

Focus on Grammar 2 | Unit Teaching Notes

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PART **1** ***Be*: Present and Past**

UNIT

1

Present of *Be*: Statements

SPORTS

UNIT

2

Present of *Be*: Questions

SCHOOL

UNIT

3

Past of *Be*

A FIRST DAY

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

UNIT 1**OVERVIEW****GRAMMAR Present of *Be*: Statements**

Unit 1 focuses on the structure and use of *be* in simple present statements, including:

- Singular and plural forms of *be* in affirmative and negative statements
- Contractions
- Subject pronouns
- Placement of *be* in affirmative and negative statements

THEME Sports

Unit 1 focuses on sports and famous athletes.

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

BEFORE YOU READ (page 4)

- Have students look at the pictures. Ask: “Do you know any of these people?” “What are their names?” Try to elicit Usain Bolt’s name and why he’s famous. (*He’s an Olympic athlete.*)
- Form small groups. Have students complete the exercise in groups.
- Call on students to give answers.

READ (pages 4–5)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 - What is the most popular sport in the world? (*Soccer.*)
 - Is the name “soccer” popular all over the world? (*No, it isn’t.*)
 - Who is in the photo with Ana? (*Her cousins Julia and Marco.*)
 - Where is Ana from? (*She’s from Brazil.*)
 - Is Ana a soccer fan? (*Yes, she is.*)

GRAMMAR CHARTS (page 6)

- On the board, write affirmative sentences:
 - I am popular.
 - You are popular.
 - [Student's name] is popular.
 - [Student's name] and [student's name] are popular.
- Have students read the sentences. Ask questions to draw students' attention to the forms in the sentences: "What is the subject here?" "Is it singular or plural?" "What is the verb?" "Is it singular or plural?"
- Write the following on the board to review the use of name and pronoun combinations:
 - (name) + I = we, (name) + you = you, (name) + (name) = they
- ⌚ Conduct a matching drill. Say a noun or pronoun, singular or plural. Have the class respond with the appropriate form of *be* (*am* / *is* / *are*). Once the class is comfortable with the drill, have students try it in pairs.
- Write the following chart on the board. Have students combine elements to make their own affirmative statements.

I	am is are	hardworking a
You		student cities students
He, She, It Tom		popular hot
Anita and I We		from London
You They		
Seoul and Moscow		

- To explain contractions, use mathematical formulas, such as *you + are = you're*. Do this for all forms. Have students repeat the forms after you.
- Have students use contractions to say the affirmative statements from the chart above. (Example: *Tom's hardworking. They're students.*)
- Give students time to read the negative statement charts on page 4. Highlight the two forms of the contractions.
- Repeat the previous steps with negative sentences. Add the word *not* to the chart above.
- Have students cover the charts in the book with their hands. Drill the two types of negative contractions, for example:

T: We are not from London.
 S1: We aren't from London.
 S2: We're not from London.

GRAMMAR NOTES (page 7)**Note 1 Present Forms of *Be***

- To elicit the three forms of *be*, ask: "Who is from [Mexico]?" "What is your favorite sport?" "Where are [Lin] and [Mei Li] from?"

- Write students' responses on the board and underline the three forms of *be*. Call on students to use the three forms of *be* to give you more sentences about students in the class.

Note 2 Negative Statements

- Ask: "In negative statements, where do we add the word *not*?" (*after the form of the verb be*)
- To review how to form negative sentences, have students come to the board and change the sentences to the negative by adding *not* in the correct places. (Example: *I am not from Mexico.*)

Note 3 Contractions

- Ask: "When do we use contractions?" (*in speaking and informal writing*)
- To review, do a quick transformation drill. Say sentences with the full forms and call on students to change them to contractions.

Elicit both forms of the negative contractions, for example:

- T: We are students.
 S1: We're students.
 T: They are not from Seoul.
 S1: They're not from Seoul.
 S2: They aren't from Seoul.

- To review all contractions in the affirmative and negative, write the following chart on the board (or make a handout):

Affirmative	Negative
(I) <i>I'm</i>	(I) _____
(you) _____	(you) _____
(he) _____	(he) _____
(she) _____	(she) <i>She's not, she isn't</i>
(it) _____	(it) _____
(we) _____	(we) _____
(you) _____	(you) _____
(they) _____	(they) _____

- Call on students to come to the front and fill in the chart.

Note 4 Subjects and Verbs

- Draw attention to the *Be Careful!* note.
- Write the following sentences on the board and have students tell you whether they are correct or incorrect. Ask them to correct the incorrect sentences and tell you the subject and verb in each sentence.

I am a soccer fan. (*correct*)
 My favorite player is David Beckham. (*correct*)
 He from England. (*incorrect: He is from England.*)
 David and Victoria Beckham are famous. (*correct*)

Victoria's nickname Posh Spice. (*incorrect: Victoria's nickname is Posh Spice.*)

Not an athlete. (*incorrect: She is not an athlete. / He is not an athlete. / I am not an athlete.*)

She a singer. (*incorrect: She's a singer.*)

Note 5 Subjects, Nouns, and Subject Pronouns

- To check comprehension, write a list of nouns and noun phrases on the board, including some noun/pronoun combinations, for example:

my best friend and I Ali and Kenji English

you and your sister footvolley.

my English teacher?

- On the other side of the board, list the subject pronouns:

I, you, he, she, it, we, they

- Ask pairs of students to write sentences using the subject nouns and noun phrases and then to rewrite them with the correct pronouns, for example:

My best friend and I are soccer players. We are soccer players.

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Bring in photos (or have students bring in photos) of various sports stars, both local and international. Post the photos around the classroom and have students talk in pairs about who the people are, where they are from, and their sport.
- Have pairs choose three of the people and write a short description (four to five sentences) of each person. Tell them not to include the name of the person in their description.
- Have pairs read their description to another pair. The other pair should try to guess the person. (Example: *This person is a tennis player. She is from the United States. She is a great athlete.* [Serena Williams])

READING AND SPEAKING

- Bring in articles from the Internet or from entertainment magazines about famous people.
- Form small groups and give each group an article.
- Give students three or four minutes to skim through the article and circle the forms of *be*.
- Have groups tell the class three or four things they learned about the famous person in the article. (Example: *Brad Pitt and Angelina Jolie are married. Their daughter's name is Shiloh.*)

UNIT 2

OVERVIEW

GRAMMAR Present of *Be*: Questions

Unit 2 focuses on the structure and use of *be* in:

- *yes/no* questions
- *wh-* questions
- Short and long answers to questions

THEME School

Unit 2 focuses on the use of present *be* in *yes/no* and *wh-* questions to make small talk and get to know other people.

Go to **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.

READ (pages 15–16)

- Before students read, ask “What are common questions between students on the first day of class?” Write the questions on the board.
- Have students read the conversation. Ask how many questions on the board are in the conversation. Then ask “Who is Al and who is Ava?” (*Al is a new teacher. Ava is a new student.*)

GRAMMAR CHARTS (page 17)

- Write the following on the board. Don’t write the final punctuation.
I am late for class Am I late for class
- Ask: “Which one is a question?” (*Am I late for class*) “How do you know?” (*subject-verb word order*)
- Write the following on the board, using names of students from the class:
Is _____ here? / Yes, she is.
Is _____ here? / No, he’s not. (No, he isn’t.)
- Call on students to read the singular and plural *yes/no* questions in the charts.
- Emphasize the rising intonation of the questions. Show the rising contour with your hand. Have students repeat.

- Do a quick drill. Include all the singular and plural forms.

T: You are hungry.

SS: Are you hungry?

T: He is hungry.

SS: Is he hungry?

- Drill the short answer using a question- and-answer format. Ask questions using all pronouns, singular and plural. Students should answer with true information. Begin with questions that take affirmative answers:

T: Am I a teacher?

S: Yes, you are.

T: Is it Thursday today?

S: Yes, it is.

- Repeat the previous step with questions that take a negative answer.

T: Is today Thursday?

S1: No, it's not.

S2: No, it isn't.

- Go over the meanings of the *wh*-question words. Ask: "Which word asks about a person?" (*who*) "Which asks about a place?" (*where*) "Which asks about a reason?" (*why*)
- Call on several students to read the example questions and answers in the chart.

GRAMMAR NOTES (pages 17–19)

Note 1 Yes/No and *Wh*- Questions

- Use the conversation on pages 15–16 to illustrate the difference between the two question types.
- Draw two columns on the board like this:

<i>Yes/No</i> questions	<i>Wh</i> - questions

- Have students find the examples of *yes/no* questions in the conversation. Write the answers on the board.
- Do the same with the *wh*- questions in the conversation, for example:

<i>Yes/No</i> questions	<i>Yes/No</i> questions
No, we're right on time.	It's right here, next to the office.

- Ask the class to notice the types of information given in each set of answers. (Answers to *yes/no* questions usually contain yes or no. Answers to *wh*- questions give various types of information, depending on the *wh*- question word.)

Note 2 Yes/No Questions: Form

- Write a list of present *be* statements on the board, for example:
I am here. She is here. We are sisters.
They are happy. It is hot outside.
Alina and Bao are late.
- Have students work individually to write the statements in question form. (*Am I here? Is she tired today?* etc.)
- Have students compare answers in pairs.

Note 3 Yes/No Questions and Answers

- Ask the questions on the board from Note 2. Have students tell you both the long and short answers, for example:
T: Am I here?
S1: Yes, you are here.
S2: Yes, you are.
- After each answer, write the incorrect contracted form on the board with an X through it, for example:

~~Yes, you're~~

Note 4 Wh- Question Words

- Call on a student to read the note and the examples.
- Write the following on the board:
October 10 My mother
In Room 202 Because I like it
It's interesting. He is 18 years old.
- Explain that the phrases on the board are answers to *wh*- questions.
- Have students tell you which *wh*- question word matches each answer on the board. (Example: October 10 = when)

Note 5: Wh- Questions: Form Activities

- Using the phrases on the board from Note 4 above, have students work in pairs to come up with a possible question for each answer on the board. (Example: *When is / When's your birthday? October 10th.*)

Note 6 Wh- Questions and Answers

- Ask individual students questions and elicit both the short and the long answers, for example:
T: Sun Yee, where's your book?
S: On my desk. / It's on my desk.

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Have students use their notes to write a one-page biography of their partner.
- Call on students to read their biographies to the class.

SPEAKING

- Form small groups. Have groups play the game 20 Questions.
- One student thinks of a person (or an animal / place / thing, etc.) but does not tell the group what it is.
- Other group members may ask up to 20 *yes/no* questions to guess the item.
- When a student has guessed the item, another student thinks of the next item.

READING AND SPEAKING

- Bring in a selection of short, level-appropriate readings. (Examples: news clips, articles, printed emails, blogs)
- Have students choose one of the readings to read individually.
- Have students write five quiz questions about the reading.
- Have students find a partner who has a different reading and exchange quiz questions and reading papers.
- Have students use the reading to answer the quiz questions.
- Have students exchange papers and check one another's answers and give a quiz score.

UNIT 3

OVERVIEW

GRAMMAR Past of *Be*

Unit 3 focuses on the structure and use of *be* in the simple past:

- Affirmative statements in the past
- Negative statements in the past
- Questions in the past

THEME A First Day

Unit 3 focuses on what first days are like at school and at work.

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

READ (pages 28–29)

- 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 Julie Danneberg? (*a writer*)
 2. What is *First Day Jitters*? (*It's the name of her book.*)
 3. What is *First Day Jitters* about? (*It's about Sarah.*)
 4. Who is Sarah? (*a teacher*)
 5. How was she on the first day of school? (*She was frightened and nervous.*)
 6. Why is the story unusual? (*The teacher was nervous on the first day of school. People usually think about the feelings of students on the first day of school. They don't think about the feelings of teachers.*)

GRAMMAR CHARTS (pages 30–31)

- For each sentence, ask: “What is the subject?” and “What is the verb?”
- Explain that time markers are words or phrases that tell when the action happened. Elicit the expressions in the examples that are past-tense time markers.
- Do a quick drill. Provide a base sentence. Cue the class with different subjects and have students repeat the sentence with the proper verb, for example:

T:	I was in New York two weeks ago. You.
SS:	You were in New York two weeks ago.
T:	He.
SS:	He was in New York two weeks ago.

- Repeat the previous steps with non-contracted negative forms, for example:

T: I was not at school last night. She.

SS: She was not at school last night.

- Repeat the previous steps, this time with contracted forms, for example:

T: I wasn't at work last week. They.

SS: They weren't at work last week.

- Review the word order of *yes/no* questions with *be* (verb before subject).
- Drill the question forms. Have students close their books. Write the following phrases on the board:

... at the mall yesterday?
 ... in class this morning?
 ... home last night?
 ... in the cafeteria at lunchtime?
 ... at Javier's house last week?
 ... on time to class today?

- Point to a student and say a subject, *he*. Then point to a phrase on the board and have the student make the question. (Example: *Was he at the mall yesterday?*) Be sure to include a variety of singular and plural subjects.

