on the board:

I saw \_\_\_\_\_.

This movie / show was about \_\_\_\_\_.

The star was / stars were \_\_\_\_\_.

It was awful / pretty bad / OK / pretty good / wonderful \_\_\_\_\_.

The story was \_\_\_\_\_.

The acting was \_\_\_\_\_.

The special effects were \_\_\_\_\_.

The music was \_\_\_\_\_.

- Review any unfamiliar vocabulary. Then use the sentences to model a review for your students. Use a movie or show you recently saw.
- Give the students a few minutes to think of ideas. Then have them describe their movie or show in small groups. The other students listen and ask follow-up questions. Circulate and provide help and correction as needed.
- Put students in pairs and have them describe a movie or show they heard about.

# UNIT 8

## OVERVIEW

### GRAMMAR Past of *Be*: *Wh*- Questions

Unit 8 focuses on the meanings and uses of the past *be* in *-Wh* questions.

- *Wh*- questions begin with *where*, *when*, *what*, *who*, *how*, or *how long*. These words ask for information.
- In informal conversation, answers to *Wh*- questions are usually short.
- Use *where* to ask about location. Use *who* to ask about people. Use *how* to ask about a description, and use *how long* to ask about a period of time.

### THEME Vacations

Unit 8 focuses on language that is used to talk about travel and leisure activities.

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 84–85)

- 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 was Mark's vacation? (*in Venice Beach*)
  2. How long was he there? (*ten days*)
  3. How was the weather? (*hot and sunny*)
  4. Where was he every day? (*at the beach*)
  5. Who was in Venice Beach for a week? (*Kathy*)

## GRAMMAR CHARTS (page 86)

- Read the *Wh*- questions and answers aloud and have students repeat.
- Write these words on the board: *person or people*, *location*, *time period*, *description*.
- Have a student read the first question in the chart. Then ask the class what information the question is asking for. Elicit one of the words on the board (*location*).
- Continue the activity for each of the questions in the first chart.
- Have a student read the question in the second chart. Then have two other students read the long answer and the short answer.
- Point out that there are two possible short answers for questions such as these. We can answer with a subject and the verb as in *Mark was*. We can also answer with the subject only: *Mark*. Explain that short answers are very common in spoken English and that each one is equally acceptable.

**GRAMMAR NOTES** (pages 86–87)**Note 1 Wh- Question Words**

- Do a simple chain drill. Have students form a circle. Have them ask the next person about his or her weekend. That person gives short answers. Encourage them to use a variety of short answers. For example:

**S1:** How was your weekend?

**S2:** Great!

**S2:** How was your weekend?

**S3:** Interesting.

**Notes 2–4 Where, Who, What, When, How, + How long**

- Make three columns on the board with these headings: *Question Words*, *Was/Were*, and *Person, Place, or Thing*.
- Elicit from students the various question words from Notes 1–5 and write them in the *Question Words* column.
- Elicit from students the two past forms of *be*: *was* and *were*. Write those in the second column.
- Have the class brainstorm a list of people, places, or things they could ask about and write those in the third column. For example:

| Question Words                            | Was/Were | Person, Place, or Thing                                                                                                                                |
|-------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Where Who<br>What<br>When How<br>How long | was were | your vacation<br>your mother<br>your roommate<br>the test<br>the books<br>the game<br>the concert<br>the dance<br>the weather<br>the name of the place |

- Have students work in pairs, small groups, or as a class to ask and answer as many different questions as they can using the chart on the board. Circulate and make corrections as needed.
- For variation, do this as a written activity for pairs. Have each pair write ten to twelve questions. Then have them exchange questions with another pair and write answers for the questions. Call on students to share some of their questions and answers with the class.

**Note 5 It for the Weather**

- After students read the note and example, ask a student, “How was the weather yesterday?” and elicit an answer with *it*. For example: *It was rainy*. Have students ask and answer similar questions in pairs.

**OUT OF THE BOX ACTIVITIES****READING, SPEAKING, LISTENING, AND WRITING**

- Write or photocopy information about the weather in major cities around the world. Include the weather for today and yesterday. You can find this information on the Internet. Make one card for each student in the class. If you have a large class, have students work in pairs or groups.
- Distribute the cards. Have students work in pairs or groups to describe the weather in the cities you gave them.
- Then, have students take turns describing yesterday and today's weather to the class. If they are working in pairs or small groups, make sure each person speaks.
- As the rest of the students listen, have them take notes in the chart.
- Have each student pick a city to write about. Have them write five to six sentences about that city. For example:

*My city is Cairo. Today it is hot and windy. It is very sunny. Yesterday it was hot, but it was cloudy. It isn't rainy or very cold in Cairo.*

**WRITING, READING, LISTENING, AND SPEAKING**

- Have each student write a riddle about a place they have lived or visited.
- Have students work in groups to take turns reading their riddles and asking questions to guess the name of the place. For example:

*I was in this city in Canada last year. It was sunny in the daytime, but it wasn't hot. At night it was cold. I was with my parents. We were in a beautiful park. We were near the mountains and near the Pacific Ocean. The Chinese food was wonderful. The skiing was great. Where was I? (Vancouver)*

# PART **4** Imperatives and the Simple Present

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UNIT

**9**

## **Imperatives**

GIVING DIRECTIONS

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UNIT

**10**

## **Simple Present: Statements**

LIKES AND DISLIKES

---

UNIT

**11**

## **Simple Present: *Yes/No* Questions**

FRIENDS

---

UNIT

**12**

## **Simple Present: *Wh-* Questions**

CELEBRATIONS

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UNIT

**13**

## **Simple Present with Adverbs of Frequency**

HABITS

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Go to **[www.MyEnglishLab.com](http://www.MyEnglishLab.com)** for the course diagnostic test, Student Book audio, additional practice, and review tests.

## UNIT 9

## OVERVIEW

**GRAMMAR Present of *Be*: Statements**

Unit 9 focuses on the meanings and uses of affirmative and negative imperatives.

- To form imperatives, use the base form of the verb.
- For negative imperatives, use *do + not +* the base form of the verb.
- Imperatives are used to give directions and instructions or to make requests.

**THEME I'm Not From Around Here**

Unit 9 focuses on language that is used for giving and following simple directions and instructions.

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 96–97)

- 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 are Mark and Steve? (*in the car on the way to a restaurant*)
  2. Who is hungry? (*Mark*)
  3. Is the restaurant Chinese? (*No, it's not. It's Indian.*)
  4. Where is the restaurant? (*on Third Avenue*)
  5. Is the restaurant full of people? (*No, it's not. It's empty because it's closed.*)

**GRAMMAR CHARTS** (page 98)

- Have students read the examples in the chart. Ask them which words in the chart are imperatives (*turn, don't turn, park, don't park*).
- Ask: "How are affirmative and negative imperatives different?" (*In the affirmative imperative the verb word is first. In the negative imperative don't comes before the verb word.*)
- Write the contractions *isn't, aren't, wasn't, and weren't* on the board. Ask students what two words each represents (*is not, are not, was not, were not*). Ask students what two words the contraction *don't* represents (*do not*).
- Point out that in imperatives, the understood subject is always *you*, and that it can be *you* singular or *you* plural.

**GRAMMAR NOTES** (page 98)**Note 1 Imperative**

- After students read the explanation and examples, ask: “Which sentence is for a request?” (*Please hand me my jacket.*) “Which sentence is for directions?” (*Turn left.*) “Which sentence is for suggestions?” (*Try this cake.*) “Which is for instructions?” (*Answer the questions.*) Elicit other examples of directions, instructions, requests, and suggestions. Write them on the board.
- Point out that you can use *please* with any of the four types of imperatives to be more polite. Read the example sentences aloud and have students repeat. Encourage them to copy your intonation and tone of voice. Repeat with other imperatives with *please*.

**Note 2 Negative Form of the Imperative**

- Have students change the affirmative imperative to a negative. (*Do not open the door.*) Then have them use the contracted form. (*Don't open the door.*) Say other affirmative imperatives and have students make negative imperatives with and without contractions.
- Have students practice the same drill in pairs.

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

- Play a version of the popular game *Simon Says*. In this game, a speaker gives a command, sometimes preceded by the words *Simon Says*. For example, if the speaker says “Simon says sit down,” the listeners must sit down. However, if the speaker just says “Sit down,” the listeners should do nothing. Listeners are out of the game if they perform an incorrect action or follow the command even though the speaker does not precede it with “Simon says.”
- Brainstorm a list of commands that the students have learned in the unit or that the students already know. Write these on the board. Have students take turns giving two or three commands each.

**READING, LISTENING, AND SPEAKING**

- Choose a place in the area that would be fun for students to visit or see. You may want to choose a museum, restaurant, coffee shop, park, etc. Don't tell the students what it is.
- Have students work in pairs or small groups. Give each pair or group a different set of directions to the same location. Be sure to choose a place that they can walk to in a short amount of time. Make sure you have a cell phone number for at least one person in each group.
- Have students follow the directions. Each person should take a turn reading part of the directions to the others in the group. Give them a time limit to reach the location.
- Once all the groups have reached the destination, do something together. Take a tour of the museum or have a cup of coffee, a snack, or a picnic. Have groups exchange directions with another group, and use the new one to return to the location of the class.

# UNIT 10

## OVERVIEW

### GRAMMAR Simple Present: Statements

Unit 10 focuses on the meanings and uses of affirmative and negative simple present statements.

- Use the simple present to talk about facts or things that happen again and again.
- In affirmative statements, use the base form of the verb with I, you, we, and they.
- With third-person singular subjects, add -s or -es to the base form of the verb.
- To form negative statements, use *do not* or *does not* + the base form of the verb.
- We often use the contractions *don't* and *doesn't* in speaking and informal writing.
- *Be* and *have* are irregular verbs. *Be* has three forms in the present: *am*, *is*, and *are*. *Have* has two forms: *have* and *has*.

### THEME Likes and Dislikes

Unit 10 focuses on language that is used to give personal information and talk about personal likes and dislikes.

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 (page 107)

- 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 lives in New York? (*John*)
  2. What languages does John speak? (*English, Spanish, and Arabic*)
  3. Who uses a computer a lot? (*John*)
  4. Who is married? (*Larry*)
  5. Who wants children? (*Larry and his wife*)

## GRAMMAR CHARTS (page 108)

- To explain affirmative simple present statements, write on the board:
 

I need more coffee.

He lives in Kenya.

We both have brown hair and green eyes.

Nick likes computers.

- Point to each sentence and ask: “What is the subject?” Elicit the answers and circle the subjects on the board. Ask: “Which verbs end in -s?” (*lives, likes*) “What subjects come before them?” (*He, Nick*)
- To explain negative simple present statements, write on the board:  
I don’t (do not) like computers.  
Nick doesn’t (does not) like parties.
- Ask: “How do we form negative statements in the simple present?” (*Use do + not or does + not and the base form of the verb.*) Ask: “When do we use *don’t* or *do not*?” (*with I, you, we, and they*) “When do we use *doesn’t* or *does not*?” (*with he, she, it*)

## GRAMMAR NOTES (pages 108–109)

### Notes 1–2 Uses of the Simple Present and Affirmative Statements

- Give additional examples from your life and write the verb words on the board. Include facts and things that happen habitually. For example:

Say:

I live with my husband.

I work ten hours every day.

I come from Illinois.

It’s in the Midwest.

I drive an old car.

I walk fifteen miles every week.

Write:

live

work

come

is

drive

walk

- Point to one of the verbs and have students make true sentences about themselves.
- Say a verb and a pronoun. Have students respond with the correct form of the verb. For example:

T: work, you

S: you work

T: work, she

S: she works

T: read, we

S: we read

T: Nick, live

S: Nick lives

### Note 3 Negative Statements

- Say a verb and a name or pronoun. Have students respond with the correct negative form of the verb.
- Have students work in groups to write three true negative sentences about themselves. Call on groups to write their sentences on the board. Correct any mistakes with the simple present.

### Note 4 Be and Have

- Review with students what they learned in Units 3 and 5 about form and use of *be* in the present. Say: “Name the three forms of *be*.” (*am, is, are*) Ask students how we make a simple present negative statement with *be*. (*use am, is, or are + not*)

- Point out that *have* is like *be* because it is an irregular verb. Its two forms in the present are *has* and *have*. Ask students how we make a simple present negative statement with *have*. (*use does + not + have or do + not + have*)

### Pronunciation Note

- Have students listen to the examples and repeat.
- Have students close their books. Write the letter *s* on the board. Say the verbs in the model in random order. Ask students what sound they hear for the letter *s*.

T: reads

SS: /z/

T: likes

SS: /s/

Etc.

- Say the base form of each of the verbs in the model. Have students say the verb with *s* at the end.

T: read

SS: reads

Etc.

### OUT OF THE BOX ACTIVITIES

#### WRITING, READING, LISTENING, AND SPEAKING

- Explain the difference between wants and needs. Point out that sometimes it is difficult to decide between what we really need and what we want.
- Have each student complete this chart:

| I really need | I really want |
|---------------|---------------|
| 1.            | 1.            |
| 2.            | 2.            |
| 3.            | 3.            |
| 4.            | 4.            |

- Have students share their answers in small groups. Encourage them to challenge each other. Model this with a student. For example:

S1: I really need a car.

S2: You don't need a car. You can walk.

S3: You don't need a car. You can take the bus.

#### LISTENING AND SPEAKING

- Have students play a modified version of the card game *Go Fish*. The object of the game is for a player to get two cards of the same value—for example, two 2s, two aces, two queens, etc.

- Teach the names of the aces and face cards: king, queen, jack. Have students work in groups of three or four. The dealer shuffles the cards and gives each player five cards. The rest go face down in the center of the table.

- Students take turns asking each other for cards. For example:

**S1:** Mai, I need queens.

If the student asked has the card, he or she gives it to the student making the request. Each time students have two of the same kind, they put them face up on the table next to them. If the student asked doesn't have the card, he or she says, "I don't have queens. Go fish." The student asking takes a card from the facedown pile in the center of the table. If he or she gets the card asked for, the pair of cards is placed face up next to the student, and he or she gets another turn. If not, the next student gets a turn to ask.

- When all of the cards in the facedown pile are gone, students continue to ask each other for cards. The person with the most pairs when no one has cards left wins the game.

# UNIT 11

## OVERVIEW

### GRAMMAR Simple Present: *Yes/No* Questions

Unit 11 focuses on the meanings and uses of *yes/no* questions in the simple present.

- Use *do* or *does* + a subject + the base form of the verb to ask *yes/no* questions.
- In speaking we often use short answers to *yes/no* questions.

### THEME Friends

Unit 11 focuses on language that is used to ask and answer questions about activities, likes, and dislikes.

Go to [www.MyEnglishLab.com](http://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 (page 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. Does Lucy stay home alone on her day off? (*Yes*)
  2. Who has a party for a friend's birthday? (*Lucy*)
  3. Do Lucy and Nathan like hot weather? (*Nathan likes hot weather. Lucy doesn't like it.*)
  4. Do Lucy and Nathan play sports? (*Yes*)
  5. Who doesn't like movies? (*Nathan.*)

## GRAMMAR CHARTS (page 120)

- Write on the board:  
You like parties.  
Ask students whether this is a question or a statement. (*statement*)
- Call on a student to make the statement into a *yes/no* question. (*Do you like parties?*)  
Write the question on the board. Point out that this question was formed by putting *do* before the subject.
- Then write on the board:  
Steve likes parties.  
Have students change the statement to a question. (*Does Steve like parties?*)  
Point out that this question is formed differently, by using *Does* + *Steve* + the base form of *like*.

- Elicit from students the rules about placement and use of *do* and *does* in *yes/no* questions. Then have them look at the first column of the grammar charts on page 120 to see if their rule is correct. Read the questions and answers aloud and have students repeat.

## GRAMMAR NOTES (page 121)

### Note 1 Yes/No Questions

- Do an oral drill with the class to practice use of *do/does* in questions. For example:

|        |                 |
|--------|-----------------|
| T: I   | S: Do I...?     |
| T: she | S: Does she...? |
| T: you | S: Do you...?   |

- Expand the drill by adding verbs and eliciting complete questions. For example:

|                            |                                |
|----------------------------|--------------------------------|
| T: I speak Spanish.        | S: Do I speak Spanish?         |
| T: He knows a good doctor. | S: Does he know a good doctor? |

### Note 2 Short Answers

- Create a chart like the following, either on the board or as a handout:

|             |              |             |
|-------------|--------------|-------------|
| know        | doctor       | restaurant  |
| have        | free time    | family      |
| need        | money        | cell phone  |
| want        | phone number | day off     |
| like        | movies       | video games |
| speak       | another      | friend      |
| _____       | language     | _____       |
| (your idea) | computer     | (your idea) |

- Have students work in groups of three or four to take turns asking and answering *yes/no* questions using the cues in the chart. Have them use different subjects in the questions. For example:

S1: Do you know a good doctor?  
 S2: No, I don't.  
 S3: Does Marisol know a good doctor?  
 S4: No, she doesn't.

### OUT OF THE BOX ACTIVITIES

#### LISTENING AND SPEAKING

- Have students play "What's my job?" The purpose of this game is to guess someone's profession by asking *yes/no* questions.
- Have students brainstorm a list of occupations they know. Write these on the board. Have a student come to the front of the class and whisper to you one of the occupations from the board. Students in the class ask *yes/no* questions in order to guess the occupation. Encourage students to get as much information as they can before they make a guess.

# UNIT 12

## OVERVIEW

### GRAMMAR Simple Present: *Wh*- Questions

Unit 12 focuses on the meanings and uses of *Wh*- questions in the simple present.

- *Wh*- questions ask for information.
- Use *Why*, *Who*, *When*, *What*, *Where*, and *How* to begin *Wh*- questions in the simple present.
- To form these information questions, use a *Wh*- question word + *do* or *does* + subject + base form of the verb.

### THEME Celebrations

Unit 12 focuses on language that describes and compares celebrations in different cultures.

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 (page 129)

- 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 Jeremy's favorite holiday? (*Thanksgiving*)
  2. Who comes to Jeremy's home on Thanksgiving? (*family members and friends*)
  3. What do they do on Thanksgiving? (*They eat, talk, play board games and watch football on TV*)
  4. When does Jeremy see fireworks? (*on New Year's Eve*)
  5. What does Jeremy think is different about New Year's Day in Japan? (*People send postcards.*)

## GRAMMAR CHARTS (page 130)

- Ask students questions to help them notice the grammar:
  - When do we use *do*? (with *I*, *you*, *we*, *they*, and plural subjects)
  - When do we use *does*? (with *he*, *she*, *it*, and third-person singular subjects)
  - In the first sentence in the chart, what word is the subject? (*I*) The base verb? (*get*)
- Help students recognize that *Wh*- questions about the subject do not use *do/does*. Ask:
  - What are the verbs in these sentences? (*wakes up* and *happens*)
  - Are these questions about the subject or another noun or pronoun in the sentence? (*about the subject*)
  - Why don't we use *do* in these sentences? (*because the question is about the subject*)

**GRAMMAR NOTES** (page 131)**Note 1 Wh- Questions**

- Have students work in pairs to change the questions with *do* into questions with *does*. For example, *What time do you start work?* becomes *What time does Tom start work?* Call on pairs to write their questions on the board.

**Note 2 Wh- Questions About the Subject**

- Emphasize that a question about the subject really means a question about the subject of **the answer** sentence. For example:

**Q: Who** wakes you up in the morning?

**A: My mother** (wakes me up).

**Q: What** has eight legs?

**A: A spider** (has eight legs).

- To elicit questions with *who has*, form a sentence with a feature of each student in the class. Have students make a question. For example:

**T:** Regina has green eyes.

**S:** Who has green eyes?

**T:** Yano has a red backpack.

**S:** Who has a red backpack?

- To elicit questions with *what* + a verb, form sentences about animals and elicit questions from the students. For example:

**T:** A bat has wings, but it isn't a bird.

**S:** What has wings but isn't a bird?

**T:** A whale lives in the ocean, but it isn't a fish.

**S:** What lives in the ocean but isn't a fish?

**Note 3 Common Wh- Questions**

- Point out that these two questions are very helpful for language learners.
- Have students work in pairs to practice asking and answering both questions. They can use the vocabulary from this unit or any words that they want to know.

**Note 4 At and On**

- Write on the board a variety of times. For example:

|               |              |
|---------------|--------------|
| January 1st   | 12:30        |
| Monday        | Saturday     |
| 6 o'clock     | midnight     |
| night         | October 13th |
| September 3rd | noon         |

- Say the times and have students respond with the correct preposition. For example:

T: January 1st

SS: On January 1st

### OUT OF THE BOX ACTIVITIES

#### READING AND WRITING

- Have students write a short paragraph about the person he or she talked to in Exercise 7. Then have students work in pairs to edit each other's work, using the checklist on page 137. Have students rewrite their paragraphs.
- Put the paragraphs together in a book and make enough copies of the book to give one to each student.

#### READING, LISTENING, AND SPEAKING

- Have students play a variation of the game "Concentration." The object of the game is to get the most pairs of cards.
- Write each of the vocabulary words from this unit, and some from previous units if you like, on a plain white index card. Write a brief definition or synonym for each of these words on a separate plain white card. You will need one set of word and definition cards for each pair or group of students.
- Divide the class into groups and give each group a set of cards. Shuffle the word cards and place them face down on a table or the floor. Then shuffle the definition cards and place them face down on the table or floor next to the group of word cards. The first student turns a card over from the word group and asks the next student: *What does \_\_\_\_ mean?* The second student turns a card over from the definition group and reads it. If it matches the word, the second student keeps both cards. If the word and definition do not match, both cards are turned face down again in the same exact spot. Play continues with students taking turns asking the question and reading the definition until all of the cards are gone. The person with the most pairs wins.

# UNIT 13

## OVERVIEW

### GRAMMAR Simple Present with Adverbs of Frequency

Unit 13 focuses on the meanings and uses of adverbs of frequency with the simple present.

- Adverbs of frequency tell how often something happens.
- Adverbs of frequency come after the verb *be*.
- Adverbs of frequency usually come before other verbs.
- Use *ever* in *yes/no* questions. *Ever* means “at any time.” Do not use *ever* in affirmative statements.
- Use *How often* to ask about how frequently something happens.

### THEME Habits

Unit 13 focuses on language that is used to talk about habitual activities.

Go to [www.MyEnglishLab.com](http://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.

## READ (page 140)

- To encourage students to read with a purpose, write these questions on the board:
  1. Why is Steve tired? (*He doesn't get enough sleep. He skips breakfast and eats junk food. He doesn't exercise.*)
  2. What time does Steve go to bed? (*around 12:30 or 1:00 a.m.*)
  3. Does Steve sleep late? (*sometimes on the weekends*)

## GRAMMAR CHARTS (page 141)

- Ask students questions to help them notice the position of the adverbs of frequency in the example sentences in the charts. First have them identify the verb in the sentence. Then have them identify the adverb and tell where it is in relation to the verb.
- Ask:
  - How do we use *ever*? (*in questions*)
  - Do adverbs of frequency come before or after *be*? (*after*)
  - Do adverbs of frequency come before or after other verbs? (*before*)
  - In short answers, where are the adverbs of frequency? (*before do*)
- In the Adverbs of Frequency chart, read the adverbs aloud and have students repeat. Give an example sentence for each adverb. For example, “I always put milk in my coffee. I never put juice in my coffee. I rarely drink coffee at night.”

**GRAMMAR NOTES** (page 142)**Note 1 Definition of Adverbs of Frequency**

- Change the adverbs in the example sentences to make them true for you. For example: *I never skip breakfast. I often skip lunch.* Then call on students to do the same.

**Note 2 Adverbs of Frequency with Be**

- Write the example sentences on the board and have students read them aloud. Call on students to come to the board and circle the adverbs. Then have them underline the *be* verb. Ask: “Does the adverb come before or after *be*?” (*after*)
- Leave these sentences on the board for Note 3.

**Note 3 Adverbs of Frequency with Other Verbs**

- Write the example sentences on the board. Have students underline the verb and circle the adverbs. Ask: “Is the verb *be*?” (*no*) “For these verbs, does the adverb come before or after?” (*before*) Point out that the rules for *be* verbs and other verbs are different.

**Note 4 Usually, Sometimes, Rarely, and Never**

- Write two sentences on the board. For example:  
I’m tired in the afternoon. (*sometimes*)  
I have a big breakfast. (*usually*)
- Tell students to rewrite each sentence three times with the adverb in parentheses in three different positions.

**Note 5 Ever in Yes/No Questions**

- Emphasize that *ever* is only used in questions. Model the example conversation with a few students. Encourage them to use the frequency adverb that is true for them.

**Note 6 How Often**

- Model the example conversation with a few students. Encourage them to change the expression *three times a week* so the number is true for them. For example: *two times a week, five times a week.*

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

- Write a set of interesting verb phrases on the board and have students add to the list. For example, *eat popcorn, fly first class, go to an art museum, buy jewelry, babysit, lie about your age,* etc. Then write these question stems on the board:

Do you ever . . . ?

When do you usually . . . ? Where do you usually . . . ?

- Put the students in groups. Have students use the question stems and verbs to practice asking and answering the questions. To add interest, give each group a ball or crumpled sheet of paper. The student asking a question tosses the ball to another student, who answers the question, then asks another question and tosses the ball to another student. Continue until everyone has asked and answered at least three questions.

### LISTENING AND SPEAKING

- Brainstorm different kinds of food with the students. Write them on the board.
- Have students make three columns on a sheet of paper. Have them label one column *never*, one column *sometimes*, and the last column *often*. Then have students write the food words in the columns that are true for them.
- Have students work in small groups to ask and answer questions about the information. For example:
  - S1:** Do you ever eat broccoli?
  - S2:** Sometimes I eat it, but not very often.
- The group leader of each group reports the group results to the class. For example:
  - S:** Five people never eat broccoli. One person often eats it.
- For variation, you can conduct a class survey about another topic, post it on the board, and have students practice asking and answering questions about it.

# Focus on Grammar **1** | Unit Teaching Notes

## PART **5** **Adjectives**

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### UNIT **14** **Adjectives** DESCRIBING PEOPLE

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### UNIT **15** **Comparative Adjectives** ENTERTAINMENT

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

## UNIT 14

## OVERVIEW

**GRAMMAR** Adjectives

Unit 14 focuses on the meanings and uses of noun and adjective modifiers.

- Adjectives can modify (describe) nouns. They give more information about that noun.
- Nouns can also modify nouns.
- Adjectives can come after the verb *be* or before a noun.
- Do not add -s to an adjective or noun modifier.
- *Be* and *have* are commonly used with noun and adjective modifiers to describe people and things.

**THEME** Describing People

Unit 14 focuses on language that is used to talk about characteristics of people.

Go to [www.MyEnglishLab.com](http://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 152–153)

- To encourage students to read with a purpose, write these questions on the board:

1. Who are the tickets for? (*Sonia*)
2. Does Judy know Sonia? (*no*)
3. Does Sonia have blond hair? (*no*)
4. How old is Sonia? (*She's in her twenties.*)

**GRAMMAR CHARTS** (page 153)

- Write one example sentence from each chart on the board. Ask questions to help students identify the various ways the nouns and adjectives can combine.
- Point to each word in the sentences on the board and ask students what each one is. For example:

This woman is artistic. (This [*or demonstrative adjective*] + *noun* + *be* + *adjective*.)