GRAMMAR NOTES (pages 31–32)

Notes 1–3 Past Forms of *Be*, Negative Statements, and Contractions

- Write the following three columns on the board:

I	at a party absent	this morning last
you	late at home at	night yesterday
he, she,	the library in class	
it we	at the airport tired	
you		
the		
[Student's name]		
[Student's name]		
and [Student's name]		

- On a piece of paper, have students draw a large square and divide it into four smaller squares, like this:

was	were
wasn't	weren't

- Have students form pairs or small groups. Have students work together to write three true sentences for each verb form using the vocabulary on the board and the verb forms on their papers. Have groups share their sentences with other groups, or call on students to read selected sentences to the class.

Notes 4-6 Yes/No Questions, Wh- Questions, Time Markers

- Write the following prompts on the board:

Student 1's Questions	Student 2's Questions
in this country / last year	here / two months ago
in class / yesterday	with [student's name] last night
at home / last night	tired / yesterday
absent / the day before yesterday	sick / last week

- In pairs, have students use the prompts to interview each other using past *yes/no* questions. (Example: *Were you in this country last year? No, I was here two months ago.*)
- Remind students to use rising intonation at the end of questions.
- Then have students switch partners and ask *Wh-* questions. (Example: *Where were you last night? I was at home.*)

OUT OF THE BOX ACTIVITIES

READING AND WRITING

- Form small groups. Then have each group choose a celebrity that interests them.
- Have groups use the Internet or the library to research the past of their selected celebrity, including information about where the person was born, past jobs, movies or TV shows they appeared on, songs they sang, and so on.
- Have each group make a true/false quiz about their celebrity. The quiz should be in the form of past *be* statements. (Example: *Brad Pitt's name was Brad Pittman. He was a clerk in a department store.*)
- Have groups give their quizzes to the class.

SPEAKING

- Have students play the game *Two Truths and a Lie* in pairs.
- Each student writes three sentences about a theme from the unit or a past job they have had. Two sentences must be true and one must be a lie.
- When they finish, have students read their sentences to each other and try to guess which sentence is the lie.

PART **2** **Nouns, Adjectives, Prepositions**

UNIT

4

Count Nouns and Proper Nouns

PHOTOGRAPHS AND PHOTOGRAPHERS

UNIT

5

Descriptive Adjectives

INTERESTING AND UNUSUAL PLACES

UNIT

6

Prepositions of Place

LOCATIONS

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

UNIT 4**OVERVIEW****GRAMMAR Count Nouns and Proper Nouns**

Unit 4 focuses on singular and plural count nouns and proper nouns, including:

- The formation of plural count nouns
- The use of articles *a* and *an*
- Capitalization of proper nouns

THEME Photographs and Photographers

Unit 4 focuses on the topic of photography and language used to discuss photographers and different types of photographs.

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

READ (pages 40–41)

- Have students look at the black-and-white photo and read the title of the article silently. Say: “You are going to read about Henri Cartier-Bresson, a famous French photographer. Look at his photo. What do you think made his photos special?”
- To encourage students to read with a purpose, write these questions on the board:
 1. Where did Cartier-Bresson take his photographs? (*On the “street” and all over the world.*)
 2. What is “street photography?” (*Photos of people in public places.*)
 3. What do people say about his photos? (*They are striking and beautiful.*)

GRAMMAR CHARTS (page 44)

- Focus students’ attention on the first two charts: Singular Nouns and Plural Nouns.
- Have students work in pairs to discuss the differences between the boldfaced nouns in both sets of sentences. Ask: “What do you notice about the ends of the plural nouns?” (*There is an s.*) “What do you see in front of the singular nouns?” (*a/an*) “When do we use *a* and when do we use *an* before a singular noun?” (*nouns beginning with a consonant = a; nouns beginning with a vowel = an*)
- Call on students to read the singular and plural forms of the irregular nouns. Go over the pronunciation of *women* and explain that the *o* is pronounced with the short *i* as in *bit*.
- To reinforce these irregular forms, put students into pairs and have them write a sentence with each plural form. Call on pairs to share their sentences with the class.

- Focus students' attention on the Proper Nouns chart. Have students tell you what is important to remember about proper nouns. (*They must be capitalized.*)

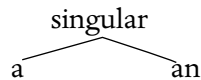
GRAMMAR NOTES (pages 44–45)

Note 1 Nouns

- Ask the class for additional examples of people, places, animals and things.

Note 2 Singular Count Nouns

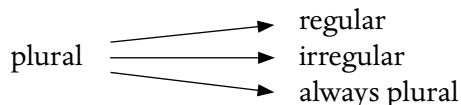
- On the board, sketch a graphic organizer:



- Demonstrate singular nouns with the article by holding up objects or photos, or pointing to objects in the room. Name the items using *a*. (Examples: *a book, a pencil, a phone*) Write the items under the article *a* on the board.
- Repeat with objects or photos that take the article *an*. (Examples: *an orange, an apple, an eye, an earring*). Again, write the examples on the board, this time under *an*.
- Ask the class for additional examples of singular nouns with *a/an*. Write them on the board.

Note 3 Plural Count Nouns

- Sketch another organizer on the board:



- Demonstrate examples of regular, irregular, and always plural nouns and write them on the board. Elicit further examples from the students.
- Drill the irregular plurals. Have students listen and repeat. (Example: *One man, two men. One woman, two women. One child, two children.*)
- Say a singular noun and have the class fill in the plural. Then do the reverse.

T: One man, two ...
 SS: Men.
 T: One tooth, two ...
 SS: Teeth.
 T: Two feet, one ...
 SS: Foot.

Note 4 Proper Nouns

- On the board, write the title *Proper Nouns*. Write several names of places and people as examples.
- Have the class give further examples. Call students up to the board to write them.
- Point to the capital letters and underline them.

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 /s/, /z/ or /ɪr/.
 - /s/ hats, parks, photographs
 - /z/ cameras, clothes, photos
 - /ɪr/ beaches, boxes, watches

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

- Show and tell. Form small groups. Have students bring in several photos of a recent trip or event to share with the class.
- Encourage the rest of the class to ask questions about the photos.

B.

- Play a chain game. Have students sit in a circle. Students will speak in turn. Take the first turn and say: "I'm going shopping. I need to buy a [ball]."
- The student on your right then says your sentence and adds an item of his or her own: "I'm going shopping. I need to buy a [ball] and an [elephant]." Each speaker repeats what has been said and adds one item until you make it all the way around the circle.

READING AND SPEAKING

- Post students' photos and writing from Exercise 11 around the room.
- Have the class stand and move around the room, reading the descriptions.
- Have them choose one they are particularly interested in, read the description carefully, and try to remember the details. Allow them to take notes, if desired.
- Call on students to tell the class (in their own words) about the photo they have chosen.

UNIT 5

OVERVIEW

GRAMMAR Descriptive adjectives

Unit 5 focuses on the structure and use of descriptive adjectives including:

- Placement within sentences
- Use with articles *a* and *an*
- Various forms of descriptive adjectives

THEME Interesting and Unusual Places

Unit 5 focuses on the use of descriptive adjectives to talk about amazing, unusual, and interesting places.

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

BEFORE YOU READ (pages 54–55)

- Before students read, explain that the photos are of a place called Cappadocia, Turkey. If a world map is available, have students find Turkey on the map and tell you anything they know about it.
- To encourage students to read with a purpose, write these questions on the board:
 1. What makes Cappadocia an unusual place? (*the underground cities and formations of rock*)
 2. Were the underground cities big or small? (*They were big.*)
 3. Do some people still live in cave homes today? (*yes*)

GRAMMAR CHARTS (page 56)

- Write the following sentences on the board:
 - Cappadocia has a **long** history.
 - They are full of **interesting** things to see.
 - **Awesome underground** cities . . .
- Read the sentences. Point to the word *cities* and say: “Noun.” Ask: “What kind of cities are they?” (*awesome*) Say: “Awesome is an adjective.”
- Repeat with the other examples.
- Erase the sentences except for the nouns. Ask: “What kind of history?” (*a long history*) “What kind of things to see?” (*interesting things to see*) “What kind of cities?” (*awesome underground cities*)

- To reinforce the word order, write the following on the board:
 The [noun] is [adjective].
 It is a/an [adjective] [noun].
- Provide several sentences using the first pattern and have students transform them to the second pattern, for example:
 T: The day is warm.
 SS: It is a warm day.

GRAMMAR NOTES (page 56)

Note 1 Adjectives: Meaning and Placement

- Call on students to give you several new examples of sentences from the text that include descriptive adjectives.
- Write the sentences on the board. Underline the adjectives and draw arrows to the corresponding nouns.
- Highlight the placement of the adjective in both types of sentences:
 after the verb *be* or before the noun it is describing.
- Explain that in some languages, adjectives may follow the noun (e.g., in Spanish, *la casa azul* = the blue house); however in English, adjectives come before the noun.
- Write a few incorrect examples on the board and cross out the *s* on the end of the adjectives. (Example: *These are interestings rocks. There are some beautifuls houses.*)

Note 2 A or an Before an Adjective

- Write the examples from the chart on the board but replace the articles with blanks.
- Elicit the correct article from the class. Have them state the rule:
 “Use *a* if the adjective starts with a _____.” (*consonant sound*)
 “Use *an* if the adjective starts with a _____.” (*vowel sound*)
- Have students tell you the correct articles to fill in the blanks in the sentences on the board.
- Have students give you other adjectives to replace the two in the example sentences. (Example: *It’s a boring / comfortable / safe place. It’s an exciting / ordinary place.*)

Note 3 Adjective Endings

- Try to elicit more adjectives from the class by providing different contexts. For example, ask:
 “How do you feel when you have to wait for a long, long time?” (*bored*) “Is English grammar easy or confusing?” “What kind of city is this?” (*boring/exciting*) “Do you have a car? Is it new?” (*No, it’s used.*)
- Examples of other adjectives include: *angry, fascinating, sleepy, worried, early.*

OUT OF THE BOX ACTIVITIES

READING AND SPEAKING

- Provide students with a selection of travel guides, travel brochures or magazines, and newspaper travel sections (or Internet travel sites).
- Have students scan the materials for sentences and phrases that contain descriptive adjectives.
- Have students choose one place and tell the class about it.

READING, WRITING, AND SPEAKING

- Have students conduct independent research and give a report on a place they would like to travel to.
- Have them print photos from the Internet, get travel brochures or other informational material, and write a few paragraphs describing the place.
- Have them present their reports in groups or to the class.

UNIT 6

OVERVIEW

GRAMMAR Prepositions of Place

Unit 6 focuses on prepositions of place in:

- Describing where objects are located
- Locations inside buildings and around town
- Addresses
- Set phrases, such as *at school* and *in Canada*

THEME Locations

Unit 6 focuses on the use of prepositions of place to give directions and talk about the locations places around town.

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

BEFORE YOU READ (page 63)

- Assess students' knowledge of prepositions of place. Using locations around the classroom or school, try to elicit some prepositions. Ask questions and write any prepositions students give you on the board, for example:

- T: Where is Tomas sitting?
 S: Next to Andrea.
 T: Where is the cafeteria?
 S: Across from the office.

READ (pages 63–64)

- To encourage students to read with a purpose, write these questions on the board:
 1. What kinds of things are in the American Museum of Natural History? (*Animals; plants; dinosaurs; butterflies; beautiful gems.*)
 2. How many floors are there? (*five*)
 3. What can you do for a special visit? (*Spend a night at the museum and sleep under the whale.*)
 4. What is the museum's website? (*www.AMNH.org*)
- Have students read the text. (OR: Play the audio and have students follow along in their books.) Then call on students to share their answers to the questions on the board.

GRAMMAR CHARTS (page 65)

- Write the following on the board: “It’s **at** 7 East 89th Street, **between** Madison and Fifth Avenues.” As you read the sentence aloud, underline the prepositions (*at, between*) and say: “These words are prepositions. Prepositions tell where something is.”
- Write the following statements on the board. Then call a student up to the board to underline the other prepositions in the examples.

So that’s **near** the World Art Museum? They’re **on** the second floor.

The elevator is **on your left, behind** the gift shop.

The African Masks are just **up the stairs**. They’re **between** the sculptures and the Chinese garden.
- Have students look at the pictures in the Grammar Presentation. Say the sentences and have students repeat.
- Bring in a collection of common objects to demonstrate the prepositions. You can use a small box or bag and objects in the classroom (such as keys, pencils).
- Write the following prepositions on the board: *next to, between, under, behind, near, in, in front of, in back of*
- Use the objects to make sentences and write them on the board, for example:

The ball is in the box.

My keys are next to my glasses.

The pencil is on the floor. It’s under the table.
- Ask a student to come up and read the sentences you wrote on the board. The student should position the objects according to the information in the sentences. Do this with several students.
- Next, position a pair of objects and have the whole class, then individual students, make sentences. Provide the preposition if students need help.
- Erase the sentences on the board, leaving only the prepositions, and call on students to come up, position the objects, and make sentences.
- Have students work in pairs to make sentences using the prepositions on the board with objects from their bags, pockets, or purses.

GRAMMAR NOTES (pages 65–66)

Notes 1–2 Prepositions of Place

- Use objects to demonstrate the difference between *near* and *next to*.
- Highlight that *behind* and *in back of* have the same meaning.