- As students respond, ask them to help you write “formulas” on the board to describe the combinations. For example:

This woman is athletic.      *be* + *adjective*  
She is an athletic woman.      *adjective* + *noun*  
They are tennis players.      *noun* + *noun*

- Have students look at the charts and confirm that the formulas are correct.
- Have students work in pairs or groups and find two examples of each formula in the opening reading. Have pairs or groups share their examples with the class.

## GRAMMAR NOTES (pages 154–155)

### Notes 1–2 Adjectives: Form & Meaning and A or An Before an Adjective

- To reinforce the information, write a noun on the board. Quickly point to students around the room and have them say different adjective + noun phrases. For example: for the noun *hair*: *blond man, dark hair, short hair, long hair*.
- Write the example sentences on the board with blanks instead of adjectives:
 

She is \_\_\_\_\_.

She's a/an \_\_\_\_\_ woman.

It is \_\_\_\_\_.

It is a/an \_\_\_\_\_ book.
- Call on students to complete the sentences with appropriate adjectives. For example: *She is tall. She is a tall woman. It is interesting. It is an interesting book.*
- Have students close their books. On the board, write:
  1. He likes fast cars. \_\_\_\_\_
  2. He likes fasts cars. \_\_\_\_\_
  3. Ask: "Which sentence is correct?" (*sentence 1*) Ask: "Why is it correct?" (*singular and plural nouns take the same adjective form in English*)

### Note 3 Noun Modifiers

- Be prepared to explain that in *noun + noun* combinations, the first noun acts as an adjective.
- Write the following on the board:

|         |         |
|---------|---------|
| history | ball    |
| soccer  | book    |
|         | class   |
|         | game    |
|         | player  |
|         | stadium |
|         | teacher |
|         | test    |

- Have students match words from the two columns to make noun + noun combinations.

### Note 4 Be and Have + Modifiers

- Write *I am \_\_\_\_\_* and *I have \_\_\_\_\_* on the board. Have students complete the sentences about themselves.

- Do a quick chain activity to practice *How old are you? I am \_\_\_\_\_*.

**T:** I'm \_\_\_\_\_. How are you, Pia?

**PIA:** I'm 23. Hong, how old are you?

**HONG:** I'm 19. How old are you, Diego?

You may want to tell students that while it is common to ask children their age, it is not considered polite to ask adults. For that reason, they do not have to tell the truth when they answer the question.

### OUT OF THE BOX ACTIVITIES

#### SPEAKING AND LISTENING

- Have students show photos of family members and friends. They can show photos on their phones or bring photos to class.
- In pairs, students ask each other about the people in the photos. They can use the conversation in Exercise 4 on page 157 as a model.
- Have students tell the class about one of the people in his or her partner's photos.

#### SPEAKING AND LISTENING

- Have students work in pairs or groups to discuss the question, "What's important to you in love?"
- Brainstorm a list of topics for the discussion and write them on the board. For example:
  - age (*young, middle-aged, old, etc.*)
  - looks (*tall, dark hair, beautiful, handsome, brown eyes, great smile, etc.*)
  - personality (*kind, thoughtful, friendly, happy, romantic, quiet, serious, etc.*)
  - professions (*athlete, engineer, professor, dancer, musician, etc.*)
  - likes and dislikes (*likes classical music, good mystery books; dislikes rock music, biographies, swimming, pizza*)
- Tell students they are going to describe their dream person to the rest of the group. For example:

My dream man is tall with dark hair and blue eyes. He is serious, thoughtful, and kind. He can be a professor or a classical musician. He likes good mystery books and tennis. He doesn't like rock music, and he hates pizza. He loves Japanese food and quiet, romantic dinners.

# UNIT 15

## OVERVIEW

### GRAMMAR Comparative Adjectives

- Unit 15 focuses on the meanings and uses of comparative adjectives.
- To form the comparative of one-syllable adjectives, add *-er* to the adjective. If the adjective ends in *-e*, just add *-r*.
- To form the comparative of two-syllable adjectives that end in *-y*, change the *y* to *i* and add *-er*.
- For many adjectives with two or more syllables, we use *more* before the adjective.
- Some adjectives, such as *good* and *bad*, have irregular comparative forms.
- You can use the comparative form of an adjective + *than* to compare two people, places, or things.
- Use *which* to ask about a comparison of things or places. Use *who* to ask about people.

### THEME Entertainment

Unit 15 focuses on language that is used to talk about different ways of having fun together.

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 (page 165)

- To encourage students to read with a purpose, write these questions on the board:

1. Who has a lot of great music? (*Ken*)
2. Does Mi Young agree with Marty about music for dancing? (*no*)
3. Do Laura and Mi Young agree about rap music? (*yes*)
4. What food do they decide to have? (*chips, nuts, and ice cream*)
5. What kind of entertainment do they choose? (*video games*)

## GRAMMAR CHARTS (page 166)

- Have students look at the first two charts and the example sentences and answer these questions:
  - If an adjective has one syllable, how do we form the comparative? (*add -er*)
  - If an adjective is longer than one syllable, how do we form the comparative? (*more + adjective*)
  - Which word often comes after the adjective? (*than*)
- Have students look at the third chart. Ask: “Which word do we use to compare people?” (*who*)  
“Which word do we use to compare things?” (*which*)

**GRAMMAR NOTES** (pages 166–167)**Notes 1–2 Use of Comparative Adjectives and Comparatives of Short Adjectives**

- Write a set of one-syllable adjectives on the board, e.g., *fast, slow, tall, short, quick, young, old*.
- Using facts about students in the class, model several sentences with comparative adjectives. For example: “Irma is taller than Lei. She’s also younger.”
- Name other pairs of students and elicit sentences from the class.

**Note 3 Comparatives of Two-Syllable Adjectives Ending in -y**

- Provide or brainstorm a list of adjectives that end with -y and write them on the board. For example: *funny, easy, dirty, pretty, sunny, happy, busy, friendly, tasty*.
- Have one student use comparative adjectives to make sentences about people, places, or things. Invite a second student to disagree with the first. For example:
  - S1: Pizza is tastier than fried chicken.
  - S2: I think fried chicken is tastier.

**Note 4 Comparatives of Long Adjectives**

- Repeat the procedure from Note 3 but have the second student add information. Here are some adjectives you can use: *interesting, beautiful, difficult, expensive, crowded, dangerous, famous, serious, intelligent*. For example:
  - S1: Tokyo is more expensive than Houston.
  - S2: It’s also more crowded.

**Notes 5–6 Irregular Comparatives and Which & Who**

- Have students write two lists of items: things they like and things they don’t like.
- Have students work in pairs. Have students take turns asking and answering questions using *better* or *worse* and the words in their lists. For example:
  - S1: Which is better, steak or chicken?
  - S2: I think steak is better.
  - S1: Which is worse for our health, nuts or chips?
  - S2: I think chips are worse.
  - S1: Which is more fun, video games or movies?
  - S2: For me, video games are more fun.
- Circulate as students are practicing. Give help and make corrections as needed.

**OUT OF THE BOX ACTIVITIES****READING, SPEAKING, LISTENING AND WRITING**

- Have students work in groups of three. Each group will plan an imaginary get-together. Students can use the opening conversation as a model for their discussion.
- Assign each group a different type of event to plan. If you have a large class, some groups may plan the same event. Some suggested events are: a summer picnic or barbecue, a party for teenagers, a birthday party, a wedding reception, a going-away luncheon, a welcome-home party, etc. Each group should discuss food, drinks, decorations, entertainment, and the guest list. Have them brainstorm and write lists of possible choices for each category.
- Set a time limit for the discussion. Circulate and make students use comparatives in their discussion. They can take notes if they want to. Have each group tell the class (or another group if time is limited or you have a large class) about the event and why they made their choices. Each person in the group should report on at least one of the categories.

PART **6** **Present Progressive and *Can***

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UNIT  
**16** **Present Progressive: Statements**  
FRIENDS FROM LONG AGO

---

UNIT  
**17** **Present Progressive: *Yes/No* Questions**  
ARE YOU BABYSITTING?

---

UNIT  
**18** **Present Progressive: *Wh-* Questions**  
GETTING AROUND

---

UNIT  
**19** ***Can* and *Can't***  
ABILITIES

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

## UNIT 16

## OVERVIEW

**GRAMMAR Present Progressive: Statements**

Unit 16 focuses on the meanings and uses of present progressive affirmative and negative statements.

- Use the present progressive to talk about what is happening now.
- To form the present progressive, use a present form of *be* + verb + *-ing*.
- If a base verb ends in *-e*, drop the *-e* before adding *-ing*.
- If a base verb is one syllable and ends in a consonant–vowel–consonant, double the final consonant before adding *-ing*, but do not double a *w*, *x*, or *y*.
- For negative statements, use a present form of *be* + *not* + verb + *-ing*.
- The verbs *be*, *have*, *need*, *like*, and *want* are non-action (stative) verbs. We usually do not use these in the present progressive.

**THEME Friends From Long Ago**

Unit 16 focuses on language that is used when talking to an old friend about life now.

Go to [www.MyEnglishLab.com](http://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.

**READ** (page 179)

- 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 is writing the email? (*Jessica*)
2. Who is Lauren? (*Lauren is Jessica's friend from high school.*)
3. Who are Steve and Tim? (*Tim is Jessica's husband and Steve is her brother.*)
4. Who are Annie, Jeremy, and Ben? (*They are Jessica's children.*)

**GRAMMAR CHARTS** (page 180)

- Write these questions on the board or prepare them as a handout:

What is the ending of the verb in all forms of the present progressive? (*-ing*)

Which form of *be* do we use with *I*, *he*, *it*, *we*, and *they*? (*am*, *is*, *are*, *are*)

How do we make a negative present progressive statement? (*subject* + *be* + *not* + *verb* + *ing*.)

What is the position of *not*? (*after be and before verb* + *-ing*)

How many contractions of *I am not* do you see? (*one*)

How many contractions of *is not* do you see? (*two*)

How many contractions of *are not* do you see? (*two*)

- Have students work in pairs to look over the example sentences in the grammar charts and answer the questions. Go over the answers as a class. For contractions that have more than one form, have students provide both forms of the contraction. For example, *He's not standing* / *He isn't standing*.

## GRAMMAR NOTES (pages 180–181)

### Note 1 Present Progressive: Uses

- Walk around the room and perform a variety of actions. As you perform each one, say what you are doing using the present progressive. For example, *I'm opening the window. I'm erasing the board. I'm turning off the lights.*
- Choose a student to repeat the actions with you. Say what you are doing using *we*. Then call on a student to perform the actions. Have the class say what the student is doing using *he* or *she*.
- You may want to continue the activity using two students and having the class say what they are doing using *they* or the students' names.

### Note 2 Affirmative Statements

- Create a chart like the following, either on the board or as a handout:

|                   |                   |
|-------------------|-------------------|
| listen            | read              |
| talk              | answer            |
| write             | underline         |
| run               | jog               |
| grow              | snow              |
| fix               | tax               |
| play              | pay               |
| _____ (your idea) | _____ (your idea) |

- Use the verbs in the left column as a model. Have students look at Note 2 and tell you how to write the present progressive form of each verb. Then have students write the present progressive form of each verb in the right column.
- Call on students to write their answers on the board. Discuss the answers. Have each student tell you the rule about the verb that he or she writes on the board.
- Say a sentence with full forms (*He is watching TV*) and have students say it with contractions (*He's watching TV*). Have students continue the drill in pairs.

**Note 3 Negative Statements**

- Do a quick transformation drill. Make an affirmative present progressive statement and have the class make it negative.
- You can do this as a simple drill or a bean bag toss. Have students stand in a circle. The first person makes a present progressive affirmative statement and tosses the bean bag (or a crumpled sheet of paper) to another student. That student makes the statement negative, makes a new affirmative statement, and tosses the bean bag to someone else. Continue the activity until each student has made at least one affirmative and one negative statement.

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

- Bring in pictures that show a lot of things going on—street scenes, a busy office, sporting events, etc. Divide the class into small groups and give a different picture to each group. Place it face down so that no one in the group can see it.
- At your signal, students turn the picture over and have one minute to look at it. Then have them turn the picture over (or take it away), and have students write everything they can remember about the picture using the present progressive. If you want to make this a competition, give them a time limit for writing.
- When time is up, have students read their sentences. The person or group who has the most details is the winner.

**SPEAKING AND LISTENING (AND READING AS A VARIATION)**

- Have students play “Concentration.” For this game, you will need sets of cards made of identical pictures. Each pair should show someone or something doing an easily recognizable activity. You will need at least twenty pairs. You can make these by drawing stick figures or downloading pictures or clip art from the Internet.
- Have students work in small groups. Each group needs a set of cards. These are randomly placed face down on a table or the floor. The first person turns two cards over and says what is happening in each. For example: *He is running. She is brushing her teeth.* If the cards do not match, the student turns them face down again, but they must be put in the same place on the table or floor. Then the next student gets a turn. If the cards match, the student keeps them and gets another turn. The object of the game is to remember where matching cards are. The person with the most pairs at the end of the game wins.
- As a reading variation, you can make the card sets with one picture and one sentence that describes what’s happening in the picture.

# UNIT 17

## OVERVIEW

### GRAMMAR Present Progressive: *Yes/No* Questions

Unit 17 focuses on the meanings and uses of *yes/no* questions in the present progressive.

- In a *yes/no* question in the present progressive, put *am*, *is*, or *are* before the subject.
- You can use short answers in speaking and informal writing.
- Do not use contractions in affirmative short answers.

### THEME Are You Babysitting?

Unit 17 focuses on language that is used to ask about what is happening at home while the children are home with a babysitter.