Notes 3 and 5 Common Prepositional Phrases and Prepositions in Addresses

- Before class, prepare a handout with a map of your neighborhood. Draw an X to show where your school is, and include several streets and other buildings. Write the address at the top. Alternatively, draw this map on the board.

- Model sentences, using the map, like the ones in the note. Say the sentences and have the class repeat. Also model sentences with the words *street* or *avenue* omitted as explained in the USAGE NOTE. (Example: *My house is on the corner of Center Street and Broad Avenue. It's on the corner of Center and Broad.*)
- Demonstrate different ways to say where you live, to emphasize the contrast among *in*, *on*, and *at*. (Example: *I live on Center Street. I live at 2110 Center Street. My apartment is on the second floor. I live in Detroit. I live in Michigan. I live in the United States.*)
- Call one student up to the board to write his or her address. Have the class make sentences like those above.
- Form small groups. Have students in each group sketch a quick map of their neighborhood and write their addresses at the top. Use this opportunity to make sure students know what their addresses are and how to write them. Then have them make sentences like those in the note.

Note 4 Prepositions of Place Before *Work, Home, and School*

- Put the members of your family on the board (Example: *my husband, my wife, my sister, my brother, etc.*)
- Say where your family members are (Example: *My wife is at work. My brother is at school.*)
- Have students make sentences about where their family members are.

OUT OF THE BOX ACTIVITIES

SPEAKING AND WRITING

A

- Have students work in groups to create a visitor's guide to their city or town.
- Have them list interesting or important places for visitors.
- Have them draw maps and write directions to make the visitor's guide useful.

B

- Have students interview a classmate or a family member about his or her daily schedule.
- Have students write a short "Day in the Life" essay describing where and how the person goes about his or her daily routine.

SPEAKING AND LISTENING

- Create a map of a town with street names marked but buildings not labeled.
- Hand out a copy of the map to each student in the class.
- Have students listen as you describe the locations of the buildings on the map, using the target grammar from the unit.
- As they listen, students label the buildings according to your directions.
- Have students compare maps in pairs to confirm their answers.

PART **3** **Imperatives and the Simple Present**

UNIT

7

Imperatives; Suggestions with *Let's* and *Why don't we ... ?*
LONG LIFE

UNIT

8

Simple Present: Affirmative and Negative Statements
HOLIDAYS

UNIT

9

Simple Present: *Yes/No* Questions and Short Answers
ROOMMATES

UNIT

10

Simple Present: *Wh-* Questions
DREAMS

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

UNIT 7**OVERVIEW****GRAMMAR Imperatives and the Simple Present**

Unit 7 focuses on the structure and use of affirmative and negative imperatives and *let's* / *why don't we . . . ?* to make suggestions.

THEME Long life

Unit 7 focuses on language and expressions used to discuss how to live a long, healthy life.

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

READ (pages 76–77)

- Have students look at the photo. Ask: “Where do you think this is?” “Why do you think people there live long lives?”
- To encourage students to read with a purpose, write these questions on the board:
 1. What advice does Buettner give? (*Eat and drink healthy food, don't worry, take naps, walk, call friends, pray.*)
 2. What does Joe think about the article? (*It sounds too healthy.*)
 3. What will Joe and Mary probably do? (*Travel to Greece.*)
- Focus students on the advice at the end of the article. Ask students which points they follow in their own lives.

GRAMMAR CHARTS (page 78)

- Explain that the imperative form is used to tell someone what to do (or what not to do).
- Have the class give more examples of both affirmative and negative imperative sentences following the examples in the chart. List students' ideas on the board, for example:
 - Ride a bicycle.
 - Don't drive a car.
 - Use the stairs.
 - Don't take the elevator.
- Explain that *let's* is used to make suggestions.
- Highlight that the imperative indicates a stronger suggestion or an order, while *let's* is softer in tone. It is used to simply offer a possible suggestion.

- Have the class give more examples of suggestions with *let's* and write them on the board, for example:
 - Let's join an exercise class.
 - Let's not eat sweets.
- Elicit additional sentences from the class and write them on the board, for example:
 - Why don't we go for walk?
 - Why don't you eat more vegetables?
- Read the phrases in the last two charts and have students repeat.
- Use students' example suggestions on the board to drill the responses. Read one of the sentences from the board and call on a student to respond using one of the phrases in the chart, for example:

T: You can ride a bicycle.
 S1: No, I don't feel like it.
 T: Let's join an exercise class.
 S2: That's a good idea.

GRAMMAR NOTES (pages 78–79)

Notes 1–5

- Call on a student to read each note and the corresponding examples.
- Play a quick game of Simon Says to drill the base forms of the verbs. Have students stand up. When you say "Simon Says" followed by an imperative, students should follow your instructions. If you do not say "Simon Says" before the imperative, students should *not* follow the instruction. If they do, they are out of the game, for example:

T: Simon Says, put your hands on your head. (Students put their hands on their heads.)
 T: Simon Says, sit down. (Students sit down.)
 T: Stand up. (Students stay sitting. Any students who stand up are out.)
- Call on students to come to the front and be "Simon."
- Ask: "How do we form the negative imperative?" (*add don't before the base form of the verb*)
- Have students use the negative imperative to tell you some examples of class/school rules, for example:

Don't be late.
Don't run in the halls.
Don't write on the desks.
- Do a quick drill to highlight the use of *please* to make an imperative more polite.

T: Hurry.
 S1: Please hurry.
 T: Don't run.
 S2: Please don't run.

Note 6 Suggestions with Why don't we . . . ? and Why don't you . . . ?

- Highlight the difference between *Why don't we . . . ?* and *Why don't you . . . ?* Say: "When we use *why don't we . . . ?* we are making a suggestion that includes ourselves. When we use *why don't you . . . ?* we want to give another person advice."
- Have the class give some suggestions for things they want to do / study in class.
(Example: *Why don't we take a class trip? Why don't we have a class party? Why don't we study the simple present?*)
- Tell the class you need advice for a problem you have. Think of a real problem or make one up. (Example: *you don't have enough time to exercise*) Have students make suggestions using *Why don't you . . . ?* (Example: *Why don't you get up earlier? Why don't you exercise during your lunch break? Why don't you ride your bike to work?*)

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

- Have students use cookbooks or cooking websites to research recipes for healthy dishes.
- Have them write the recipes and instructions for cooking the dish, using imperatives.
- Have students share their recipes in groups.
- Have groups choose one recipe to teach to the class.
- Have groups bring in the ingredients to demonstrate to the rest of the class how to make the dish.
- Compile all students' recipes to create a class cookbook.

UNIT 8

OVERVIEW

GRAMMAR Imperatives and the Simple Present

Unit 8 focuses on the structure and use of affirmative and negative statements in the simple present with both regular and irregular verbs.

THEME Holidays

Unit 8 focuses on the use of simple present statements to talk about customs and traditions.

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 86–87)

- Before students read, have them look at the photographs. Ask: “What do you see in the photos?” “Do any of the photos show a New Year’s tradition in your culture?” “What are the traditions?” “What do you think the traditions are in the other photos?”
- To encourage students to read with a purpose, write these questions on the board:
 1. What do most people around the world do for the New Year holiday? (*They get together with family and friends.*)
 2. How long does Chinese New Year last? (*15 days*)
 3. What kind of music is played in Austria just before midnight? (*A waltz.*)
 4. Where do people wear yellow for the New Year holiday? (*Peru*)
 5. Why do they wear yellow? (*For luck and happiness.*)
 6. Does the text say why people eat 12 grapes? (*No*)

GRAMMAR CHARTS (page 88)

- Before the start of the lesson, prepare a large cutout of the letter *s* or draw a large *s* on a piece of paper that you can hold up for the class to see.
- On the board, write the following examples of affirmative sentences from the reading:
 - Every culture **does** something to mark the beginning of the year.
 - The New Year **comes** at different times in different cultures.
 - Families **gather** for a big feast.
 - They **eat** twelve grapes at midnight.
- Point to each sentence and ask: “What is the verb in this sentence?” “Is it singular or plural?” “Is the ending of the verb always the same in affirmative sentences?” (*No. The third-person singular takes an -s ending.*)

- Model the affirmative forms with several verbs: *I work, you work, he works, I play, you play, she plays*, etc. When you get to the third person, hold up the cutout of the letter *s*.
- Drill the affirmative forms. Write several regular verbs on the board. (Example: *walk, eat, love, buy, meet*)
- Say the pronouns and have students respond with the correct form of each verb. Hold up the *s* cutout at the appropriate times. Mix up the order of the pronouns until students get the *s* every time. Then substitute other verbs, for example:

T: (points to *walk* on the board) We.

S1: We walk.

T: (points to *eat* on the board)

S2: We eat.

T: (points to *love* on the board) She.

S3: She loves.

- Call on a student to read the negative statements in the chart.
- Ask: "How do we make negative sentences?" (do/does + not + *verb*)
- Drill the affirmative and negative forms and all persons, for example:

T: I like dogs. Maria.

SS: Maria likes dogs.

T: Negative.

SS: Maria does not like dogs.

T: We.

SS: We do not like dogs.

T: Affirmative.

SS: We like dogs.

If students make errors with third-person *-s*, simply hold up the *s* cutout (or write *s* on the board) as a reminder.

GRAMMAR NOTES (pages 89–90)

Note 1 Simple Present for Things That Happen Again and Again

- Review frequency adverbs and time expressions. Write the following on the board: sometimes, often, always, never, every day, once a week, on Saturday, in the morning
- Use the time expressions to tell about your own life, for example: I always sleep late on Saturday morning. I read the newspaper every day.
- Elicit similar sentences from the class. Choose time expressions and have students make sentences by asking questions. (Example: What do you do on Saturday morning, Yuki?)

Note 2 Simple Present for Facts

- Call on students to give you several examples of sentences from the reading that tell facts, for example:
 - *The Chinese New Year lasts 15 days.*
 - *The New Year comes at different times in different cultures.*
- Write four facts on the board. All but one should be true. Call on students to read the sentences aloud. Then point to each sentence and ask: “Is it true?” When students identify the false statement, have them correct it to make it true, for example:
 - *The sun is hot.*
 - *Carlos isn’t here today.*
 - *Dogs love cats. (Dogs hate cats. / Dogs do not love cats.)*
- Elicit several other facts from the class.

Note 3 Simple Present for Feelings, Thoughts, and Possessions

- Write a mix of action and non-action verbs on the board. (Example: *eat, like, run, want, write, have, smile*)
- Mime each action verb and say “action verb.” Stand still for each non-action verb and say “non-action verb.”
- Have students stand up. Say a mix of action and non-action verbs. Students should mime the action verbs and stand still for the non-action ones.
- Read Note 3 and the examples with the class.

Note 4 Affirmative Statements

- Hold up your cutout of the letter *S* and say a few third-person verbs. (Example: *eats, likes, watches, kisses*)
- Use the board or a handout like the one below to introduce the spelling rules. Read the lists aloud. Underline the last sound of each word and add *-s* or *-es*. Write the following rules on the board and have students tell you the missing forms:
 - If a word ends in *s, z, sh, ch, or x*, add _____. (*-es*)
 - For other third-person singular verbs, add _____. (*-s*)

-s	-es
stop	kiss
kick	teach
eat	wash
need	box
learn	buzz
sing	
live	
laugh	
fall	
remember	
play	

- Model the formation of *have*, *do*, and *go*. For *have*, take an object out of your pocket or bag and say: "I have a(n) ____." Call one or two students to the front of the class to do the same. Say to one student: "You have a(n) ____." Then turn to the class and say: "She/he has a(n) ____." Keep going in the same way but have students form the sentences.
- For *do*, make sentences about your routine: "Every day, I do the dishes. On Saturday I do the laundry. In the evening I do homework." Ask: "Do you do the dishes every day? When do you do the laundry?" Then ask: "Does [Jaime] do the dishes every day? When does [Jaime] do the laundry?"
- Repeat the procedure with *go*.
- Write the pronouns on the board: *I, you, he*, etc. Include the plural. Elicit the forms of each verb from the class. Write them on the board or have a student do it. Underline the irregular spelling of the third-person forms.
- To reinforce the spelling of the third-person singular, give students a quick spelling quiz. Include the four irregular verbs and regular verbs with both *-s* and *-es* endings. Say a sentence with each verb, then repeat the verb. (Example: *Roberto goes to school every day. Goes.*)
- Optional game: Make up a list of verbs that take both *-s* and *-es* in the third person. Have students work in pairs. Give each pair a copy of the list and have them add *-s* or *-es* to each word as appropriate. The first pair to finish with no mistakes wins.

Note 5 Simple Present of the Verb *Be*

- As a class, quickly recite the conjugation of the verb *be*.
- Have students quickly state facts about themselves and holidays in their culture.

Note 6 Negative Statements

- Do a quick review of the contracted forms. Say affirmative sentences and have students say the negative, for example:

T: I eat eggs for breakfast.
 SS: I don't eat eggs for breakfast.
- Write the contractions on the board. Draw an arrow. Then write the full forms.
 (Example: *don't* → *do not*)
- Highlight that we usually use the full form in writing and the contracted form in speaking.
- Read the *Be Careful!* note and write the following on the board:

RIGHT: He doesn't work or study on weekends.
 WRONG: He doesn't work or doesn't study on weekends.

Notes 7–8 Adverbs and Expressions of Frequency

- Review frequency adverbs and time expressions. Write the following on the board: *sometimes, often, always, never, every day, once a week, on Saturday, in the morning*
- Use the time expressions to tell about your own life, for example: *I always sleep late on Saturday morning. I read the newspaper every day.*

- Elicit similar sentences from the class. Choose time expressions and have students make sentences by asking questions. (Example: *What do you do on Saturday morning, Yuki?*)

Pronunciation Note

- Point out the difference between voiceless /s/ and voiced /z/. (Note that many languages do not have a /z/, and many students will have difficulty making this sound.) Model by putting your hand on your throat and saying “sssss.” Have students copy you. Ask: “Did you feel anything?” (*no*) Repeat with /z/. Students should feel their vocal cords vibrating. If a student is unable to do this, put the student’s hand on your own throat and let him or her feel the vibration.
- Have students listen to the examples and repeat them.

OUT OF THE BOX ACTIVITIES

READING AND SPEAKING

- Students look on the Internet for the holiday traditions of a country near their country.
- Have students work in groups and tell each other what they learned. Encourage students to say whether the holiday is different from or similar to a holiday in their country and then to talk about the similarities and/or differences.

UNIT 9

OVERVIEW

GRAMMAR Simple Present: *Yes/No Questions* and Short Answers

Unit 1 focuses on the structure and use of *yes/no* questions and short answers with *be* and other verbs, specifically with the use of:

- Contractions
- Subject pronouns
- Placement of *be* in affirmative and negative statements

THEME Roommates

Unit 9 focuses on the use of *yes/no* questions and short answers to find out about personality, hobbies, habits, likes and dislikes, and other issues in order to determine people's compatibility as roommates.

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.

BEFORE YOU READ (page 98)

- Before students answer the questions, have the class tell you what a roommate is (*someone who shares a room or an apartment with you*). Ask for a show of hands from students who currently have a roommate.

READ (page 98)

- Ask: "How are Dan and Jon the same? How are they different?" (Example: *They both dislike waking up early. Dan isn't quiet; Jon is quiet.*)

GRAMMAR CHARTS (page 100)

- Ask questions to elicit the structure: "What's the main verb?" (*work*) "What verb do we add at the beginning of a question with *I, you, we, or they*?" (*do*) "What do we add for third-person questions?" (*does*)
- Drill. Write a verb on the board, such as *learn*. Say a pronoun, then have the class respond to you with the appropriate question. For example:

T: We.

SS: Do we learn?

T: She.

SS: Does she learn?

- Ask: “What are the four forms we use to give short answers?” (*do, don't, does, doesn't*) “Which ones are affirmative?” (*do, does*) “Which ones are negative?” (*don't, doesn't*)

- Model the short answers:

T: Ask me if I work.
 SS: Do you work?
 T: Yes, I do. Ask me if I stay up late.
 SS: Do you stay up late?
 T: No, I don't.

- To model the third-person short answer, call two students to the front of the class:

T: William, ask Bella if she likes rock music.
 WILLIAM: Do you like rock music?
 BELLA: Yes, I do. / No, I don't.
 T: Class, does Bella like rock music?
 SS: Yes, she does. / No, she doesn't.

GRAMMAR NOTES (page 100)

Note 1–2 Simple Present: Form and Answers to Yes/No Questions

- Form pairs. Have students look at the opening questionnaire on page 91. Do a simple role play to practice the question forms.
- Have one student play the role of Dan and the other play the role of Jon.
- Have them ask the questions, for example:

S1 (DAN): Do you wake up early?
 S2 (JON): No, I don't. Do you wake up early?
 S1 (DAN): No, I don't.
- Ask the class questions about the questionnaire to elicit the third-person forms, for example:

T: Does Dan wake up early?
 SS: No, he doesn't.
- Contrast *yes/no* questions with *be* and those requiring the auxiliary *do/does*. Write the following examples on the board:
 - Are you from New York? / Do you live in New York?
 - Is Jon a good cook? / Does Jon like to cook?
- Go over the errors in Note 3. Write similar sentences with errors on the board and call on students to come up and correct them:
 - Does he is your roommate? (*Is he your roommate?*)
 - Do are you a student? (*Are you a student?*)
 - Does Jon a teacher? (*Is Jon a teacher?*)

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Have students work in groups to create their own questionnaires to find out about their classmates' preferences in music, fashion, sports teams, food, free-time activities, or any other topic that interests them.
- Have groups distribute their questionnaires and collect them when they are completed.
- Have each group report on their findings.

LISTENING, WRITING, AND SPEAKING

- Find a short (one- to two-minute) video clip (on TV or online) of a question-and-answer style interview in English. It may be from a local news report, a celebrity news show, or another format.
- Play the video and have students write the questions the interviewer asks.
- Play the video again and have students write the interviewee's answers.
- Elicit the questions and answers from the class and write them on the board.
- Have students role-play the interview.

UNIT 10

OVERVIEW

GRAMMAR Simple Present: *Wh*- Questions

Unit 10 focuses on the structure and use of simple present *wh*- questions as well as on long and short answers to *wh*- questions.

THEME Dreams

Unit 10 focuses on the use of simple present *wh*- questions to talk about dreaming and to ask questions about people's dreams.

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

READ (pages 109–110)

- 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 Ella Lam? (The author of *Sleep and Dreams*.)
 2. Why do people dream? (Maybe to help us understand our feelings.)
 3. Does everyone dream? (yes)
 4. Do animals dream? (yes)
 5. What dreams do people remember? (The unusual ones.)
 6. What is the meaning of a dream you have again and again? (It has special meaning. You need to think about it.)
 7. When do people dream? (During REM sleep.)
 8. Why is REM sleep important? (Without it we can't remember or think clearly.)

GRAMMAR CHARTS (page 111)

- Copy the following chart on the board. Use a contrasting color or underline the *wh*- words and the words in the long answer that answer the question. For example, for the first question, color or underline *Who* and the answer, *Everyone dreams*.

Question	Long Answer	Short Answer
<u>Who</u> dreams?	<u>Everyone</u> dreams.	Everyone.
What dreams do they remember?	They remember <u>unusual dreams</u> .	Unusual ones.
<u>When</u> do people dream?	They dream <u>during deep sleep</u> .	During deep sleep.
<u>Why</u> do we need REM sleep?	We need it because <u>without it, we can't remember or think clearly</u> .	Without it, we can't remember or think clearly.

- Point to each *wh*- word, read the question, and ask: “Which words answer the question?” (everyone; unusual dreams; during deep sleep; rapid eye movement; without it, we can’t remember or think clearly) “Which word repeats in every question?” (do)
- On the board, write *When, Where, What, Why, Who(m)*. Name a topic such as a member of your family or your pet. Have students form questions with each *wh*- word + *do*. Answer each question with a long answer, or have another student answer.

Point to the question “Who dreams?” Point to the answer. Ask: “Which word answers the question?” (Everyone.) “Is it the subject or the object of the answer?” (subject) “Does the question use *do*?” (no)

- Practice a few subject-pattern questions and answers about the class, for example:

T: Who comes from Turkey?
 SS: Didem comes from Turkey.
 T: What happens every morning at 9 a.m.?
 SS: Our class starts every morning at 9 a.m.

- Add a row at the bottom of the chart:

What does REM mean?	It means rapid eye movement.	Rapid eye movement.
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- Ask: “What’s different about this question?” (It uses *does*.) “Why?” (The subject is third person.)

GRAMMAR NOTES (pages 111–112)

Note 1 *Wh*- Questions

- Pick a topic, such as students’ daily habits or schedules, to use for drilling object-pattern questions.
- To drill, provide a core sentence. Then, prompt students with *wh*- words. One student forms the question. Another student answers with the short answer, for example:

T: Javier goes to sleep at 11 P.M. When.
 S1: When does Javier go to sleep?
 S2: At 11 P.M.
 T: Javier does his homework in the library. Where.
 S1: Where does Javier do his homework?
 S2: In the library.

- Have students ask and answer questions about each other’s habits. First model the activity with a student. Then circulate as students talk in pairs.

Note 2 *Wh*- Questions About a Subject

- To drill subject-pattern questions, ask some general-knowledge questions beginning with *who* or *what*. (Example: *What makes you sleepy? What causes nightmares? Who has a dog? Who remembers their dreams?*) Students should respond with long answers.

- Reverse the procedure. Provide answers. Have students ask the questions, for example:
 T: Creative people remember their dreams.
 SS: Who remembers their dreams?
- Put students in pairs. Give students a context, such as household chores. Have students ask questions about who does what in their home. (Example: *Who washes the dishes? Who cooks dinner?*)
- Copy the wrong sentences from the *Be Careful!* note on the board. Have students correct the errors.

Note 3 Who and Whom

- Model the way in which questions with *who* and *whom* are formed. On the board, write a subject-verb-object sentence. Both subject and object must be people. (Example: John loves Mary.)
- Cross out the subject, replace it with the word *who*, and add a question mark:
~~John~~ loves Mary.
 Who loves Mary?
- Write the sentence again. Cross out the object and replace it with *whom*. Draw an arrow to show that *whom* begins the question. Also point out that *loves* changes to *love*. Add *does*.

John loves ~~Mary~~.
 John loves whom.
 ↙
 Whom John loves?
 does
 Whom ↑ John love?

- **Note:** Point out to students that *John loves whom.* is not a correct sentence but is used here as part of the exercise since the change to *Whom does John love?* is grammatically correct.
- Write several sentences on the board and have students write the subject-pattern sentences, for example:

↙
 Nati sings in the shower. (Who sings in the shower?)

- Write additional sentences and have students form object-pattern sentences, for example:

↙
 Nati helps her aunt. (Whom does Nati help?)

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

- Play a game of Trivial Pursuit with the class.
- Prepare two lists of general-knowledge questions. Each list should have between six and eight questions. Alternatively, you may want to list topics on the board (Example: history, math, art, music, TV, movies), hand out small pieces of paper, and have students write the questions.
- Divide the class into two groups. Give each group one list of questions.
- First, students should try to answer the questions. Then have them write three or four new questions. Remind them to be sure they know the answers to the questions.
- Have the two groups quiz each other. Students should take turns asking and answering the questions. Teams get 1 point for each question they answer correctly.

READING

- Do a reading scavenger hunt. Prepare two different news articles, or select two different websites or online articles.
- Assign each article/website to half the class.
- Have students work in pairs to write *wh*- questions about the article/website. They should try to come up with at least one question per *wh*- word (*who*, *what*, *when*, *where*, *why*, *how*).
- Have pairs join another pair that worked with the article.
- Have pairs exchange articles and questions and scan the article for the information.

PART **4** **There Is / There Are; Possessives**

UNIT
11 ***There is / There are***
PLACES TO SHOP

UNIT
12 **Possessives Nouns and Adjectives;
Pronouns; Questions with *Whose***
POSSESSIONS

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

UNIT 11**OVERVIEW****GRAMMAR There is / There are**

Unit 11 focuses on the structure and use of statements with *there is / there are* and questions with *is there . . . ? / are there . . . ?* to describe and ask about the existence of places and objects.

THEME Places To Shop

Unit 11 focuses on language and expressions used to talk about shopping and shopping venues.

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

BEFORE YOU READ (page 122)

- After students discuss the questions, lead a brief discussion about the advantages/ disadvantages of different types of shopping venues. (Example: *a mall vs. a boutique, a “big box” chain store vs. a local shop, shopping online vs. in a store*)

READ (pages 122–123)

- 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. Have you been to a mall like the Dubai Mall?
 2. How many parking spaces are there?
 3. Why is it easy to find your car?
 4. Which stores mentioned in the ad places in the Dubai Mall would you like to go to?

GRAMMAR CHARTS (page 124)

- Write several examples of the target grammar from the opening text on the board. Underline *There are*, *There’s*, and *There isn’t*. Say the phrases and have students repeat.
 - There are more than 800 stores.
 - There’s a traditional Chinese market in Chinatown.
 - There isn’t a better time to get away.
- Ask questions to help students notice the structures:
 - In the first sentence, what is the subject? (stores)
 - Is it singular or plural? (plural)

- Do we use *there is* or *there are* with plural subjects? (*there are*)
 - What does the contraction *there's* mean? (*there is*)
 - What is the subject in the second sentence? (*a traditional Chinese market*)
 - Is it singular or plural? (*singular*)
 - Do we use *there is* or *there are*? (*there is*)
 - How do we form the negative? (*there isn't*)
- To demonstrate the question form, give the students one minute to look around the room. Then have them close their eyes. Ask questions with *is there* and *are there*.
- (Examples: *Is there a calendar in our room? Are there any windows in the back of the room? Are there any photographs on my desk?*)
- Call two volunteers up to the board. Have them write questions like the ones you just modeled about their school or campus, using *is there* and *are there*.
- Have the students ask the class the questions and elicit the answers from the class.

GRAMMAR NOTES (pages 124–125)

Notes 1–2

- On the board, make a quick sketch of a room in your home. Draw the large pieces of furniture. Then, say three or four sentences with *there is* and *there are*. As you speak, add these items to your sketch. (Example: *There's a painting above the fireplace. There are photos of my children on my desk. There's a lamp next to the couch.*)
- Add more items to your sketch. Have students make sentences with *there is* and *there are*. Write students' sentences on the board to use for going over Note 3.