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 (page 190)

- To encourage students to read with a purpose, write these questions on the board:

1. What special day is it for Tim and Jessica? (*It's their wedding anniversary.*)
2. Where do they go to celebrate? (*a restaurant*)
3. Who's babysitting? (*Kelly Brown*)
4. What is Ben doing? (*cooking something*)
5. What does Kelly think Annie and Gail are doing? (*studying*)

## GRAMMAR CHARTS (page 191)

- Have students look over the grammar chart. Ask what the word order is for *yes/no* questions in the present progressive. (*a present form of be + subject + verb + -ing*)
- Write these examples based on the reading on the board:
  - Is Jeremy watching Annie and Ben?
  - Is Mrs. Brown babysitting?
  - Is Ben doing his homework?
- Ask students to answer the questions based on information in the reading. As they provide the answers, ask them if there's another way to answer the question with a negative response. Elicit from students that there are two ways to answer these questions: *No, he/she isn't* and *No, he's / she's not*.

- Ask students contrasting questions to help them notice that short answers in the present progressive are the same as short answers in the simple present. For example:

T: Is it cold?

S: Yes, it is. / No, it isn't. / No, it's not.

T: Is it raining?

S: Yes, it is. / No, it isn't. / No, it's not.

## GRAMMAR NOTES (pages 191–192)

### Notes 1–2 Present Progressive: Yes/No Questions and Short Answers

- Ask students:
  - Is the word order of present progressive statements and simple present statements the same or different? (*the same*)
  - Is the word order of present progressive *yes/no* questions and simple present *yes/no* questions the same or different? (*the same*)
  - Are present progressive short answers and simple present short answers the same or different? (*different*)
  - Do we use contractions in affirmative responses to *yes/no* questions in the present progressive? (*no*)
  - Do we use contractions in negative responses to *yes/no* questions in the present progressive? (*yes*)
- Have students read over the grammar notes to confirm their answers.

#### OUT OF THE BOX ACTIVITIES

##### READING, SPEAKING, AND LISTENING

- On the board, write a list of actions that can be mimed. For example: *putting in contact lenses*, *climbing a ladder*, *looking up a word in a dictionary*, *playing with a cat*. You can have students help you brainstorm the list. Try to elicit unusual or interesting actions and teach any unfamiliar words.
- Have each student choose an action from the list on the board and mime it for the class. The other students ask *yes/no* questions in the present progressive and try to guess what the action is.

##### WRITING, READING (FOR VARIATION LISTENING AND SPEAKING)

- Bring in (or have students bring in) pictures of people doing various activities.
- Give each student (or pair of students) a picture. Have students write six to eight questions about the picture. Four of them must be *yes/no* questions in the present progressive. Have students exchange pictures and questions and answer each other's questions.
- For variation, have students work in small groups. Give each group a picture. Groups must write six to eight questions (four must be *yes/no* questions in the present progressive). Have groups exchange pictures and questions and answer each other's questions.

# UNIT 18

## OVERVIEW

### GRAMMAR Present Progressive: *Wh*- Questions

Unit 18 focuses on the meanings and uses of *Wh*- questions in the present progressive.

- We can use *Wh*- words and the present progressive to ask questions about the object of a sentence.
- We can also use *Wh*- words and the present progressive to ask questions about the subject of a sentence.

### THEME Getting Around

Unit 18 focuses on language that describes different ways of using transportation.

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 (page 200)

- 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 is Nick? (*Mark's brother*)
  2. Why is he calling Mark? (*He's calling to say that he's back in the United States.*)
  3. Where is Nick going? (*He's going to San Francisco.*)
  4. How is he getting there? (*by car*)

## GRAMMAR CHARTS (page 201)

- Have students look over the grammar charts. Have them practice reading the questions and answers in pairs.
- Have students compare the word order of *Wh*- questions and *yes/no* questions. Ask: "Is the word order of *Wh*- questions and *yes/no* questions the same or different?" (*the same*) "Where is the *Wh*- word?" (*at the beginning of the sentence*) "Where is the subject?" (*after am, is, or are*)
- Ask students what they remember from previous units about *Wh*- questions about the subject.
- Ask them if the word order in questions about the subject is the same or different from word order in other *Wh*- questions. (*It's different. The Wh- word is actually the subject of these questions.*)
- Remind students that questions about the subjects are really questions about the subject of the answer. For example:
 

**Q:** What's happening? (*What is the subject.*)

**A:** Nothing is happening. (*Nothing is the subject.*)

**GRAMMAR NOTES** (page 202)**Note 1 Wh- Questions: Form**

- On the board write what, where, why, who, and how.
- Ask the class: “Who has a grandmother or grandfather who is still living?” Choose one student and ask present progressive questions about the grandparent. For example:
  - T: Where is your grandfather living?
  - S: He’s living in Beijing.
  - T: Who is he living with?
  - S: My mother and father.
  - T: Why is he living there?
  - S: Because in my culture parents live with their oldest son.
  - T: How is your grandfather doing?
  - S: Well. His health is good.
  - T: What is he probably doing right now?
  - S: It’s 3 A.M. in Beijing. He’s probably sleeping.
- Have the class ask you similar questions about a relative of yours.

**Note 2 Wh- Questions About the Subject**

- To practice the pattern of question with *who*, ask about students’ relatives and friends who are in different time zones. For example:
  - T: Who is sleeping now?
  - S: My parents. They’re in Paris.
  - T: Who is eating dinner?
  - S: My brother. He’s living in New York City.
  - T: Who is getting up?
  - S: My cousin in Hawaii. It’s early morning there.
- Ask students to write three to four questions with *Who* as the subject. Then have them work in pairs to ask and answer their questions.

**Note 3 Short Answers**

- Have students practice the example conversations in pairs.
- Make sure students understand not to use contractions in affirmative short answers. Ask a student, “Who is sitting next to you?” and elicit a short affirmative answer that does not use contractions. Have pairs practice answering the same question in pairs.

**OUT OF THE BOX ACTIVITIES**

**SPEAKING AND LISTENING**

- Have students work in pairs. Have them imagine that they are best friends. One friend is in his or her home country, and the other is traveling. They have not seen each other for several months, but they often talk on the telephone.
- Have them role-play a conversation and talk about what they are doing, where they are doing it, who they are doing it with, etc. Have each pair start the conversation in this way:

**S1:** Hello?

**S2:** Hi \_\_\_\_\_! Guess what I'm doing?

**S1:** I have no idea! What are you doing?

# UNIT 19

## OVERVIEW

### GRAMMAR *Can and Can't*

Unit 19 focuses on the meanings and uses of *can* and *can't* to express ability and possibility.

- *Can* is a modal. It changes the meaning of the verb that follows.
- *Can* has many different meanings. These include expressing ability (or inability) and possibility (or impossibility).
- *Cannot* is the negative form of *can*, and the contraction is *can't*.
- Use the base form of the verb after *can* or *can't*.
- For questions, put *can* or *can't* before the subject of the sentence.

### THEME *Abilities*

Unit 19 focuses on language that expresses the ability or inability to do something.

Go to [www.MyEnglishLab.com](http://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 (page 211)

- 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 Jeremy and Jessica talking about? (*Jeremy's Spanish class*)
  2. What is Jeremy's worried about? (*His presentation on Friday*)
  3. Who is good at Spanish in the class? (*Rose*)
  4. Who has a plan how to solve Jeremy's problem? (*Jeremy*)
  5. Is this a good plan? Why or why not? (*Answers may vary, but students will probably say it's a good plan because Jorge and Jeremy can help each other.*)

## GRAMMAR CHARTS (page 212)

- Ask these questions to help students notice the grammar:
  - Which form of the verb do we use after *can* and *can't*? (*the base form*)
  - Do we use *to* with *can* and *can't*? (*no*)
  - What is the word order of *yes/no* questions with *can*? (*can + subject + verb*)
  - What are the short answers for *yes/no* questions with *can*? (*Yes, I can. / No, I can't.*)
- Point out the word order of *Wh-* questions with *can*. For questions about the object, the order is *Wh-* word + *can* + subject + verb. (For example, *What can I do?*) For questions about the subject, the order is *Wh-* word + *can* + verb. (*Who can help?*)

**GRAMMAR NOTES** (page 213)**Note 1 Can**

- Have students reread the opening conversation on page 211 and underline sentences with *can* and *can't*. Have them work in groups to identify the meaning of each use of *can* and *can't*. (*The main use of can and can't in this conversation is to express ability or inability. There are two instances of can to express possibility: "Can someone in the class help?" and "Maybe I can help him in math. Then he can help me in Spanish."*)
- Have students close their books. Write the incorrect example sentences on the board but do not cross out the errors. Ask students, "What is wrong with these sentences?" Call on students to come to the board and correct the sentences. Discuss the answers as a class.
- Ask: "Do we use *to* after *can*?" (no) "Do we add *-s* or *-ing* to verbs after *can*?" (no)

**Note 2 Can't**

- Have students read the example sentences aloud. Say a sentence with *cannot* and have students repeat it using *can't* instead of *cannot*. Then have students change a *can't* sentence into one that uses *cannot*. Have students continue in pairs.

**Note 3 Can: Yes/No Questions and Answers**

- Have students read the example questions aloud. Point out that the word order of *yes/no* questions with *can* is the same as simple present *yes/no* questions for verbs other than *be*. Write some examples on the board. For example: Does she speak English? Can she speak English?

**Note 4 Can: Wh- Questions and Answers**

- Have students look at the example *Wh-* questions. Ask: "How are they different?" (*In the second question, who is the subject.*)

**Pronunciation Note**

- Have students listen to the examples and repeat the model.
- Say the following sentences:
  - I can't see the board.
  - I can read the conversation.
  - I can't write the words.
  - I can understand the sentence.
- Tell students to raise their right hand if they hear an affirmative sentence and their left hand if they hear a negative sentence. Then dictate the sentences. After students compare what they wrote, have them practice saying the sentences in pairs.

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

- Bring in simple items or pictures of items. Divide the class into groups of three or four. Display all of the items or pictures so that all of the groups can see them. Have each group make a list of as many different (and unusual) things they can do with each item. Have each group share their ideas with the class or another group.
- For variation, give a different item or picture to each group and have them tell the class about things that the one item can be used for.

**WRITING, READING, SPEAKING, AND LISTENING**

- Divide the class into two groups. Have each student fold a piece of paper lengthwise to make two columns. Then have each group brainstorm a list of things people can do that are unusual or interesting. Have students write the list of things they brainstorm in the left column. Give groups a few minutes to brainstorm their lists. Circulate and offer assistance as needed.
- Have students in each group interview each other to find out who in the class can do each thing on the list. Students should write the name of the person who can do it in the right column. For example:
  - S1:** Can you tie a cherry stem in a knot with your tongue?
  - S2:** No, I can't. Can you pat your head and rub your stomach at the same time?
- Have each group meet again to discuss the results of their interviews. Call on a student from each group to share some of their information with the class using *can* and *can't*.

PART **7** **Nouns, Articles, and Pronouns**

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UNIT  
**20**

**Possessive Nouns; *This, That, These, and Those***  
CLOTHING

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UNIT  
**21**

**Count and Non-Count Nouns *Some and Any***  
FOOD

---

UNIT  
**22**

***A, An, and The; One and Ones***  
SHOPPING

---

UNIT  
**23**

**Subject and Object Pronouns**  
GIFTS AND FAVORS

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

## UNIT 20

## OVERVIEW

**GRAMMAR Possessive Nouns; *This, That, These, and Those***

Unit 20 focuses on the meanings and uses of singular and plural possessive nouns. It also reviews meanings and use of *this*, *that*, *these*, and *those* as pronouns and introduces them as possessive adjectives. In addition, the use of *that's* as a way to refer to an idea that has just been stated is presented.

- Possessive nouns show belonging. To show belonging, add an apostrophe (') + *s* to singular nouns and irregular plural nouns. Add an apostrophe to plural nouns that end in *-s*.
- *This*, *that*, *these*, and *those* can be pronouns or adjectives. *This* and *that* are singular, and *these* and *those* are plural. *This* and *these* refer to people or things near you; *that* and *those* refer to people or things that are away from you.
- We often use *that's* in speaking and informal writing to refer to an idea that someone has just stated.

**THEME Clothing**

Unit 20 focuses on language that describes clothing, whom it belongs to, and the way it looks on someone.

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.

**BEFORE YOU READ** (page 224)

- Go over the pronunciation of the new words. Walk around the room. Point to what different students are wearing. Ask: "What's this? What are these"? Have students identify the clothing or accessories. Elicit the items in the pictures that nobody in the class is wearing.

**READ** (page 225)

- 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 is Mark having dinner with? (*Kathy and her parents*)
  2. Where are they having dinner? (*at the Water Grill Restaurant*)
  3. Is Mark nervous about the dinner? (*He probably is. He is worried about how he looks. He also wants Kathy's parents to like him.*)
  4. Does Judy think Mark looks nice? (*Yes, she does. She says he looks really sharp.*)

**GRAMMAR CHARTS** (page 226)

- Have students look at the first chart. Call on students to paraphrase each sentence to show its meaning. For example, the first sentence *My sister's car is red* can be paraphrased as *My sister has a red car*.
- Ask students where the apostrophe goes if the noun is singular and if the noun is plural. You may want to point out the example using *actress's*. Explain that a singular noun or name ending in -s still receives 's at the end. Give more examples with names ending in -s, such as *Luis's* or *Chris's*. Point out that the 's is pronounced as an extra syllable, /iz/.
- The second chart builds on information presented in Unit 1. Students will probably know these structures already. The new information involves the use of *this*, *that*, *these*, and *those* with nouns as demonstrative adjectives.
- Ask: "What is the subject of each sentence on the left side of the chart?" (*this*, *that*, *these*, and *those*) Then ask: "What is the subject of the sentences on the right side?" (*cell phone*, *tie*, *keys*)
- Point out that when *this*, *that*, *these*, or *those* precedes a noun, it functions as an adjective and answers the question *Which one?* about the noun. For example:
  - A: That tie is Steve's.
  - B: Which tie?
  - A: **That** tie.

**GRAMMAR NOTES** (page 227)**Note 1 Possessive Nouns**

- Collect objects from students and put them in a bag or basket. Have a student draw an object from the bag and say whom it belongs to. For example: *It's Chin's pencil*. *It's Dalia's*. Continue the activity with different students until all of the objects have been discussed. Leave the objects at the front of the room for the next activity.
- For singular nouns, repeat the activity above as a dictation. A student picks up an object from the table and says whom the object belongs to, then gives the object back to the student it belongs to. Then all of the students write the name of that student in its possessive form. When all of the objects have been returned, go over the answers as a class by having individual students write their answers on the board.
- For plural possessives and irregular plural nouns, dictate some phrases that have each of the forms and have the students write their answers. Then go over the answers by having individual students write them on the board. For example: *her parents' house*, *his roommates' families*, *the men's locker room*, *the Smiths' anniversary*, *the students' papers*, *the sisters' car*.

**Note 2 This, That, These, Those**

- Write on the board:
  1. This / That is \_\_\_\_\_.
  2. These / Those are \_\_\_\_\_.
  3. This / That \_\_\_\_\_ is \_\_\_\_\_.
  4. These / Those \_\_\_\_\_ are \_\_\_\_\_.

- Ask: “In sentences 1 and 2, is *this* / *that* / *these* / *those* a pronoun or an adjective?” (*pronoun*) “In sentences 3 and 4, is *this* / *that* / *these* / *those* a pronoun or an adjective?” (*adjective*).
- Give some example sentences using each sentence structure and have students say *pronoun* or *adjective*. For example: *That is delicious!* (*pronoun*) *This jacket is cool.* (*adjective*) Have students continue the activity in pairs.
- Call on pairs to write some of their sentences on the board. Point to *this* / *that* / *these* / *those* and have students say *near* or *away*.

### Pronunciation Note

- Have students listen to the examples and repeat.
- Have students close their books. Write ‘s on the board. Say the possessive form of common first names. Ask students what sound they hear for ‘s.

T: Carla’s

SS: /z/

T: Jack’s

SS: /s/

T: Josh’s

SS: /ɪz/

Etc.

- Say the first name of each student in the class. Students repeat the name with the possessive ending.

T: Flora

SS: Flora’s

Etc.

### OUT OF THE BOX ACTIVITIES

#### SPEAKING

- Divide the class into two groups. Have one group put several of their personal items on a table or on their desks. Then send that group out of the room. Have the students in the room “borrow” the left items. Have them put on the wearable items and hold the others.
- Call the first group back in the room. Each person must find and collect his or her items by saying a sentence to claim the item. For example: *That’s my backpack.* *Those are my keys.* *This is my hat.*

#### SPEAKING AND LISTENING

- Write two column headings on the board: Clothes and Accessories. Brainstorm items that can go in each column and write them on the board. For example: *shirt, jeans, sweater* (clothes); *earrings, ring, belt* (accessories). For each item, ask: “Is it singular or plural?”

- Write the following conversation on the board and model it with a student:
  - A: Maria, those earrings are beautiful!
  - B: Thanks. They were a present from my grandmother. That's a very nice sweater, Pat.
  - A: Thank you. Yes, it is.
- Point out the use of *those* and *that* before plural and singular nouns. Model the conversation with another student, this time substituting clothing and accessories that the student is actually wearing. Divide the students into pairs and have them practice the conversation. Then have them mingle as a class and continue practicing.
- You may want to point out that complimenting someone's clothes or accessories is an important part of small talk in North American culture. You may also want to point out that it is acceptable in North America to respond to a compliment by saying, "Thank you." Ask students if this is different in their cultures.

### WRITING, READING, SPEAKING AND LISTENING

- Have students write a paragraph about one of the following topics (or one of their own). They can use the paragraph from Exercise 4 on page 229 as a model.
  - Women's last names in their cultures
  - Their family members' favorite foods
  - Their family members' favorite things to do
  - Celebrations of their family members' birthdays
- Have students edit each other's paragraph in pairs, using the Editing Checklist on page 233 as a guide. Call on pairs to read their paragraphs to the class. Encourage students in the class to ask questions of the reader after he or she has read.

# UNIT 21

## OVERVIEW

### GRAMMAR Count and Non-Count Nouns; *Some* and *Any*

Unit 21 focuses on the meanings and uses of count and non-count nouns.

- Count nouns refer to separate things.
- To form the plural of most count nouns, add -s or -es.
- Non-count nouns refer to things that are difficult to count. We use quantifiers to help us talk about non-count nouns.
- Use singular verbs with non-count nouns.
- Use *a* or *an* before singular count nouns.
- Use plural count nouns or non-count nouns to talk about things you like or dislike in general. Do not use *a*, *an*, *some*, or *any*.

The unit also introduces meanings and uses of *some* and *any* with plural count nouns and non-count nouns in affirmative and negative statements and questions.

- *Some* and *any* are quantifiers. Use *some* (or no word) in affirmative statements with plural count nouns and non-count nouns.
- Use *any* (or no word) in negative statements and questions with plural count nouns or non-count nouns.

### THEME Food

Unit 21 focuses on language that is used to talk about food.

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.

## BEFORE YOU READ (page 235)

- Go over the pronunciation of the new words. Write on the board:  
I eat \_\_\_\_\_, but I don't eat \_\_\_\_\_.
- Have students make sentences about the words in the pictures.

## READ (page 236)

- 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 Jessica doing? (*She's interviewing people.*)
  2. What is she asking them about? (*their eating habits*)
  3. Does the man drink juice with his breakfast? (*not usually*)
  4. What does the first woman have for lunch? (*a sandwich, some soup and a glass of juice*)

5. Why does the first woman usually have a light lunch? (*because she is always on a diet*)
6. What kind of vegetables does the second woman have for dinner? (*some peas, or beans, or carrots*)

## GRAMMAR CHARTS (page 237)

- To show the differences between things we can count and things we cannot count, write on the board:

I want a banana, two peaches, and an orange.

Then ask students these questions:

- How many bananas do I want? (*one*)
- How many peaches do I want? (*two*)
- How many oranges do I want? (*one*)
- Can we count bananas, peaches, and oranges? (*yes*)

- Now write this sentence on the board:

I like cereal with milk for breakfast. I also have milk in my coffee.

Then ask students: “Can we count cereal or milk?” (*no*) “Can we count coffee?” (*no*)

- Remind students that *a* and *an* are for singular count nouns only. Point out that *a* comes before words that start with consonants and *an* before words that begin with vowels. If more review is needed, you may want to review the material on *a* / *an* in Unit 2.

- To teach the meaning and use of *some* and *any*, write on the board:

I want some peaches, some cereal, and some milk.

I don’t want any bananas or coffee.

- Have students work in small groups to come up with a rule for the use of *some* and *any* with count and non-count nouns. (*Use some in affirmative statements with either count or non-count nouns. Use any in negative statements with both count and non-count nouns.*) If students have trouble coming up with a rule, have them look at the second chart. If they come up with a rule, have them look at the second chart to confirm their ideas.
- Have students look at the pictures in the last chart and read the captions aloud. For each caption, have students brainstorm other words that can go in the parentheses. For example, *a cup of* can go with *tea, water, juice, milk*, etc.
- Point out that these phrases—*a cup of, a slice of, a bowl of, a bottle of, a glass of*—are quantifiers and can go with non-count nouns. Brainstorm other quantifiers students may know. For example, *a bag of, a box of*.

## GRAMMAR NOTES (pages 238–239)

### Note 1 Count Nouns

- Have students work in pairs or groups to brainstorm a list of singular countable food words. Have pairs or groups exchange lists and write the plural form next to each of the words. Call

on pairs to share singular and plural items from their lists with the class. If students are having trouble deciding when to add -s or -es to form plurals, you may want to review or refer them to Unit 2, page 20 or Appendix 3, page A-3.

- Write on the board:

a \_\_\_\_\_ an \_\_\_\_\_ some \_\_\_\_\_

- Have students give examples of words that can go in each blank. For example, *a banana, an orange, an egg, a carrot*. Write their examples on the board. Ask:
  - What word goes with singular count nouns that begin with a consonant sound? (*a*)
  - What word goes with singular count nouns that begin with a vowel sound? (*an*)

## Note 2 Non-count Nouns

- Write on the board:

\_\_\_\_\_ is / isn't good for you.

- Say a non-count food noun and have students use it in a sentence like the one on the board. For example: *milk—Milk is good for you; candy—Candy isn't good for you.*
- Model this sentence: *I like oranges, but I don't like grapefruit.*
- Have a student make a similar statement. Then have that student pick someone else to make another statement, using the last half of your statement to start and then adding a new food. Students can only add new foods that have not been mentioned previously. For example:
  - T:** I like oranges, but I don't like grapefruit.
  - S1:** I don't like grapefruit, but I like apples.
  - S2:** I like apples, but I don't like cheese.
  - S3:** I like cheese, but I don't like meat.

### Note 3 Quantifiers

- Write these quantifiers on the board:

a bag of    a cup of    a bottle of    a glass of    a bowl of    a slice of

- Have students work in groups to come up with as many different food items as they can that are appropriate for each of the quantifiers. The group that has the most correct items wins.

### Note 4 *Some* and *Any*

- Write on the board:

|                         |                      |
|-------------------------|----------------------|
| some                    | any                  |
| —affirmative statements | —negative statements |
| —questions              |                      |

- Read the example sentences aloud and have students repeat. Then say a non-count food word and have students substitute it in the example sentences. For example, for *coffee*: *I have some coffee. I don't have any coffee. Do you have any coffee? Do you want some coffee?*

## Pronunciation Note

- Have students listen to the examples and repeat.
- Write the following on the board:  
bag, bottle, bowl, cup, dish, glass, piece, slice  
/s/      /z/      /Iz/
- Tell the students to change the words to plural and then write the words in the correct column.  
/s/: cups  
/z/: bags, bottles  
/Iz/: dishes, glasses, pieces, slices
- Have students practice saying the plural nouns.

### OUT OF THE BOX ACTIVITIES

#### SPEAKING AND LISTENING

- Have students sit in a circle. Begin this memory game by saying: “I’m very hungry. I want a piece of chicken.” The student to your right repeats what you said and adds something new. Continue around the circle with each speaker repeating what previous speakers have said and adding something new. For example:  
 T: I’m very hungry. I want a piece of chicken.  
 S1: I’m very hungry. I want a piece of chicken and a big salad.  
 S2: I’m very hungry. I want a piece of chicken, a big salad, and some ice cream.
- If a student misses an item, he or she is out of the game. The last person to remember all of the items, in order, wins.

#### WRITING, READING, LISTENING, AND SPEAKING

- Bring in magazine photos (or have students bring them) of different foods or prepared food dishes. Give a photo to each student. Have each person write a riddle similar to the paragraph they wrote in Exercise A on page 245. Have them write the riddle from the first-person point of view, as if they were the food they are describing. For example:  
*I can be many different colors. Sometimes I’m sweet, and sometimes I’m not. You can use me to make a salad or a delicious dessert. I grow on a tree. What am I?*
- Collect all of the pictures and place them on one side of the classroom. Be sure to label the pictures with the name of the food or the dish. Then collect the riddles, label them with a number or a letter, and place them in another part of the room. If you have a large class you can put groups of pictures and riddles in different places around the room.
- Have students circulate with a piece of paper and pencil, looking at the riddles and the labeled pictures. Have them match each riddle with a picture. Have each student read his or her riddle aloud and have the class say which picture matches it.

# UNIT 22

## OVERVIEW

### GRAMMAR *A, An, and The; One and Ones*

Unit 22 focuses on the meanings and uses of the indefinite articles *a* / *an* and the definite article *the*. It also introduces the pronouns *one* and *ones*.

- Use the indefinite articles *a* or *an* before singular count nouns to talk about things in general. Use *a* before nouns that begin with a consonant sound and *an* before nouns that begin with a vowel sound. Do not use *a* or *an* before non-count or plural count nouns.
- Use the definite article *the* for specific things that the speaker and the listener know about. You can use *the* with singular and plural count nouns and with non-count nouns.
- Use *the* when there is only one of something or when you talk about something for the second time and afterwards.
- Use *one* to replace a singular noun and *ones* to replace a plural noun.

### THEME Shopping

Unit 22 focuses on language that is used to talk about shopping for things like clothes.

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 (page 248)

- 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 it good that the Internet never closes? (*You can order things anytime.*)
  2. Why can it be cheaper to shop online? (*You don't need money for gas.*)
  3. What sometimes happens to packages from online shopping? (*They get lost.*)
  4. What can you do in a store but not online? (*You can touch things and you can try on clothes.*)

## GRAMMAR CHARTS (page 249)

- Have students look at the example sentences in the first chart. Have them work in pairs to come up with a rule for the use of *a* and *an*. (*Use a before singular count nouns that begin with a consonant sound. Use an before a singular count noun that begins with a vowel sound.*)
- Call on pairs to share their rule with the class. Then have students look at Note 1 to confirm their ideas.

- To explain the definite article (*the*), write on the board:
  1. I like blue suits.
  2. I like the blue suit.
  3. I don't like the black suits.
- Ask: "How are sentences 1 and 2 different?" (*Sentence 1 talks about blue suits in general, and sentence 2 is about one specific blue suit.*)
- Now have students read sentence 3 aloud. Explain that the sentence is about two or more specific black suits that the speaker and listener know about, not about black suits in general.
- Have students read the example sentences for *one* and *ones* aloud. Remind students that pronouns are words that take the place of nouns. Ask students what the two pronouns are in the example sentences *I like the blue one* and *I don't like the black ones*. (*one* and *ones*) Ask students what words *one* and *ones* replace. (*suit* and *suits*)

## GRAMMAR NOTES (pages 250–251)

### Note 1 A and An

- This note repeats information from the previous unit. Draw attention to the *Be Careful!* note. To review, write a few sentences with errors on the board. Then have students find the errors and state the rule. For example:
  - I'm eating a bread.
  - I want a apple.
  - He's a student at an university.
  - He's a honest person.
  - I want to buy an necklace.