Note 3

- Have students use the sketch of your room and the sentences on the board from the previous step to make negative sentences comparing their own houses. (Example: *There isn't a fireplace in my house. There aren't any bedrooms on the first floor.*)
- Elicit sentences from several students. Highlight the use of *any* in plural negative statements.
- To extend the practice, ask follow-up questions. For example:
- S: There isn't a TV in the bedroom at my house.
T: Is there a TV in the living room?
S: Yes, there is.

Note 4

- Do a short chain drill using *any* with yes/no questions. Ask about the students' homes, for example:
- T: Are there any plants in your house, Student 1?
S1: No, there aren't.

- T: Cats.
- S1: Are there any cats in your house, Student 2?
- S2: Yes, there are. / Yes, there's one.

Note 5

- Have student make sentences about these pairs of nouns:
 - a table / four chairs—in the kitchen
 - a door / three windows—in the living room
 - two chairs / a bed—in the bedroom
 - two phones / a computer—in the office
- Have students make similar sentences about the classroom. Encourage them to make sentences with a singular and a plural noun.

Note 6

- Make up sentences with *there is/are*.
- Have students follow up with an appropriate response containing *it's*, *he's*, or *they're*, for example:
 - There's a book on the floor. (It's Juan's.)
 - There's a sweater on the desk. (It's red.)
 - There's a woman here to see you. (She's waiting in the reception area.)
 - There are two cakes in the refrigerator. (They're for the dinner party tonight.)
 - There are two new students in Ms. Jackson's class. (They're from China.)

OUT OF THE BOX ACTIVITIES

SPEAKING

- Form small groups. Have students work together to design their dream shopping mall.
- Give them poster paper and markers and have them draw a floor plan of their mall, similar to the one on page 121.
- Then have them present their mall to the class.
- Encourage the rest of the class to find out more about their classmates' malls by asking questions using *Is there...?* / *Are there...?*

READING AND SPEAKING

- Have students use the Internet or the library to research interesting or famous shopping areas around the world. (Example: the Champs-Élysées in Paris; Fifth Avenue in New York City; underground malls, such as PATH in Toronto; open-air night markets in Taipei)
- Have students give a presentation to the class and talk about the features and attractions of their chosen shopping area.

UNIT 12

OVERVIEW

GRAMMAR Possessives Nouns and Adjectives; Pronouns; Questions with *Whose*

Unit 12 focuses on the structure and use of questions with *whose*, as well as object pronouns, singular and plural possessive nouns, adjectives, and pronouns.

THEME Possessions

Unit 12 focuses on language and expressions used to ask about ownership and possessions and express relationships between people and belongings.

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

BEFORE YOU READ (page 145)

- After students discuss their answers, ask two students to come to the board and write their names.
- Ask: “Whose name is longer?” “Whose name is shorter?” “Whose handwriting is smaller / larger / easier to read?”
- If students answer with the possessive *s* (Example: *Rick’s*), write the sentences on the board. (Example: *Michelle’s name is longer.*)
- Circle the examples of the apostrophe *s* in the sentences on the board.

READ (page 135)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What is the teacher trying to do? (The teacher is trying to find out who wrote the composition.)
 2. Why do you think Boris asks, “Is it a good paper?” (Because he wants to get a good grade.)
 3. In the end, does the teacher find out which paper Boris wrote? (yes)
 4. What does the teacher say about Boris’s paper? (It needs work.)

GRAMMAR CHARTS (page 137)

- Ask: “How do we form possessives with singular nouns?” (*add ’s*); “How do we usually form possessives with plural nouns?” (*add an apostrophe ['] at the end*) Highlight that with irregular plural nouns, such as *women*, *men*, *people*, or *children*, we add *’s*.

- Go around the room and hold up objects belonging to students. Drill the forms, for example:
 - T: (holds up Oliver's jacket) Oliver.
 - SS: Oliver's jacket.
 - T: (holds up Carla's book) Carla.
 - SS: Carla's book.
 - T: (points to students' papers) The students.
 - SS: The students' papers.
- Call on a student to read the examples of questions and answers with *whose*. On the board, write *who's* and *whose* and elicit the difference.
- Repeat the drill above, this time calling on students to choose the items and ask and answer the questions, for example:
 - S1: Whose shirt is red?
 - S2: Tomas's is.
 - S2: Whose hair is brown?
 - S3: Kara's is.
- Read the examples of possessive adjectives and pronouns and have students repeat them.
- Ask the following questions:
 - Which possessive pronouns are made by adding *s* to the possessive adjective? (*hers, yours, ours, theirs*)
 - Which possessive adjective has no possessive pronoun? (*its*)
 - Which has the same adjective and pronoun form? (*his*)
- Put students into pairs and have them practice by making new sentences using the examples in the chart. Explain that they should replace the nouns, for example:
 - This is my jacket. This jacket is mine.
 - Do you have your cell phone? Do you have yours?
- Call on pairs to tell you their sentences.
- Have students read the example sentences with object pronouns.
- Ask individual students questions to elicit the object pronouns, for example:
 - T: Juan, do you know Yumi?
 - JUAN: Yes, I know her.
 - T: Yumi, do you like Joao and Carlos?
 - YUMI: Yes, I like them.
 - T: Carlos, do you have your homework?
 - CARLOS: Yes, I have it.

GRAMMAR NOTES (pages 138–139)

Notes 1–3 *There is/There are* and Negative Forms

- Demonstrate the possessive adjectives using objects belonging to different people in the class. (Example: hold up your purse and say: "This is my purse.") Have students repeat.

- Note that in many languages, possessive adjectives agree with the object (e.g., in languages with masculine and feminine gender nouns). However, in English they agree with the subject (*he-his, she-her, it-its*). If any of your students' first languages have nouns with gender, you may want to spend some extra time practicing the adjectives.
- Drill. Hold up objects, point to people, and have students form phrases. (Example: *your book, his pencil, our desks*)
- To demonstrate relationships, draw a quick sketch of your family tree on the board using your family members' names.
- Explain your family tree. (Example: *Marva is my aunt. She is my mother's sister.*)
- Have students sketch their own family trees. Then have them form pairs and take turns explaining them.
- Dictate the following sentences to students and have them write them:
 - Our teacher's car is blue.
 - Where is John's mother's house?
 - Good teachers listen to their students' ideas.
 - The boys' restroom is on the second floor.
 - Don't take other people's things.
 - Here is the children's room.
- Have students exchange papers and correct them.
- Call on students to write the sentences on the board and have the class make any necessary corrections.
- Drill. Say phrases and have students transform them as follows:
 - T: My mother's birthday.
 - SS: Her birthday.
 - T: Jane's house.
 - SS: Her house.
 - T: Kim and Jong's books.
 - SS: Their books.

Note 4 Yes/No Questions

- Drill. Say sentences and have students transform them, as follows:
 - T: My eyes are blue.
 - S1: Mine are blue.
 - T: His car is red.
 - S2: His is red.

Note 5 Agreement

- To help students distinguish between *whose* and *who's*, do a drill similar to the one for *its/it's* below (see Note 6). Alternatively, do a dictation. Use the following sentences:

- Whose hat is this?
- Who's wearing jeans today?
- Do you know who's coming to the party?
- Whose car is in front of the school?
- Who's taller, you or your brother?
- Whose name is on that paper?

Note 6 There is and It is, He is, and She is; There are and They are

- To help students distinguish between possessive pronouns and object pronouns, write the following cloze activity on the board:

It's mine. It belongs to _____.

It's _____. It belongs to you.

It's his. It belongs to _____.

It's _____. It belongs to her.

It's ours. It belongs to _____.

It's _____. It belongs to them.

- Call on students to come to the board and fill in the blanks.
- Have the rest of the class correct errors as necessary.

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Have students interview a classmate about his or her family. They can ask about family members' names, jobs, where they live, interests and hobbies, and so on.
- Have students give presentations about the classmate they interviewed, either for the class or in small groups.

PART **5** **Modals: Ability and Permission**

UNIT
13 ***Can or Could***
ANIMALS AND THEIR ABILITIES

UNIT
14 **Permission: *Can or May***
SPECIAL DIETS

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

UNIT 13**OVERVIEW****GRAMMAR Ability: *Can* or *Could***

Unit 13 focuses on the structure and use of the modals *can* and *could* to make affirmative and negative statements and ask questions about ability in the past and present.

THEME Animals and Their Abilities

Unit 13 focuses on language and expressions used to talk about animals and pets with unusual or amazing abilities.

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

BEFORE YOU READ (page 150)

- After students discuss the answers, lead a brief class discussion about animals. Try to elicit any interesting or amazing stories students may have heard about animals in the news.

READ (pages 150–151)

- Preview the article. Read the title of the article and have the class predict what the article may be about.
- 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 N’kisi? (An African gray parrot.)
 2. Where does he live? (New York City)
 3. What’s interesting or special about him? (He can say almost 1,000 words and use basic grammar.)
 4. Why does the article compare him to apes or chimpanzees? (Because N’kisi thinks at high levels, just like apes and chimpanzees.)

GRAMMAR CHARTS (page 152)

- Ask the following questions to elicit information about the forms: *can*, *can’t*, *could*, and *couldn’t*:
 - Which forms express ability in the present? (*can* and *can’t*)
 - When do we use *could* and *couldn’t*? (*to express ability in the past*)
 - What form of the verb follows a modal? (*base form*)
 - Where do modals go in statements? (*before the verb*)
 - Where does the modal go in *yes/no* questions? (*before the subject*)

- Elicit the short answer forms for the questions:

Yes, we can. / No, we can't.

Yes, we could. / No, we couldn't.

GRAMMAR NOTES (pages 152–153)

Note 1 Possessive Nouns and Possessive Adjectives

- Say three or four sentences about things you can do very well. (Example: *I can speak French. I can sing. I can make chicken soup.*)
- Ask: "How about you?" Then go around the room in a chain, each student saying one thing he or she does well

Note 2 Possessive Nouns

- Repeat the procedure from Note 1 but have students form negative sentences.

Note 3 Possessive Adjectives

- Make a handout for each student with two lists of verbs such as the following:

Student 1	Student 2
swim	ski
whistle	play the piano
touch your toes without	speak Chinese
bending your knees	

- Have students work in pairs, using the lists to interview one another. They should answer truthfully, for example:

S1: Can you swim?

S2: Yes, I can. Can you ski?

- As an optional follow-up, go around the room and have each student form a sentence about his or her partner, as follows: "Aki can..."

Note 4 Possessive Pronouns

- Write the following chart on the board:

Now	Then
1. can	could
2. can't	couldn't
3. can't	could
4. can	couldn't

- Form small groups. Have students in each group use the cues in the chart to form sentences. (Example: their first sentence should be about something they can do now and could do in the past: *I can ride my bike to the river. I could ride my bike to the river when I was 16.*)
- Follow up as in the last step of Note 3.

Note 5 Whose

- Use the handout from Note 3, but instruct students to use *could*. Give them a past time to talk about. (Example: *When you were 12, before you moved to the United States, before you learned English...*)
- Have students work with different partners.

Pronunciation Note

- Have students listen to the examples and repeat.
- Point out the following rules governing the pronunciation of these modals:
 - *Can* and *could* are unstressed. The verb following them is stressed.
 - *Can't* and *couldn't* are stressed, and so is the verb that follows them.

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

- Have students complete a survey to find out about their classmates' special or unusual abilities, skills, or talents.
- Elicit questions from the class to create one questionnaire. Alternatively, have students work individually to create their own questionnaires.
- Have each student interview five other classmates and write a few sentences to describe each student's talents.
- Have students report on their classmates' talents in small groups.
- To follow up, hold a class talent show and have students perform or teach a skill to the class.

UNIT 14

OVERVIEW

GRAMMAR: Permission *Can* or *May*

Unit 14 focuses on the structure and use of modals *can* and *may* to ask for, give, and deny permission to do things.

THEME Special Diets

Unit 14 focuses on language and expressions used to talk about healthy and unhealthy foods and recommendations for a healthy diet.

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

READ (pages 160–161)

- Ask students if they know any vegetarians or vegans and if they know why the people are vegetarians or vegans.
- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What is the difference between vegetarians and vegans? (*Vegetarians don't eat meat. Vegans don't eat meat, fish, eggs, and dairy products.*)
 2. What can a vegan have for breakfast? (*oatmeal with fruit*)
 3. What can a vegan have instead of regular milk? (*soy milk*)
 4. What is good for a vegan lunch? (*a hummus and avocado sandwich and a salad*)
 5. Can a vegan have lasagna for dinner? (*yes*)
 6. Why don't vegetarians eat meat? (*For health reasons or because they don't want to kill animals.*)
 7. Why can't vegans eat dairy products or eggs? (*Vegans say that when farmers get milk or eggs, they hurt the animals.*)
 8. According to vegans what do animals feel? (*Pain, pleasure and love.*)

GRAMMAR CHARTS (page 162)

- Ask: “Which words do we use to give permission?” (*can/may + verb*) “Which words do we use to deny permission?” (*can't/may not + verb*)
- Call on pairs to read the *yes/no* questions and answers. Ask: “What is the subject in each example?” (*I*) Explain that when we ask for permission, the subject is usually *I* or *we*.