### Note 2 The

- Point out that this note addresses both meaning and use of *the*. It may take a lot of practice before students understand the idea of "when it is clear which person or thing you mean." It is useful to continue to have students ask the question *Which one(s)?* If both speaker and listener know *which one* and are aware that each other knows, then they use *the*.
- Have students look at the first two examples sentence. Then ask students why the speaker uses *the*. (*The speaker knows which car; it belongs to him or her. The speaker and listener understand which kitchen because there is only one in the house.*)
- Provide a few more examples. Have a student get up and open (or close) the door. Then ask the class why you said *the door*. (*Because everyone in the class knows which door. We can see it. It may also be that the room has only one door.*)
- Pick up a marker or other object, put it down somewhere, and then pretend you forgot where it is. Look around and say: "Where's the marker?" Then ask the class why you said *the marker*. (*We can see it and we all know about it.*)

**Note 3 One and Ones**

- A fun way to practice this point is to bring in candies of different colors such as M&Ms. Put the different colors on a plate or a tray. Walk around the room and offer them. Students must ask for them by saying, *I want a (color) one or I want the / some / two / three (color) ones.*

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

- Have students role-play a conversation similar to the one in Exercise 2 on pages 252–253.
- Have them work in groups of three. Two students are friends and the third is a salesperson. The friends should decide who is shopping and what that person is looking for. They need to pick a style, size, and color. The salesperson should offer to help them and bring the friends several of the desired items to choose from. At the end of the conversation, one of the friends should choose an item to buy. Have students use indefinite and definite articles and the pronouns *one/ones* in their conversations. Circulate as students are practicing. Offer assistance as needed.
- Have each group perform the role play for the class or, if time is limited, have two groups perform for each other. You may also want to make a video recording of each group performing and replay it for the class.

**SPEAKING AND LISTENING**

- Bring in clothing catalogs or have students look at clothing websites. You will need one for each pair of students. Have students work in pairs. Pretend each one is going somewhere and needs to find clothes for that event—it could be a party, a formal dance, a camping trip, a vacation, etc.—but they don't have the clothes they need for the event.
- Have partners look through the catalogs or the websites with each other and talk about the items they need and want to order for the event. You may want to model the discussion with a student. For example:

**T:** I'm going on a camping trip, and I need some things for it.

**S:** Well, you need a tent. Are you going alone?

**T:** No, I'm going with three friends.

**S:** Look at this tent. It's a good one.

**T:** Hmm. That tent is too small. I like the one on this page.

**S:** Yes, it's a big one. Do you need a sleeping bag?

**T:** No, I have one, but I need a warm jacket.

And I need boots.

- As students select items for their events, have them take notes. If they are using catalogs, you may also want to have them cut and glue the pictures they select to a poster board. At the top of the board, have them write the name of the event and then label each item. Have each pair tell the class about the items they selected.

# UNIT 23

## OVERVIEW

### GRAMMAR Subject and Object Pronouns

Unit 23 focuses on a review of the meanings and uses of subject pronouns and introduces object pronouns.

- *I, you, he, she, it, we, and they* are subject pronouns. They replace noun subjects.
- *Me, you, him, her, it, us, and them* are object pronouns. They replace noun objects. Object pronouns often come after prepositions such as *to* or *for*.
- Notice that *you* and *it* are both subject and object pronouns. *You* is the same for singular and plural usage. To clarify when *you* is plural, we sometimes add the word *both*.

### THEME Gifts and Favors

Unit 23 focuses on language that is used to talk about giving a gift to someone.

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 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. Who is an American? (*Judy*)
2. What does Carlos want to get? (*a gift for Bill*)
3. Who is Bill? (*Carlos's boss*)
4. What gift does Judy suggest? (*chocolates*)
5. What is Kathy's "price" for driving Carlos and Tomiko to the party? (*a box of chocolates*)
6. Is Kathy serious? (*No, she's joking.*)

## GRAMMAR CHARTS (page 261)

- Have students look at the left side of the chart. Write this sentence stem on the board:  
 \_\_\_\_\_ gave them chocolates.
- Do a quick transformation drill with all the singular and plural subject pronouns. Use one of the sentences as a model. Point to yourself and the sentence stem and say: "I gave them chocolates." Then point to a female student and the sentence stem and say: "She gave them chocolates." Then point to a male student and have another student make the correct sentence: "He gave them chocolates."

- For sentences with object pronouns, write on the board:

They gave \_\_\_\_\_ chocolates.

- Drill the object pronouns in the same manner as the subject pronouns above. Point to yourself and elicit the sentence: "They gave me chocolates." Then point to other students or groups of students and have students say the sentences.
- Have students work in pairs. Have them look back at the opening conversation and find three sentences that have both subject and object pronouns. Call on pairs to write the sentences they chose on the board. Have them identify the subject and object pronouns for the class.
- To reinforce the word order in sentences with object pronouns, take sentences from the opening conversation and write them on the board with the words out of order. Call on students to put them in the correct order.

## GRAMMAR NOTES (page 262)

### Note 1 Subject Pronouns

- Since the subject pronouns are essentially a review, you may not want to spend too much time practicing them.
- Make up a list of sentences with noun subjects. Have students change the nouns to pronouns. For example:

**T:** Tina likes flowers.

**S:** She likes flowers.

### Note 2 Object Pronouns

- Say sentences about people's likes and dislikes, and have students replace the object pronouns. For example:
  - S1:** Tina loves chocolates.
  - S2:** That's not true. She doesn't like them.
  - S2:** Sergei likes motorcycles.
  - S3:** No, he doesn't like them.

### Note 3 You and It

- Dictate the following sentences:
  - It's very nice.
  - I don't understand it.
  - Can you spell it?
  - She likes you.
  - What do you mean?
  - You're right.
- Tell students to circle *it* and *you* in the sentences if they are subject pronouns and to underline *it* and *you* if they are object pronouns. Then have students compare sentences.

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

- Bring in pictures from newspapers, magazines, or catalogs that show people giving, receiving, or opening gifts. You will need one picture for each student or pair of students.
- Distribute the pictures to individuals or pairs. Have students make up a story about the scene in the picture using subject and object pronouns. For example:

The girl's parents are giving her a bicycle for her birthday. They bought it on sale at Sports R 4 U. It's purple, and purple is her favorite color. She's telling them that she loves the bicycle. She wants to show it to her brother. He got one for his birthday, too.

- Have students write an imaginary letter about the gift and the picture. For example: *Dear Uncle Ramon and Aunt Maya:*

*Mom and Dad gave me a bicycle for my birthday. I love it! It's purple, and the seat is silver. They bought it at Sports R 4 U. I rode it to school. My friend Lise thinks it's awesome. All my friends have bicycles. Now we can all ride them to school. I hope you both can visit soon. Love,  
Ana*

**SPEAKING AND LISTENING**

- Bring in a variety of catalogs: clothing, cars, gardening supplies, furniture, housewares, etc. You'll need one catalog for every four students.
- Have students work in groups of four. Give each group a catalog. Tell each group that the task is to pick out a birthday gift for someone everyone knows. It could be you, another teacher, a student who is absent, or someone in another group.
- Set a time limit. Have students use Exercise 7 on page 267 as a model for their discussion. When time is up, have each group tell the class which gift they selected for the person and why.

PART **8** **Simple Past**

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UNIT  
**24** **Simple Past Statements: Regular Verbs**  
SUCCESS STORES

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UNIT  
**25** **Simple Past: Regular and Irregular Verbs; *Yes/No* Questions**  
HELPING OTHERS

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UNIT  
**26** **Simple Past: *Wh-* Questions**  
AN ACCIDENT

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

# UNIT 24

## OVERVIEW

### GRAMMAR Simple Past: Statements

Unit 24 focuses on the meanings and uses of regular verbs in simple past statements.

- Use the simple past to talk about an event that happened in the past.
- Regular verbs in the simple past end in *-ed*. If the base form of the verb ends in *-e* just add *-d*. If the base form ends in *-y* that follows a consonant, change the *y* to *i* and add *-ed*.
- Use *did* + *not* + the base form of the verb for a simple past negative statement. You can use *didn't* in speaking and informal writing.
- Past time expressions such as *last night*, *last year*, *last week*, etc., can come at the beginning or end of the sentence.

### THEME Success Stories

Unit 24 focuses on language that is used to talk about successful people.

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 (page 273)

- 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 old is Brian? (*Answers will vary.*)
  2. Was Brian a good student or a bad student? (*He was a bad student.*)
  3. What is the name of Brian's junk business? (*1-800-GOT-JUNK*)
  4. Does Brian have more than one business? (*yes*)
  5. Does Brian have a lot of junk at home? (*no*)

## GRAMMAR CHARTS (page 274)

- Have students look at the opening reading on page 273. Have them underline the simple past verb forms in the affirmative statements in the first paragraph. (*moved, wanted, talked, convinced, belonged, enrolled*) Then have them look over the first chart on page 274.
- Ask: "How do we form a simple past affirmative statement?" (*add -ed or -d to the regular base verb*) "How do we form a negative statement?" (*use did + not + the base form of the verb*)
- Have students read the last chart on page 274 aloud. Have students tell you some of the time expressions that are used with the simple past.
- Have a student say today's date. Then ask what the date was yesterday, two days ago, and last Monday. (*Answers will vary.*)

**GRAMMAR NOTES** (pages 275–276)**Notes 1–2 Simple Past: Uses and Affirmative Statements**

- Write each of the subject pronouns and some names of students in a column on the board. Write the base form of some regular verbs, including those from the opening emails, in another column on the board. Be sure to include verbs that end with *-e* and *-y* after a consonant. Write some past time expressions in a third column.
- Call on students to make affirmative sentences using the words from each column. Write the sentences on the board and correct any mistakes. Make sure students follow the spelling rules correctly.
- Have students read the sentences aloud. Ask: “Is the verb form the same or different for each subject?” (*The same. Regular simple past verbs have the same form for all subjects and do not change.*) Leave all of the sentences on the board.

**Note 3 Simple Past: Negative Statements**

- Have students work in pairs to write negative statements based on the affirmative statements they wrote on the board.
- Have pairs share their negative statements with each other. Circulate as students are sharing, offering assistance as needed.

**Note 4 Past Time Expressions**

- Write sentences with regular past verbs on the board. For example:  
     The children started school.  
     I moved.  
     Mark and Kathy decided to go to the movies.  
     I talked to my cousin.
- Have students add time expressions to each sentence. They write each sentence twice, with the time expressions in both positions. For example: *The children started school last month. Last month, the children started school.*

**Pronunciation Note**

- Have students listen to the examples and repeat.
- Have students close their books. Write the letters *ed* on the board. Say affirmative regular verbs. For example: *move, walk, want*
- Ask students what sound they hear for the letter *ed*.

T: moved

SS: /d/

T: walked

SS: /t/

T: wanted

SS: /ɪd/

Etc.

- Say the base form of each of the verbs in the model. Have students say the verb with *ed* at the end.

T: move

SS: moved

Etc.

### OUT OF THE BOX ACTIVITIES

#### LISTENING, SPEAKING, READING, AND WRITING

- Play “Past Pronunciation Bingo.” To prepare for the activity, make Bingo cards with nine boxes. In each box write /t/, /d/, or /id/. Vary the order from card to card. Be sure that there are more /t/ and /d/ endings than /id/ endings on the cards. For example:

|      |     |      |
|------|-----|------|
| /id/ | /t/ | /d/  |
| /d/  | /t/ | /t/  |
| /t/  | /d/ | /id/ |

- Write the base form of a variety of verbs on individual slips of paper. Here are some from this unit that you can use: *enjoy, look, miss, arrive, work, start, finish, end, check out, rain, clean*. Also choose verbs from previous units that have regular past forms such as: *like, call, belong, want, stop, worry, turn, park, hand, close, open, watch, surf, sound*.
- Put all of the slips into a bag or basket. To play, give each student a Bingo card. If you have a lower-level class, you may want students to play in pairs. If you have a multilevel class, put higher- and lower-level students together.
- Take a slip of paper from the bag and say the base form of the verb. Students must figure out how to pronounce the past form and write that verb in one of the appropriate boxes on the card. Remind them that they can only write a verb in ONE of the boxes with that sound. When students have filled three boxes in a row in any direction, they call “Bingo!” To check, have the student say the verbs in the past form.

#### SPEAKING, LISTENING, READING AND WRITING

- Bring in (or have students bring) photos that lend themselves to imaginative story-telling. Magazine ads, funny personal photos, or cartoons will work well. Bring enough photos for each student or pair of students.
- Explain that students are to write a story about what happened just before the photo was taken. Encourage them to be creative and imaginative. Circulate as students are writing and help as needed.
- Have each student (or pair) show the photo and read the story to the class. For large classes, have students work in groups. Encourage students to ask questions after they hear the story to get more details.
- For variation, give all students the same picture.

# UNIT 25

## OVERVIEW

### GRAMMAR Simple Past: Regular and Irregular Verbs

Unit 25 focuses on the meanings and uses of irregular simple past verbs in statements and *yes/no* questions in the simple past with regular and irregular verbs.

- Regular verbs in the simple past end with *-ed*, but irregular verbs have different forms.
- To form a negative statement in the simple past, use *did not* + the base form of the verb. Use the contraction *didn't* + the base form in conversation and informal writing.
- To form a *yes/no* question in the simple past, use *Did* + subject + base form of the verb.
- In simple past short answers, you can use *did* or *didn't*.

### THEME Helping Others

Unit 25 focuses on language that is used to talk about past activities that involve helping others.

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 284–285)

- 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. Was Lupita Nyong'o born in Kenya? (*no*)
  2. Where were her parents born? (*Kenya*)
  3. Did she go to college in Mexico? (*no*)
  4. Was her first movie *Star Wars: The Force Awakens*? (*no*)
  5. Who does she try to help? (*animals and poor people*)

## GRAMMAR CHARTS (page 286)

- Say the base form of the verb in each of the example sentences and have students say the irregular simple past form. (*eat—ate; have—had; drink—drank; go—went*) Have students write these verbs and their irregular forms in their notebooks.
- Have students work in pairs to come up with a rule about how to form simple past negative statements for irregular verbs. (*We form simple past negative statements with irregular verbs the same way that we form them with regular verbs: Use did + not + the base form of the verb.*)
- Have students read the example questions and answers in the second chart aloud. Ask what the word order is for *yes/no* questions in the simple past. (*Did + subject + base form of the verb*)

■ Ask students these questions:

- When making *yes/no* questions in the simple past, does it matter if the verb is regular or irregular? (*No, it doesn't.*)
- Does the verb form change with different subjects? (*No, it doesn't.*)
- In short answers, does the verb form change for singular or plural subjects? (*No, it doesn't.*)

## GRAMMAR NOTES (pages 286–287)

### Notes 1–2 Irregular Verbs and Negative Forms of Simple Past Verbs

- Review the affirmative and negative simple past forms of regular verbs. Do a quick transformation drill in which you say an affirmative or negative sentence in the simple past and the students provide the opposite. For example:

T: I watched TV  
 S: I didn't watch last night. TV last night.  
 T: The mail didn't  
 S: The mail arrived. arrive.

- You can use any or all of these verbs: *study, look, arrive, work, finish, talk, rain, travel, help, learn.*
- Say the base verbs and irregular simple past forms aloud and have students repeat. Have students work in pairs to drill each other on the past forms in this chart. One student gives the base form, and the other says the simple past form. Have them take turns during this drill.
- You may want to give additional information by going over Appendix 7 on page A-5.

### Note 3 Yes/No Questions and Short Answers in the Simple Past

- Do an oral drill with *yes/no* questions and short answers. First drill affirmative short answers. Provide a cue and have students form the questions and answers. You can divide the class into two groups to do this drill. For example:

T: sleep well last night  
 SS1: Did you sleep well last night?  
 SS2: Yes, I did.  
 T: eat a hamburger for lunch  
 SS2: Did you eat a hamburger for lunch?  
 SS1: Yes, I did.

- Next, drill negative answers using the same method. Finally, have students give true answers for the next set of cues. Ask the questions to individuals rather than the groups. For example:

T: go to bed early last night  
 S1: Did you go to bed early last night?  
 S2: No, I didn't. Did you go to bed early last night?  
 S3: Yes, I did.

## 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 /didzu/ and /didzur/:

Did you like the movie? (*Didzu like the movie?*)

Did your friend go with you? (*Didzur friend go with you?*)

Did your classmates help you? (*Didzur classmates help you?*)

Did you do well on the test? (*Didzu do well on the test?*)

### OUT OF THE BOX ACTIVITIES

#### WRITING, READING, SPEAKING, AND LISTENING

- Have students play a variation of “Find Someone Who . . .” Brainstorm a list of verbs that students learned in this unit and others that they remember from other units. Brainstorm a second list of past time expressions. Have students write seven to nine *yes/no* questions using the verbs and past time expressions on the board. Have them leave a blank line between each of the questions.
- Have students mingle and ask different people their questions. If someone answers *yes*, that student should sign his or her name on the blank line under the question. The first person to get a signature for each question wins.
- Have students work in groups to report on the answers they got. For example: *Angel was born in 1995. Giovanni slept eight hours last night. Gladys ate chicken for dinner last night.*

#### WRITING, READING, LISTENING, AND SPEAKING

- Have students write (or tell) real stories about unusual, dangerous, exciting, funny, or surprising experiences in the past. If they are telling the story rather than reading and writing it, have them use notes if needed. Remind them to use regular and irregular simple past verbs.
- Show students how to interrupt politely by saying “Excuse me” and asking a *yes/no* question for clarification. Tell them a story of your own, and have them interrupt and ask clarifying *yes/no* questions.
- Have students work in small groups to tell their stories. Have listeners politely interrupt and ask clarifying *yes/no* questions. Circulate as students are telling stories. Interrupt and ask clarifying *yes/no* questions.

# UNIT 26

## OVERVIEW

### GRAMMAR Simple Past: *Wh-* Questions

Unit 26 focuses on the meanings and uses of *Wh-* questions in the simple past.

- Most *Wh-* questions in the simple past use a *Wh-* word + *did* + the subject + the base form of the verb.
- *Wh-* questions about the subject use a *Wh-* word + the simple past form of the verb.

### THEME An Accident

Unit 26 focuses on language that is used to talk about a traffic accident.

Go to [www.MyEnglishLab.com](http://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.

## BEFORE YOU READ (page 296)

- Go over the pronunciation of the new words.
- Draw the new vocabulary on the board. It will be more fun if you draw badly. Have students guess what you have drawn.

## READ (page 297)

- 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 had an accident? (*Rob*)
  2. Did Rob take his car or his father's car? (*his father's car*)
  3. Is Rob okay? (*yes*)
  4. Is the car okay? (*no*)
  5. How much did the repairs cost? (*\$1,000*)
  6. Does Rob's father know about the accident? (*No. Not yet.*)

## GRAMMAR CHARTS (page 298)

- Write the example questions from the first chart on the board.
- Have students look at the questions on the board and in the book. Ask:
  - What is the word order for these *Wh-* questions? (*Wh- word + did + subject + verb*)
  - What form of the verb do we use? (*the base form*)

- Have students look at the chart with the questions about the subject. Ask:
  - What is the word order? (*Wh- word + verb*)
  - How are these questions different from the first set of questions? (*The word and verb forms are different. The word order is Wh- word + the simple past form of the verb, Did is not used.*)
  - How do we answer questions with *who*? For example, how do we answer the question “Who drove?” (*with the person’s name or the name + did*)

## GRAMMAR NOTES (page 299)

### Note 1 Simple Past *Wh-* Questions: Form

- Drill the form of most *Wh-* questions. Say answers and have students ask questions that match your cues. Do a dozen or more answer- and-question sets so that students can get in the habit. For example:

T: I went to a movie with Richard. / Who

S1: Who did you go to a movie with?

T: The movie started at 8:30 p.M. / When

S2: When did the movie start?

T: We ate dinner at home. / Where

S3: Where did you eat dinner?

T: I stayed home last night. / Why

S4: Why did you stay home?

- To enable students to ask genuine questions, say a simple sentence about something unusual you did or something that happened to you, for example: “I bought flowers yesterday.” Have students ask questions with *who*, *where*, *when*, *why* and answer them truthfully. For example:

S1: Why did you buy flowers?

T: It was my mother’s birthday.

S2: Where did you buy them?

T: At the supermarket.

### Note 2 *Wh-* Questions About the Subject

- Pick a student and tell the class that it was recently this person’s birthday (wedding, anniversary, graduation, etc.), and he or she got a lot of wonderful gifts. The student wants to write thank-you notes to the people who gave the gifts, but unfortunately all the gift cards got mixed up. The student needs the class’s help to figure out who gave which gift.
- With the class, brainstorm a list of gifts and write each one on a slip of paper. Give one or two slips to each student.

- Draw attention to the *Be Careful!* note. Using the gift list you prepared, model a few questions. For example:

Who gave John a baseball bat?

Who bought John a poster?

Who got him a bag of coffee?

- The classmate who “bought” each gift should respond with “I did.” Give the list to the student you picked and have him or her continue asking questions. For example: “Who bought me a wallet?”
- You may want to go over Appendix 7 on page A-5 to provide more practice with irregular past forms.

### OUT OF THE BOX ACTIVITIES

#### READING, WRITING, SPEAKING, AND LISTENING

- Have students read and summarize a news story and answer a partner’s questions about it. Make a handout like the following and give one to each student:

Title: \_\_\_\_\_

| Who | What | When | Where | Why |
|-----|------|------|-------|-----|
|     |      |      |       |     |
|     |      |      |       |     |

- Bring in (or have students bring) short news stories. Give one to each student. Have students read their stories and summarize the important information by filling in the chart.
- Have students work in pairs. Have them ask questions about their partner’s story until they understand everything that happened. They must ask a minimum of five questions. They may not look at their partner’s notes.

#### LISTENING AND SPEAKING

- Have students bring in (or you can bring in) pictures from magazines or websites that show an interesting event. You will need one for each student.
- Brainstorm the various *Wh-* question words and write them on the board: Who, Where, When, What, Why, How long, How much, How many, etc. Have each student make up a story about what happened in the picture. Have them think about questions that begin with the words on the board as they are making up their stories.
- Have students work in small groups. Each person shows the picture, and the other students in the group ask simple past *Wh-* questions about the picture. Circulate as students are working and give help as needed.

PART **9** **Asking About and Expressing Quantity**

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UNIT  
**27** ***How much and How many; Quantity Expressions***  
A TRIP

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UNIT  
**28** ***There is, There are, There was, and There were***  
NATURE

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

## UNIT 27

## OVERVIEW

**GRAMMAR** *How much and How many; Quantity Expressions*

Unit 27 focuses on the meanings and uses of *How much* and *How many*.

- Use *How much* with non-count nouns to ask about an amount.
- Use *How many* with plural count nouns to ask about a quantity.
- Use *How much* to ask about the cost of something.

The unit also introduces meanings and uses of quantifiers.

- *A lot, a few, a little, not many, and not much* are general expressions that tell about quantity and amount.
- *A lot* tells that an amount is large.
- *A few, a little, not many, and not much* tell that amounts are small.
- Numbers can also give information about quantity. Numbers give an exact amount.

**THEME** A Trip

Unit 27 focuses on language that is used to talk about a vacation or trip.

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.

**READ** (page 311)

- 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 did Jessica and Tim go? (*Ecuador*)
2. Were they on the Galápagos Islands for 10 days? (*no*)
3. Which places did they visit? (*Guayaquil and the Galápagos Islands*)
4. Where did they sleep? (*on a boat*)
5. What did they pay for? (*their food*)

**GRAMMAR CHARTS** (page 312)

- Ask these questions to help students identify the use of *how many* and *how much*:

- What kind of noun comes after *how many*? (*plural count*)
- Which words and expressions can we use to answer a question with *how many*? (*a lot, not many, a few, a number*)

- What kind of noun comes after *how much?* (*non-count*)
- Which words and expressions can we use to answer a question with *how much?* (a lot, not much, a little, *a number + a noun*)
- Is it necessary to put a noun after *how much* or *how many?* (*no*)

## GRAMMAR NOTES (pages 312–313)

### Note 1 *How many* and *How much*

- Make a list of count and non-count nouns from previous units. Do a drill so students can practice *how much* and *how many*. You give a cue and choose a student to make a question. For example:

T: flowers

S1: How many flowers do you want?

T: roast beef

S2: How much roast beef did you buy?

- As an alternative, have students write a list of six to eight foods they ate or drank in the past two days. Have them work in pairs to take turns asking and answering questions about how much they ate. For example:

S1: How much milk did you drink?

S2: Two glasses.

S2: How many cookies did you eat?

S1: About 12!

- To practice using *how much* to ask about cost, bring in (or have students bring in) pictures of various consumer items from magazines or websites. You will need one picture for each student in the class. Hand out the pictures. Have students pretend they own the item in their picture and to imagine what it cost.
- Have students mingle to ask and answer questions about the cost of “their” items. Encourage them to explain their answers. For example:
  - S1: How much was your watch?
  - S2: \$125. How much did your shoes cost?
  - S1: Only \$25. I got them on sale.
- You may also want to point out to students that many people think it is impolite or rude to ask a friend or acquaintance about the cost of something.

### Notes 2–3 *A lot, A few, Not many, A little, Not much*

- Write these words on the board in random order: a lot, a few, some, a little, not much, not many.
- Have students fold a piece of paper lengthwise to make two columns. At the top of the left column, have them write Count. At the top of the right column, have them write Non-count. Have students put the words on the board in order from the largest to the smallest quantity

in the correct column of the chart. Point out that *much* is not usually used in affirmative statements.

| Count    | Non-count |
|----------|-----------|
| a lot    | a lot     |
| some     | some      |
| a few    | a little  |
| not many | not much  |

- Write a mix of plural count and non-count nouns on the board, for example: *free time, money, friends, CDs, pairs of shoes*, etc. Have students work in pairs and take turns asking and answering questions with *how much* + non-count noun and *how many* + count noun. Partners should answer truthfully using the quantifiers in the chart they made.

### OUT OF THE BOX ACTIVITIES

#### SPEAKING AND LISTENING

- Have students bring in photos from a memorable trip that they have taken.
- Brainstorm a list of topics that people would talk about in describing a trip to a friend or relative. Write the topics on the board. Have them work in groups of three to take turns telling about their trip and answering the other students' questions about it. Have students use the topics listed on the board. They can also use the opening conversation on page 311 of this unit as a model.

#### READING, LISTENING, SPEAKING, AND WRITING

- Have students interview each other about their lifestyles. They can work in pairs or in small groups.
- Brainstorm a list of healthy and unhealthy things people consume, eat, drink, or do. For example: fish, fat, vegetables, red meat, soda, sleep, water, exercise. Have students interview one another by asking questions beginning with *How much / many* \_\_\_\_\_ *do you get / have / eat / drink /, etc.?* For example, "How much stress do you have in your life?"
- Have each student write a paragraph about another student's lifestyle, using the information from the interviews. They can start with the topic sentence: "I think \_\_\_\_\_ has a(n) \_\_\_\_\_ lifestyle."
- Have students review their writing, using the Editing Checklist on page 320 and revise as needed. Have students read their paragraphs to the person they wrote about. Call on a few students to read their paragraphs to the class.

# UNIT 28

## OVERVIEW

### GRAMMAR There is, There are, There was, and There were

- Unit 28 focuses on the meanings and uses of *There is*, *There are*, *There was*, and *There were*.
- Use *there is* or *there's* to state facts about a person or a thing.
- Use *there are* to talk about a plural noun.
- We often use *there is* or *there are* to talk about the location of things or people.
- To talk about the past, use *there was* or *there were*.
- Use *there isn't a/an* or *there aren't any* to state a negative fact. To talk about the past, use *wasn't a/an* or *weren't any*.
- To make a question, put *is/was* or *are/were* before *there*.
- Use *there* in both questions and short answers.