GRAMMAR NOTES (pages 162–163)**Note 1 Can: Meaning and Form**

- Elicit examples of things students can (may) and can't (may not) do in your classroom. Have them write these rules on the board. (Example: *Students can drink coffee. They can't sit on the desks.*) Call on different students to read the sentences and correct any errors.
- Change *can't* to *may not* in the sentence on the board. Ask: "Is this correct?" (*yes*) Then change it to *mayn't*. Ask: "Is this correct?" (*no*)

Note 2 Can: Negative

- Point out that we often ask for permission when we want to borrow something. Do a chain drill in which students ask to borrow items from each other, for example:
 - T: May I please borrow your dictionary?
 - S1: Sure. [To S2] Can I borrow your pencil?
 - S2: I'm sorry. I'm using it. [To S3] Can I borrow your car?
- To contrast the difference in the level of formality of *can* and *may*, give students situations and have them tell you sentences with *can* or *may* that would be used. Examples:
 - T: You need to leave work early. Ask your boss.
 - S: May I leave early?
 - T: You want to see your friend's new computer.
 - S: Can I see your new computer?
- Ask students where people might ask, "May I help you?" (*any place where people do services for clients, such as restaurants, stores, or a dry cleaner*)
- Make sure students understand the phrase *I'm just looking*.

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

- Form small groups. Have students in each group come up with their own diet ideas. Encourage them to be creative, for example:
 - the round foods diet
 - the chocolate diet
 - the international diet
 - the crunchy foods diet
- Students should write what people on the diet can and can't eat/do.
- Have each group join another group to present their diet ideas. Encourage students to ask questions about their classmates' diets.

PART **6** **Present Progressive**

UNIT
15 **Present Progressive: Affirmative and Negative Statements**
PEOPLE WATCHING

UNIT
16 **Present Progressive: *Yes/No* and *Wh-* Questions**
MOVIES

UNIT
17 **Simple Present and Present Progressive; Non-Action Verbs**
SMARTPHONES

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

UNIT 15

OVERVIEW

GRAMMAR Present Progressive: Affirmative and Negative Statements

Unit 15 focuses on the structure and use of the present progressive in affirmative and negative statements.

THEME High School

Unit 15 focuses on language and expressions used to talk about people watching, what they are wearing and doing.

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

READ (pages 172–173)

- 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 businessmen wearing? (*suits and ties*)
 2. Are the businessmen both working on their laptop? (*No. Only one is.*)
 3. Where is the little girl sitting? (*On her mother's lap.*)
 4. Why are the mother and child making funny faces? (*The mother is taking a selfie.*)
 5. Does the woman in the business suit work at the airport? (*No*)
 6. What language is the woman speaking? (*Korean*)

GRAMMAR CHARTS (page 173)

- Write the following on the board:

present progressive = present form of _____ + form of the verb + _____
- Ask: “How do we form the present progressive?” and have students fill in the blanks on the board: (present form of *be* + *base form* of the verb + *-ing*)
- Ask: “How do we form negative statements in the present progressive?” (*by adding not after the present form of be*)
- Drill the conjugations. In the affirmative, say a verb and a pronoun. Students say the complete verb. Encourage them to use contractions, for example:
 - T: Study. I.
 - SS: I am studying.
 - T: You.
 - SS: You are studying.

- Provide an affirmative verb. Students transform it to the negative. Encourage students to use contractions, for example:

T: She is reading.
 SS: She is not reading.
 SS: She isn't reading.

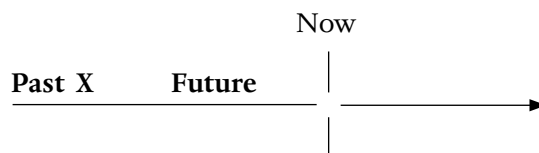
GRAMMAR NOTES (pages 174–175)

Note 1 Present Progressive: For This Moment in Time

- Walk around the room. As you walk, use the present progressive (also called present continuous) to narrate what you see students doing. (Example: *Akira is drinking coffee. Sofia is looking for something in her bag.*)
- Ask: “When are these things happening?” (*now*) On the board, write *now, right now, at this moment*. Repeat some of the sentences with each of these phrases. (Example: *Akira is drinking coffee now. At this moment, Sofia is looking for something.*)
- Elicit similar sentences from students.
- Draw attention to the *Be Careful!* note. Elicit the rule about non-action verbs by asking questions: “I’m thirsty. I want to drink something. Can I say *I am wanting?*” (*no*)
- Walk around again. This time make sentences with non-action verbs, for example:
 I’m thirsty. I want some water.
 I don’t see Lana. Where is she?
 How much does this dictionary cost?
- Have students form a few more sentences with non-action verbs such as *need, like, hear, cost*, and *have*.

Note 2 Present Progressive: For Extended Periods of Time

- Draw a simple timeline on the board:



- Tell a simple story that illustrates the extended meaning of *now*, for example, *this moment, this week, this month, this year*. Use contractions, for example:
 My cousin is a computer designer. He normally lives in Italy, but this year he’s living in the United States. He’s studying at Harvard University in Boston. He’s on vacation this week, so he’s visiting me. Right now he’s at the Fine Arts Museum.
- Form small groups. Students in each group make four sentences, saying what they are doing right now, this week, this month, and this year. Encourage them to use contractions.

Note 3 Present Progressive: Forms

- Drill the affirmative and negative contracted forms, for example:

T: I am teaching.
 SS: I'm teaching.
 T: Negative.
 SS: I'm not teaching.
 T: John and I are eating.
 SS: We're eating.
 T: Negative.
 SS: We aren't eating.

- Dictate the following sentences and have students write them down, paying attention to the spelling rule.

I'm writing a book.
 He's closing the door.
 We're sharing a room.
 They're moving to a new house.
 She's leaving now.

- Call on students to write their sentences on the board. Ask the rest of the class to correct any errors if necessary.

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Have students play charades to practice forming the present progressive.
- Prepare sets of cards with present progressive verbs on them, for example:
 - brushing your teeth
 - taking a shower
 - eating a hamburger
 - baking a cake
 - riding a horse
- Form small groups. Then hand out one set of cards to each group, placed face down on the table/desk.
- Students take turns choosing a card and miming the action for the group.
- Group members make guesses. (Example: *You're brushing your teeth.* [or use the question form: *Are you brushing your teeth?*])
- The first group to finish guessing all of the actions on their cards wins.

SPEAKING AND WRITING

- Play several scenes from a movie that show an actor doing a variety of actions.
- As students watch, they should use present progressive sentences to describe what's happening (either saying what's happening or writing it down). (Example: *A police officer is driving his car. He's stopping at a house. He's getting out of the car. He's walking to the house. He's knocking on the door. A woman is opening the door. She's talking to the police officer.*)

WRITING

- Have students keep a journal in English.
- A few times a week, students should write in their journals, describing where they are and what's happening around them.

UNIT 16

OVERVIEW

GRAMMAR Present Progressive: *Yes/No* and *Wh-* Questions

Unit 16 focuses on the structure and use of *yes/no* questions in the present progressive.

THEME Movies

Unit 16 focuses on language and expressions used to describe the actions and themes in different movie genres.

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

BEFORE YOU READ (page 183)

- After students discuss the questions, ask: “Where do you usually watch movies?” “What’s a movie you’d like to see?” “Who are the actors in it?” “What kind of movie is it?”

READ (pages 183–184)

- Have students look at the picture. Ask: “What movie is this scene from?” *My Big Fat Greek Wedding*) Have students raise their hands if they have seen the movie. Elicit some information students know about the movie, for example, some of the characters’ names and a basic summary of the plot.
- 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 Ann? (*at home*)
 2. What is she doing? (*watching a movie*)
 3. Where is Ann watching the movie? (*on her computer*)
 4. Who is doing Ann’s work? (*Ann*)
 5. How is Don feeling? (*He thinks he’s catching a cold.*)

GRAMMAR CHARTS (page 185)

- Write a *yes/no* question in large letters on a piece of paper. (Example: *Are we studying English right now?*) Cut the sentences into individual words and mix them up.
- Have a student arrange the words in the correct order. Repeat with two to three more questions.

- Drill the form of *yes/no* questions. Have students change statements into questions, for example:

T: I'm teaching.

SS: Am I teaching?

T: You're reading.

SS: Are you reading?

- Call on pairs to read the examples of *wh-* questions and answers.
- Repeat the procedure above using cut-up *wh-* questions.
- Drill the form of object-pattern *wh-* questions. Begin with a *yes/no* question. Then, cue students with a *wh-* word. Have them form the new question, for example:

T: Are you reading? What.

SS: What are you reading?

T: Are you going? When.

SS: When are you going?

- Call on pairs to read the subject-pattern questions and answers.
- Ask: "Which *wh-* words can be used as subjects?" (*who* and *what*)
- Repeat the procedure from above using subject-pattern questions. To make it a little more challenging, cut up two questions and have a student sort them out.

GRAMMAR NOTES (pages 185–186)

Note 1 Present Progressive: Yes/No Questions

- After students read the note and examples, have them work in pairs to write three or four new questions.
- Call on pairs to write their questions on the board.

Note 2 Present Progressive: Wh- Questions

- Have students think of a family member.
- Put students into small groups and explain that they will ask and answer questions about their classmates' family members.
- Write the following on the board:
 - Who is . . .
 - Why is . . .
 - What is . . .
 - Where is . . .
 - When is . . .
- Model the activity with a student. Ask: "Who's your family member?" Then ask *wh-* questions about the person using the cues on the board. (Examples: *Where is your brother living now? Who is he living with? What is he studying? Where is he working?*)

Note 3 Present Progressive: Questions About the Subject

- To practice subject-pattern *wh*- questions, ask about students' relatives and friends.
- Have students think about people they know. Ask questions like the following: Who is sleeping now? Who is working? Who is studying?

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

- Tell students to watch a movie they have never seen and do a movie review.
- Have the class decide on an icon to use as a rating system. (Example: *stars*, *popcorn kernels*, *thumbs up/down*)
- Have students write a brief review of the movie, describing the characters and their favorite (or least favorite) scenes.
- Reviews can be posted on a class blog or in a class newsletter.
- To do this as a speaking activity, have students role-play movie critics on a TV or Internet-based show.

UNIT 17

OVERVIEW

GRAMMAR Simple Present and Present Progressive; Non-Action Verbs

Unit 17 compares and contrasts the meanings and contextual uses of the simple present and the present progressive, as well as the use of non-action (stative) verbs.

THEME Smartphones

Unit 17 focuses on language and expressions used to talk about features of modern electronic devices, such as smartphones, and popular Internet technologies such as social networking sites.

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.

BEFORE YOU READ (page 194)

- Before students discuss the questions, brainstorm as a class ways/situations in which smartphones can be used. Write students' ideas on the board. (Example: *to find a friend in a crowd, to make a call in an emergency situation, as an alarm clock, as a calendar, as a clock/watch/stopwatch, to check the weather, to check sports scores, to listen to music, to watch movies or TV*)
- After students discuss the questions, ask: "Have you ever used your smartphone in an emergency?"
 - Tell about a time when you were very glad you had your cell phone.
 - Tell about a time when you needed your phone but didn't have it.
 - Would you be able to give up your smartphone?

READ (pages 194–195)

- Ask some questions to generate discussion about the article: What features do you wish your smartphone had? Do you think Emily and Robert's wishes might come true in the future? What interesting features do you think future smartphones might have?

GRAMMAR CHARTS (page 196)

- On the board, write an example present progressive sentence from the opening article. (Example: *He's texting a friend.*)
- Call on a student to read the example on the board. Ask: "What is the verb?" (*is texting*) "When is it happening?" (*right now*)

- Call on students to read the simple present sentences in the chart. Ask: “What day does he work?” Contrast the simple present and the present progressive. Elicit that the simple present is used to talk about habits and actions that happen regularly. Elicit similar statements with action verbs. (Example: *I take the bus to work. She reads the newspaper in the morning. Franklin gets up early.*)
- Have students look around the class and give you several examples of present progressive sentences. (Example: *The students are listening to the teacher. Mugdha is looking out the window. Paolo is writing in his notebook.*)
- Have students look at the opening article and give you examples of action verbs (Examples: *text, play, sleep*) and non-action verbs (Examples: *be, know, want*).
- Have students read the list of non-action verbs in the chart.

GRAMMAR NOTES (pages 196–197)

Notes 1–3 Simple Present, Present Progressive, and Non-Action Verbs

- Ask: “Which tense do we use to talk about activities that are usual, habitual, or normal?” (*simple present*) “Which tense do we use to talk about something that is happening right now?” (*present progressive*)
- Elicit five or six action verbs and write them on the board.
- Have students work in pairs to write a simple present sentence and a present progressive sentence for each verb. Then have them join another pair to share their sentences.
- Ask: “What is the difference between an action verb and a non-action verb?” (*Action verbs describe actions; non-action verbs describe feelings, thoughts, possession, etc.*)
- Do a quick drill to help students differentiate between the two types of verbs. Provide verbs and subjects and have students give you either the simple present form (for non-action verbs) or the present progressive form (for action verbs). Example:

T: Want. She.