### THEME Nature

Unit 28 focuses on language that is used to talk about different aspects of nature and of protecting nature.

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 323–324)

- 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 nature one thing or many things? (*many*)
  2. Why does nature need protection from us? (*Because we pollute nature.*)
  3. How do national parks help nature? (*National parks protect nature.*)
  4. What is the number one rain forest in the world? (*the Amazon rain forest*)
  5. Why do we need to protect rain forests? (*Because farmers want more land, so they cut down trees.*)

## GRAMMAR CHARTS (page 324)

- Have students look over the first chart. Ask these questions to help students understand the grammar:
  - What kind of noun comes after *there is* or *there was*? (*singular count or non-count*)
  - What kind of noun comes after *there are* or *there were*? (*plural*)

- Call on two students to read the questions and answers from the second chart. Then ask these questions:
  - What is the word order in *yes/no* questions? (*Is/are* OR *was/were* + *there* + *noun*)
  - How do we form affirmative short answers? (*Yes, there is/there are* OR *there was/there were*)
  - How do we form negative short answers? (*No, there isn't/there aren't* OR *there wasn't/there weren't*)
- Call on a student to read the sentences in the third chart about the rain forest and another student to read the sentences about animals. Ask: “What do we use the first time we talk about something? (*there*) What do we use the second time? (*It* or *they*)”

## GRAMMAR NOTES (pages 325–326)

### Note 1 *There + Be*: Affirmative Sentences

- Explain to students that *There is / There are* are often used to say that something *is* or *exists*. To state facts about people or things in the past, use *There was / There were*.
- Model a few sentences about the room you are in. For example:  
There are two doors in our room. There's a white board. There is also a bulletin board.
- Have students make more sentences that tell about the room.
- Then have students talk about a classroom they remember from their elementary school.

### Note 2 *There + Be*: Negative Sentences

- Repeat the same activity from Note 1 but make negative statements about the room. Model a few negative statements to start. For example:  
There isn't a television in our room. There aren't any sofas.
- Have students work in pairs to make more negative statements.
- Then have students write down three negative statements about their elementary school.

### Note 3 *Yes/No* Questions with *There*

- Ask: “What are the different ways to give negative answers with *there is*?” (*No, there isn't. / No, there's not.*) “What about negative answers with *there was*?” (*No, there wasn't. / No, there weren't.*)
- Have students work in pairs to ask and answer questions about their hometowns or countries. For example:
  - S1: Are there any mountains near your town?
  - S2: No, there aren't. Is there a national park in your country?
  - S1: Yes, there is. It's near my hometown.  
How many national parks are there in your country?
  - S2: There are two. There's one in the north and one in the south.

- Have students work in pairs to ask and answer questions about their elementary schools. For example:

S1: Were there a lot of classrooms?

S2: Yes, there were. There were over 200 students in the school.  
How many students were there in your school?

#### Note 4 *There* and *It* or *They*

- Choose a room in your home and have the class ask you questions about it using *Is there* / *Are there*. Answer using *it* or *they*. For example:

S1: Is there a television in your living room?

T: Yes, it's in the corner.

S2: Are there tables in your living room?

T: Yes. They are next to the sofa.

- Point out the difference between *there* and *they're*. Say a sentence with *there are* and ask a student to write it on the board. Then say a sentence with *they're* and ask another student to write it on the board. For example:

There are two books on my desk. They're both books about English.

- Have students work in pairs or small groups and have them ask about things in a room in another student's home. They can talk about a room in their parents' home or the place where they are now living.

#### Pronunciation Note

- Have students listen to the examples and repeat the model.

- Dictate the following sentences:

There are two national parks.

They're very big.

There are a lot of people in the parks.

They're from different countries.

They're interested in the wild animals.

- Repeat the sentences. Have students raise their left hand if they wrote *there* in the sentence and their right hand if they wrote *they're*. Have students work in pairs to compare their sentences.

#### OUT OF THE BOX ACTIVITIES

##### LISTENING, SPEAKING, AND WRITING

- Make copies of a picture that shows a lot of people doing different things. Have students form pairs and give each pair a copy of the picture, face down.
- Tell students that at your signal, they will turn the picture over and have 15 to 30 seconds to study it. Have students turn over the pictures and study them, then call time and have students turn the pictures face down again. Each pair of students writes as many sentences about the picture as they can, using *There is*, *There are*, *It is*, and *They are*. The pair that has the most correct sentences wins.

**SPEAKING LISTENING, AND WRITING**

- Have students work in pairs and make a list of the positive and negative aspects of the town in which they are living now. Have them exchange lists with another pair to see if there was anything they forgot.
- Then have each pair use the information in their lists to write a paragraph about the town in which they are living now. The paragraph could be for either a real estate company encouraging people to come and live in the town or a travel agency encouraging people to visit on their vacation.

**WRITING AND READING**

- Have students write an email about a place that they recently visited, but they shouldn't put the name of the place. They can use the email on Exercise 6 on page 330 as a model, but their email will be in the past tense. For example:

I had a wonderful time in \_\_\_\_\_. There were so many beautiful places. There were beautiful waterfalls, and we took a boat under one of the waterfalls. There were a lot of people, but the place was big so all the people didn't bother me. Etc.

- Students read other's emails to see if they can guess the place.

# Focus on Grammar **1** | Unit Teaching Notes

## PART **10** Future with Be going to

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### UNIT **29** Future with *Be going to*: Statements SPORTS

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### UNIT **30** Future with *Be going to*: Questions CAREER PLANS AND GOALS

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

**UNIT 29****OVERVIEW****GRAMMAR Future with *Be going to*: Statements**

Unit 29 focuses on the meanings and uses of *be going to* to express the future in affirmative and negative statements. It also introduces future time expressions.

- Use *be going to* to talk about the future.
- To form the future with *be going to*, use *am*, *is*, or *are* + *going to* + the base form of the verb.
- To make a negative sentence, place *not* before *going to*. Use contractions in conversation and informal writing.

**THEME Sports**

Unit 29 focuses on language that is used to talk about sporting events that are going to take place in the future.

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** (page 339)

- 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 soccer going to change much? (*probably not*)
  2. Where are people going to attend more soccer games? (*North America*)
  3. Is American football going to change? (*probably*)
  4. Who are going to become famous athletes in the future? (*players of video and computer games*)

**GRAMMAR CHARTS** (page 340)

- Read the example sentences aloud and have students repeat. Have students look for similar sentences in the first two paragraphs of the opening reading on page 339. Write those sentences on the board.
- Model the pronunciation that is accepted in the community where you teach. In North America *going to* is almost always pronounced *gonna*.
- To help students notice the grammar, ask questions such as these:
  - Which forms of *be* can we use with *going to*? (*all forms: am, is, are, etc.*)
  - How do we form the negative of *be going to*? (*place not after be*)
  - Which kind of word comes after *to*? (*base form of the verb*)

**GRAMMAR NOTES** (page 341)**Notes 1–3 *Be going to*: Uses, Affirmative Statements, and Negative Statements**

- You may want to explain that *be going to* is often used to make predictions and to talk about planned actions.
- Model the target grammar by pretending you are a fortune teller. Call up a student and pretend to tell his or her fortune. For example: *You're going to be the first female president of your country. You're going to win a million dollars in the lottery.*
- Write a variety of singular and plural nouns on the board. Include names of athletes and sports teams the students know. List other subjects students may enjoy talking about. Have the students make affirmative predictions with *be going to*.
- Model negative predictions. Have students make negative predictions about the subjects you wrote on the board.
- To model the use of *be going to* for planned actions, show a page from a planner or make a list of activities you plan to do the next day or on the weekend. Model sentences about your planned activities. For example: *Saturday morning I'm going to work in my garden. I'm going to have lunch with my mother on Sunday.*
- Go around the room and have students say one sentence about something they are planning to do the following day, next weekend, etc. For an alternative, pick one day and time, for example, Friday evening, and have students say what they're going to do at that time.
- Point out the first example in Note 14: "The game's going to start soon." Ask students what the contraction means. (*We're going to be late.*) Point out that a subject contracted with a form of *be* (for present time frames) is common in speech but is not usually used in writing.

**Note 4 Time Expressions with *Be going to***

- Have students close their books. Ask: "What time expressions can we use with *be going to*?"
- Write students' answers on the board. Then have them look at Note 4 to see what they remembered and what they forgot.

**Pronunciation Note**

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

I'm going to be late. (*I'm gonna be late.*)

They're going to graduate in June. (*They're gonna graduate in June.*)

We're going to win. (*We're gonna win.*)

It's going to rain. (*It's gonna rain.*)

**OUT OF THE BOX ACTIVITIES****READING, LISTENING, SPEAKING, AND WRITING**

- Have students work in pairs and look at the sports section of a local news website. Tell each pair to look at a different website. Have students work together to find articles or announcements about local sports events. Have them choose one event they would like to attend together. They should note the day, time, and location of the event. They should also give some additional information using the future with *be going to*. Each pair of students should then tell the class about the event they chose.

- Model the activity with a student. For example:

We're going to go to a tennis tournament. It's going to be at the university on Sunday at 3 P.M. We're going to ask Pietro and Non to go with us. First, we're going to meet for lunch at the Campus Grill. Then we're going to walk to the tennis tournament. If it's raining, we're not going to go.

**WRITING, READING, SPEAKING, AND LISTENING**

- Have each student write a note to a friend or family member inviting that person to an event in the future. They can use the letter in Exercise 5 on Student Book page 344 as a model.
- Have students use the Editing Checklist on Student Book page 347 to revise and rewrite their work as needed.
- Have students work in groups to read their invitations to each other.

# UNIT 30

## OVERVIEW

### GRAMMAR Future with *Be going to*: Questions

Unit 30 focuses on the meanings and uses of questions in the future with *be going to*.

- For *yes/no* questions with *be going to*, put *am*, *is*, or *are* before the subject.
- We usually use contractions in negative short answers.
- For a *Wh-* question with *be going to*, use a *Wh-* word + the correct form of *be* + subject + *going to* + the base form of the verb.
- For a *Wh-* question about the subject, use *who* or *what* + *is* + *going to* + the base form of the verb.

### THEME Career Plans and Goals

Unit 30 focuses on language that is used to talk about career plans and goals.

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 (page 350)

- 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 the speakers doing? (*eating dinner*)
  2. Who called Jessica? (*a TV producer*)
  3. What is he planning? (*a new news program*)
  4. Why did he call Jessica? (*He wants her to be in the program.*)
  5. Is she going to make more money? (*yes*)

## GRAMMAR CHARTS (page 351)

- Have students look at the example sentences in the grammar charts. Then ask these questions:
  - What is the word order for *yes/no* questions with *be going to*? (*be* + *subject* + *going to* + *verb*)
  - What is the difference in word order for regular *Wh-* questions and *Wh-* questions about the subject? (*In regular Wh- questions the word order is Wh- word + be + subject + going to + base form of the verb. In questions about the subject the order is Who or What + be going to + base form of the verb.*)

**GRAMMAR NOTES** (page 352)**Note 1 *Be going to*: Yes/No Questions**

- Drill the form of *yes/no* questions and negative short answers with *be going to*. Write a verb phrase on the board, for example: *have dinner with parents*. Say different noun and pronoun subjects and have students form the questions. For example:

T: you

S1: Are you going to have dinner with your parents?

T: No, I'm not.

T: Ho and Chen

S2: Are Ho and Chen going to have dinner with their parents?

T: No, they're not. / No, they aren't.

- Have students brainstorm a list of phrases that involve actions and write those on the board. Have students work in groups of three to continue making *yes/no* questions with *be going to* using the list of phrases on the board and noun and pronoun subjects they think of. Remind them to vary their answers when there are two correct forms. Circulate as students are practicing. Make corrections as needed.

**Note 2 *Be going to*: Wh- Questions**

- Make five columns on the board:

Question words

be

Pronoun/Noun

be going to

Action

- Brainstorm words that can go in each column and write them on the board. For example:

| Question Words                             | be              | Pronoun/ Noun                                                             | be going to | Action                                                    |
|--------------------------------------------|-----------------|---------------------------------------------------------------------------|-------------|-----------------------------------------------------------|
| Where How When<br>How long Why What<br>Who | am<br>is<br>are | I<br>You<br>He<br>She<br>It<br>We<br>they<br>Paolo<br>Hong<br>Ken and Amy | be going to | go call see stay leave<br>arrive read write<br>meet start |

- Have students work in pairs, small groups, or as a class to ask and answer as many different questions as they can using the chart. Circulate and make corrections as needed.
- For variation, do this as a written activity for pairs. Have each pair write ten to twelve questions. Then have them exchange questions with another pair and write answers for the questions they got. Have pairs share some of their questions and answers with the class.

- To highlight the difference with *Wh-* questions about the subject, repeat the procedure above, but elicit from students the number of columns and the order of the heads in the chart.  
(*Question words; Be; Going to; Actions*)

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

- Do an Internet image search for “messy room”. Print out three or four different pictures or cartoons. Each student gets a different picture of a messy room.
- Have students work in groups of three or four. Students need to decide whether to keep or throw away items as part of an imaginary cleaning of their messy room. Explain to students that they are going to pretend that this is their room, and their classmates are going to help them clean it up. Students take turns showing the picture of their room to the group. The classmates ask questions, and the “owner” of the room answers. For example:
  - S1:** Are you going to keep this pizza box or throw it away?
  - S2:** I’m going to throw it away.
  - S3:** What are you going to do with this old sofa?
  - S2:** I’m going to keep it. It’s really comfortable.
  - S4:** Where are you going to put this soccer ball?
  - S2:** In the closet.