SS: She wants.

T: Play. I.

SS: I am playing.

OUT OF THE BOX ACTIVITIES

WRITING

- Give students a field observation assignment.
- Have them go to a public place such as the cafeteria, a mall, a park, or a train station and observe people.
- As they observe, they should take notes on what people are doing. They should also guess why the people are doing those actions. (Example: *A man is running. He doesn't want to miss the train. A woman is walking into a clothing shop. She needs a new coat. A little boy is crying. He feels sad because he dropped his ice cream.*)

PART **7** **Simple Past**

UNIT
18 **Simple Past: Statements with Regular Verbs**
TRAVEL

UNIT
19 **Simple Past: Statements with Irregular Verbs**
SCHOOL

UNIT
20 **Simple Past: Questions**
WRITERS

UNIT
21 **Simple Past: Review**
BIOGRAPHIES

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

UNIT 18

OVERVIEW

GRAMMAR Simple Past: Statements with Regular Verbs

Unit 18 focuses on the structure and use of the simple past in affirmative and negative statements with regular verbs, as well as past time markers (*yesterday, last week, a month ago*).

THEME Travel

Unit 18 focuses on language and expressions used to narrate past travel experiences.

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

READ (pages 208–209)

- 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 Karen and Julian? How do you know? (*Rio de Janeiro; because they mention Ipanema Beach and Sugarloaf*)
 2. What kind of game did they see? (*footvolley*)
 3. What is Sugarloaf? (*a mountain*)
 4. What is a *churrascaria*? (*a barbecued meat restaurant*)
 5. How was their flight? (*bad, bumpy*)
 6. How is their room? (*beautiful*)
 7. What is the relationship between Karen and Dahlia? (*coworkers*)

GRAMMAR CHARTS (page 210)

- Ask: “How do we form the regular past tense?” (*By adding -ed to the base form.*) “How do we form the negative?” (*did not/ didn’t + base form*)
- Recite the complete conjugation with the verb walk (*I walked, you walked, he walked, etc.*) in both the affirmative and the negative. Then ask: “Does the form of the past tense change from singular to plural?” (*no*) “Is it the same for all persons?” (*yes*)
- On the board, write:

yesterday ago last
- Model several sentences with these time expressions. Use a common verb such as *talk*.
(Example: *I talked to my mother yesterday morning. I also talked to her two days ago. I didn’t talk to her last week because she was out of town.*)
- Have the class brainstorm a list of additional past time expressions. Write students’ ideas on the board.

- Call on several students to form similar sentences with different verbs and time expressions. You may want to provide verbs for them to use. (Example: *call, check email, exercise, visit*)
- Do a transformation drill, from affirmative to negative and vice-versa, as follows:

T: I talked to my mother.
 SS: I didn't talk to my mother.
 T: Alice called a friend.
 SS: Alice didn't call a friend.
 T: We didn't watch a movie.
 SS: We watched a movie.
 T: They didn't walk to work.
 SS: They walked to work.

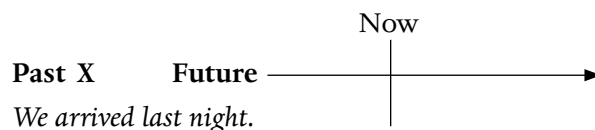
GRAMMAR NOTES (pages 210–211)

Notes 1–2 The Simple Past: Meaning and Forms

- Prepare a handout of regular verbs for students to use in this unit. Alternatively, write the list on the board or dictate it and have students write it in their notebooks. Here are some useful verbs:

answer	help	study
arrive	hurry	travel
brush	learn	type
call	like	use
change	listen	visit
check (email)	live	walk
decide	open	wash
enjoy	play	watch
exercise	rain	work
finish	relax	worry
happen	start	

- Draw the following timeline on the board.



- Ask: "When did we arrive?" (*last night*) "Are we arriving now?" (*no*) Say: "No, the action is finished."
- Put students into pairs and have them use their list of verbs to think of two more true examples of actions they finished yesterday or last night. Have them make simple past sentences using time expressions, for example:
 - Sanjit exercised last night.
 - We both worked yesterday.

- Have students work in pairs to deduce the spelling rules from the examples. Elicit students' ideas and write them on the board. Ask guiding questions to elicit the correct rules:

Which ending do we use for regular verbs ending in a consonant? (-ed)

Which ending do we use for regular verbs ending in y when the y is pronounced /iy/? (-ied)

What do we do before we add the -ied? (drop the -y)

Which ending do we use for regular verbs ending in e? (d)

- Have students use the list of verbs to write the past forms.
- Dictate the following sentences and have students write them:

We hurried to class.

My friends surprised me.

The teacher ended class on time.

John and Jim played chess yesterday.

She watched TV last night.

Kim cooked breakfast this morning.

- Have students exchange papers and correct any errors.

Note 3 The Simple Past: Negative Statements

- To review the negative forms, have students play a game of Two Truths and One Lie.
- Model the task on the board. Write three negative simple past sentences about yourself. Two statements must be true and one must be false, for example:
 - I didn't visit Spain a year ago.
 - I didn't watch TV last night.
 - I didn't eat breakfast this morning.
- Have the class guess which sentences are true and false.
- Have students write three negative simple past statements about themselves; two should be true and one should be false.
- In pairs, have students exchange papers and try to guess which sentences are true and which are false.
- To follow up, call on students to share information about their partners. (Example: *Sheri didn't ride her bicycle to school today.*)

Note 4 Past Time Markers

- Reinforce the position of time markers by asking students to form a few sentences about what they did yesterday. Call on a student to say a sentence. Then transform it, for example:
 - T: What did we study yesterday morning?
 - S1: We studied the past tense yesterday morning.
 - T: What's another way of saying it?
 - S2: Yesterday morning we learned the past tense.

- Have the class brainstorm a list of ten to twelve past time expressions. Write them on one side of the board. Then elicit a list of regular verbs and write the base forms on the other side of the board.
- Call on students to make sentences by selecting a time expression and a verb from the board. If the sentence is correct, cross off the time expression and the verb. Then call on the next student. Make this a game by dividing the class into two teams. Give teams 1 point for each correct sentence.

Pronunciation Note

- Have students listen to the examples and repeat.
- Say several verbs with different ending sounds. (Example: *played* /d/; *landed* /Id/; *tried* d/; *watched* /t/; *wanted* /Id/)
- Have students listen for the ending of the verbs and tell you which sound they hear. Write the verbs in the appropriate columns on the board. Have the class brainstorm additional verbs for each category on the board.
- Demonstrate the difference between the three ending sounds. Say: /d/, /t/, /Id/ and have students repeat.

OUT OF THE BOX ACTIVITIES

READING AND SPEAKING

- Have students find travel blogs or travel review websites. Alternatively, bring in travel magazines or travel sections of newspapers.
- Have students read the information, noting any examples of simple past statements and time expressions.
- Have students imagine they went on a trip to the place and write down what they saw, did, ate, and so on.
- Have students talk about their imaginary trips in pairs.

UNIT 19

OVERVIEW

GRAMMAR Simple Past: Statements with Irregular Verbs

Unit 19 focuses on the structure and use of the simple past in affirmative and negative statements with irregular verbs and *be*.

THEME You Never Know

Unit 19 focuses on language and expressions used to narrate and discuss folktales and other stories with unexpected or surprising endings.

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

READ (pages 220–221)

- Have student read the title of the folktale. Ask students what they think the story is about.
- 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 this folktale happen? (*China*)
 2. What did the farmer say when the horse appeared? (*You never know what will happen.*)
 3. What happened two days later? (*The horse ran away.*)
 4. How did the farmer feel? (*He didn't get excited.*)
 5. What happened a week later? (*The horse returned with three other horses.*)
 6. What happened to the peasant's son? (*A horse ran into him, and he hurt his leg.*)
 7. What happened a month later? (*Soldiers took all the young, healthy men to fight.*)
 8. What happened to the young men? (*They were all killed.*)
 9. What happened to the peasant's son? (*Nothing. He lived a long and happy life.*)

GRAMMAR CHARTS (page 222)

- Write several examples of simple past statements from the reading on the board. Include both regular and irregular verbs and at least one negative example. Call a student to the board.
- Ask other students to read each sentence and identify the verb. The student at the board should underline the verbs.
- For each affirmative verb, ask: "Is it regular or irregular?" Elicit the base forms of the regular verbs. Then try to elicit the base forms of any irregular verbs students may recognize.
- For the negative example, ask: "Is there any difference in form between regular and irregular verbs?" (*no*)

- Call on students to read the examples in the charts.
- Ask: “What are the affirmative past forms of *be*?” (*was, were*) “What are the negative forms?” (*wasn’t, weren’t*)

GRAMMAR NOTES (pages 222–223)

Note 1 Irregular Past Verbs

- Because English has so many irregular verbs, you will need to help students learn them in manageable chunks. One way to do this is to choose several verbs a day for students to memorize and practice. You can choose the verbs from an alphabetical list, or you can present groups of verbs with the same morphology. (Example: *the -aught verbs such as teach / taught and catch / caught*)
- To begin, make a handout of the verbs in this chapter. (Students may also refer to the list of irregular verbs in Appendix 11 on page A-11.)

be	find	see
become	give	sell
begin	go	sit
bring	have	speak
buy	know	stand
come	lose	take
do	make	teach
eat	meet	tear
fall	(re)build	understand
feel	ride	write
fight	run	

- Say the base form and the past form of the verbs on the handout. Have students repeat.
- Say only the base form of each verb. Have students say the past form. Then reverse the order.
- Have students work in pairs. Have them drill each other. One student says the base form, and the other says the past form.

Note 2 Negative Statements

- Remind students that regular and irregular verbs are the same in the negative.
- Remind students to use the base form after *didn’t*.
- Drill. Say the base form of a verb from the handout in Note 1. One student says the affirmative, and another student says the negative, for example:

T: I say.
 S1: I said.
 S2: I didn’t say.

Note 3 Past Tense of Be

- Conduct a transformation drill. Alternate between persons and affirmative/negative, for example:

T: I was sick yesterday. He.

SS: He was sick yesterday.

T: Negative.

SS: He wasn't sick yesterday.

T: We.

SS: We weren't sick yesterday.

- Write a list of adjectives on the board. Put students in pairs or groups. Have them use adjectives and *was/wasn't* to make true sentences about themselves. (Example adjectives: *late, early, absent, sick, tired, worried, happy, cold*)

Note 4 Was/Were + Born

- Say: "I was born on October 10. I was born in Los Angeles."
- Go around the room and have students repeat the sentence with their own birth dates and places.

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Have students play a charades game called What Happened? with past tense irregular verbs.
- Make a set of cards with the following phrases on them:
 - You broke your leg. You lost your wallet.
 - You ate something spicy.
 - You went fishing and caught a big fish.
 - You found some money.
 - You got an A+ on your English test.
 - You saw a ghost.
 - A friend gave you a present.
- Have a student come up to the front and choose one card to mime for the class. The student should mime the action as though it has just happened to him or her.
- The rest of the class tries to guess the sentence on the card.

UNIT 20

OVERVIEW

GRAMMAR Simple Past: Questions

Unit 20 focuses on the structure and use of the simple past in *yes/no* and *wh-* questions, and long and short answers to simple past

THEME Interviews

Unit 20 focuses on language and expressions used to talk about famous writers and movies and plays.

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

READ (pages 231–232)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. How many plays die Shakespeare write? (37)
 2. What are some of the examples of things we do *not* know about Shakespeare?
(*his exact birthdate, the exact date of his death, his education, whether he wrote all of his own plays*)
 3. Why are the years from 1585 to 1592 called Shakespeare's lost years? (*Nobody knows what he did during those years.*)

GRAMMAR CHARTS (page 233)

- Write the examples of the target grammar on the board. Ask: "How do we form *yes/no* questions in the simple past?" (Did + *subject* + *verb*) "How do we answer a *yes/no* question in the simple past in the affirmative?" (Yes, + *subject* + did) "In the negative?" (No, + *subject* + didn't)
- Call on a student to read the examples of *wh-* questions and answers. Ask: "What is the word order in *wh-* questions about the object?" (*wh- word* + did + *subject* + *verb*)
- Have students look at the last grammar chart. Ask: "What's the word order of *wh-* questions about the subject?" (*wh- word* + *verb* + *object*) Point out that the *wh-* word is the subject in these questions.
- Remind students that questions have the same word order in the present and in the past. Write contrasting sentences on the board:

Does he have a dog? / Did he have a dog? Where do you live? / Where did you live?

GRAMMAR NOTES (pages 233–234)**Note 1 Simple Past Yes/No Questions**

- To drill the form of *yes/no* questions, provide a statement and have students transform it into a question. Use a mix of regular and irregular verbs, for example:

T: I made a cake.
 SS: Did you make a cake?
 T: Alice lived in Sydney.
 SS: Did Alice live in Sydney?

Repeat the drill with sentences that use *be*, for example:

T: We were cold.
 SS: Were you cold?
 T: The teacher was late.
 SS: Was the teacher late?

- Have students write the name of their favorite English book or movie on an index card. Put all the cards in a box, bag, or hat.
- Have a student draw one card out of the box, read it, and make a statement and question. (Example: *I didn't see Twilight. Candace, did you see Twilight?*)
- The student should answer truthfully, for example:
 Yes, I did. / No, I didn't.
 Yes, I saw it, but I didn't like it.
 No, I didn't see it, but I want to.
- Then the next student should draw another card out of the box and ask the next question.
- Continue until all students have asked and answered a question.

Notes 2–3 Simple Past Wh- Questions and Wh- Questions About the Subject

- Before class, arrange for one student to help you with this part of the lesson. Ask this student to pretend to have been in an accident. The student can limp, or you can tie up the student's arm in a bandage.
- To begin, write *who, what, when, where, why, how, whom, how long* on the board.
- Say: "Poor [Alex]. He had an accident. [Alex,] come up here." Alex should then limp up to the front of the class.
- Ask Alex *wh-* questions about the accident. (Example: *What happened? Where did it happen? Who was with you?*)
- Have students ask additional questions.
- Have a pair of students role-play a similar situation. Again, encourage students to ask questions.

- In pairs, have students interview each other about a true event that happened to them. (Example: a time when they got hurt or when something funny or embarrassing happened to them)
- Walk around the room and note any errors you hear. When students finish, write sentences on the board with the errors you heard. Have students copy them and then correct them for homework.

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Bring in photos (or have students bring in photos) of various sports stars, both local and international. Post the photos around the classroom and have students talk in pairs about who the people are, where they are from, and their sport.
- Have pairs choose three of the people and write a short description (four to five sentences) of each person. Tell them not to include the name of the person in their description.
- Have pairs read their description to another pair. The other pair should try to guess the person. (Example: *This person is a tennis player. She is from the United States. She is a great athlete.* [Serena Williams])

READING AND SPEAKING

- Have students work in pairs. Have them choose one of the famous people mentioned in the unit.
- Tell students they will role-play a TV talk show interview. Have students choose the role of the celebrity or the talk show host.
- Have students brainstorm interview questions and answers. You may want to have them use the Internet or the library to research answers to their questions. Alternatively, have them be creative and make up funny or outrageous answers.
- Have pairs practice their role-play and then perform it for the class.

UNIT 21

OVERVIEW

GRAMMAR Simple Past: Review

Unit 21 provides a review of all aspects of the simple past, including affirmative and negative statements; *yes/no* questions; and *wh-* questions.

THEME Biographies

Unit 21 focuses on language and expressions used to ask questions about life events and to give biographical information.

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

READ (pages 242–243)

- Introduce the article. Ask: “Has anyone heard of the famous dog named ‘Hachiko?’” Elicit any information students may know about the dog. Then go over the glossed vocabulary at the end of the article.
- Have students close their books and have the class give you a brief summary of the article in their own words.

GRAMMAR CHARTS (page 244)

- Before class, prepare a handout that includes the following headings. (Alternatively, write the headings on the board and have students copy them into their notebooks.) Leave space after each heading for students to write example sentences underneath.

Simple Past

Affirmative Statements

Affirmative Statements with *Be*

Negative Statements

Negative Statements with *Be*

Yes/No Questions

Yes/No Questions with *Be*

Wh- Questions

Wh- Questions with *Be*

Wh- Questions About the Subject

Wh- Questions About the Subject with *Be*

- Have students work in pairs to write two sentences for each heading. One sentence must be an example from the Student Book, either from the unit opener text or from any of the exercises in Units 18 through 21. The other sentence must be the student's own original sentence.
- Do not go over the sentences yet, as students will use them in the next step.

GRAMMAR NOTES (page 245)

Notes 1–4 Simple Past: Statements, Negative Statements, Yes/No Questions, and *Wh*- Questions

- Write the 10 headings from the previous steps on slips of paper and put the slips in a hat.
- Form small groups. Then have a member of the first group choose a slip from the hat and read the heading. The group must then find a corresponding sentence in the Notes.
- If the chosen sentence is correct, the group gets a point. If it is incorrect, the other teams may each try and receive 1 point for their correct sentence.
- Continue until all of the slips have been taken from the hat.
- Have students turn to the charts on page 236 and have them check and correct their sentences from the previous exercise.

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Have students interview a family member, preferably an older one such as a grandparent, to find out about their lives.
- Have them make a timeline showing significant events in the person's life: when they were born, when/where they went to college, when they got married, when they had children, and any other important events.
- Have students present their timelines to the class.

PART **8** **The Future**

UNIT
22 ***Be going to for the Future***
CITY AND CAMPUS PLANNING

UNIT
23 ***Will for the Future***
THE FUTURE

UNIT
24 ***May or Might for Possibility***
THE WEATHER

UNIT
25 ***Gerunds and Infinitives***
CAREERS

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

UNIT 22**OVERVIEW****GRAMMAR** *Be going to* for the Future

Unit 22 focuses on the structure and meaning of *be going to* for the future, including affirmative and negative statements, *yes/no* and *wh-* questions, and short and long answers.

THEME City and Campus Planning

Unit 22 focuses on language and expressions used to describe and express reactions to future plans for changes and improvements to public places.

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.

BEFORE YOU READ (page 258)

- After students discuss the questions, introduce the “Letters to the Editor” section of the newspaper. If possible, bring in an English newspaper and show an example. Ask: “What kinds of letters do people write?” (*Letters expressing opinions about current events.*) Read one or two examples to the class.

READ (pages 258–259)

- 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 these letters appear? (In a college newspaper.)
 2. What are they about? (A new fitness center.)
 3. Which writer is against it? (The first one.)
 4. Why is this person against it? (It’s going to cost a lot of money, so tuition is probably going to increase.)
 5. How does the other writer feel? (She loves the idea.)
 6. Why is she in favor of it? (The gym will help students relax. Also, if they use the gym, they will not gain weight.)

GRAMMAR CHARTS (pages 260–261)

- Ask the following questions to focus students’ attention on the form:

Which form of *be* is used with *going to* if the subject is singular? (*is*) If the subject is plural? (*are*)

Does the phrase *going to* change? (*no*)

What comes after *going to*? (*the base form of the verb*)

Where do we place the word *not* in negative statements? (*After the verb be, before going to.*)

- On the board, prepare a chart like the one below. Give students cues and elicit the forms. Have students copy the chart in their notebooks and fill it in, for example:

T: Buy a new car. Affirmative.
 S: I'm going to buy a new car.
 T: Negative.
 S: I'm not going to buy a new car.

	Short answers
Affirmative	
Negative	
Yes/No question	
Wh- question	

- When all the correct forms have been filled in, use the chart to drill each pattern separately, for example:

T: Eat dinner. I.
 S1: I'm going to eat dinner.
 T: You.
 S2: You're going to eat dinner.
 T: We.
 S3: We're going to eat dinner.

- To make the drill more challenging, mix patterns and persons, but change only one element each time, for example:

T: We're going to be late. Yes/no.
 S1: Are we going to be late?
 T: Short answer, affirmative.
 S2: Yes, we are.
 T: Negative statement.
 S3: We're not going to be late.
 T: She.
 S4: She's not going to be late.
 T: Study tonight.
 S5: She's not going to study tonight.

GRAMMAR NOTES (pages 261–262)**Note 1 *Be going to* for the Future: Form**

- Model the examples of non-contracted and contracted forms for the students.
- To make sure students can hear the differences, alternate saying sentences with contracted and uncontracted forms. Have students hold up one finger if they hear a contracted form and two fingers if they hear an uncontracted one.
- Do a transformation drill. Say sentences with uncontracted forms and have students produce the contracted form, for example:

T: It is going to rain.

SS: It's going to rain.

- Have students work in pairs. Have them take turns saying sentences with contracted and uncontracted forms. Their partners should hold up fingers to indicate what they heard.
- To illustrate the incorrect (*not*) sentences, write a mix of correct and incorrect sentences on the board and have students identify and correct the errors.

Note 2 *Be going to* for the Future: Meaning

- Form small groups. Have students in each group write two sentences for each meaning (*facts, predictions, plans*).
- Have groups share their sentences with the class.

Note 3 Future Time Markers

- Copy the time markers from the chart onto the board.
- Have students work in pairs for a role play. Have them imagine that one student is a fortune-teller. The other student is a client. The fortune-teller makes predictions about the other student's future, using the time markers on the board. (Example: *Tomorrow you're going to make a new friend. Next week you're going to have a small accident.*) Then have students switch roles.

Note 4 Other Ways of Expressing the Future

- Reinforce the conditions where the present progressive is possible: with *go* and with words of movement and transportation. You may wish to list common pairs of verbs that are often coupled with the present progressive with future meaning, for example:
 - arrive/depart
 - come/go
 - take off/land (for planes)
 - leave/arrive
- Write sentences with *be going to* on the board. Instruct students to change the verb tense to the present progressive if possible. Include a mix of action and non-action verbs, for example:
 - It's going to rain later tonight. (*not possible*)
 - My brother's train is going to leave at 8 P.M. (*possible*)

- They're going to buy a new TV. (*not possible*)
- I'm going to go to the supermarket. (*possible*)
- The boss is going to leave early today. (*possible*)
- The new furniture is going to arrive next Wednesday. (*possible*)

Pronunciation Note

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

What are you going to do after class? (*gonna do*)

What are you going to eat tonight? (*gonna eat*)

Are your friends going to meet you later? (*gonna meet*)

Is it going to rain tomorrow? (*gonna rain*)

OUT OF THE BOX ACTIVITIES

READING AND SPEAKING

- Bring in a selection of letters to the editor. Choose letters about issues that will be interesting to students and about which they are likely to have opinions.
- Have students read the letters and discuss them in groups. Have them describe the issue and the writer's opinion. Then have them discuss their own opinions about the issue.

LISTENING

- Follow the procedure above but use clips from radio talk shows or radio or TV news stories about a current issue.

UNIT 23

OVERVIEW

GRAMMAR *Will* for the Future

Unit 23 focuses on the structure of *will* for the future, including affirmative and negative statements, *yes/no* questions, short answers, and future time markers, as well as meanings of *will*, including predictions, offers, requests, and expressing refusal.

THEME The Future

Unit 23 focuses on language and expressions used to make predictions about what life on Earth will be like in the future.

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.

BEFORE YOU READ (page 272)

- Introduce the themes of change and the future. Have the class brainstorm some examples of modern systems or technology that are readily available to the public now that were not available 15 or 20 years ago. (Examples: *hybrid cars, social networking sites, global positioning systems [GPS], Internet telephone, video chat, e-books*)
- Have students discuss their ideas about the questions in pairs. Encourage them to think beyond the scope of technology. Write some topics on the board to help them. (Example: *food, housing, energy and fuel, travel and transportation, education, clothing*)
- Elicit predictions from the class. Do not correct grammatical errors at this stage, but write students' predictions on the board in full sentences using *will*. (Example: *More people will grow their own food.*)

READ (pages 272–273)

- After students read the article, have them compare the predictions in the article with their predictions on the board.

GRAMMAR CHARTS (page 274)

- Ask: “What form comes after *will*?” (*base form*) “Does *will* change if the subject is singular or plural?” (*no*) “Where do we place *not* in negative statements?” (*after will*)
- Drill the affirmative and negative statements in the charts. Say the first-person singular form, then cue students with the other pronouns, for example:

T: I will leave tomorrow. You.

SS: You will leave tomorrow.

- For *yes/no* questions, model the first question. Indicate with your head whether the answer should be yes or no, and have the class provide the short answer. After that, cue students with the remaining pronouns and have them form the questions, for example:

T: Will I arrive tomorrow?
 SS: Yes, you will.
 T: You.
 SS: Will you arrive tomorrow? (Indicate no.)
 SS: No, I won't.
 T: He.
 SS: Will he arrive tomorrow? (Indicate yes.)
 SS: Yes, he will.

- Read the chart of future time markers and have students repeat.

GRAMMAR NOTES (pages 274–275)

Notes 1–2 *Will* for the Future: Form & Contractions

- Have students work in groups of four or five. Instruct them to take turns rereading the predictions from the opening reading, transforming them into the negative and question forms and answering the questions according to their real opinion of what will happen, for example:

S1 [READING]: Robots will cook our meals.
 S2: Robots won't cook our meals.
 S3: Will robots cook our meals?
 S4: Yes, they will. / No, they won't.

- Draw attention to the *Be Careful!* notes. Remind students not to use contractions for short answers.

Note 3 *Will* for the Future: Meanings

- Pretend to be upset about things students have done. They should respond by promising to do or not to do those things in the future, for example:

T: Diana, you forgot to write your name on your paper.
 DIANA: Next time I'll write my name on my paper. / I won't forget next time.
 T: Class, you didn't speak only in English during the whole class.
 SS: We'll speak only in English next time.
 T: Olivier, Sandra fell asleep in class.
 OLIVIER: She'll go to bed early tonight.

- Write the situations below on slips of paper:

You are carrying a load of books and cannot open the door.
 You dropped your pencil on the floor.
 You spilled coffee on your shirt.
 You want to open the window, but it's stuck.
 You dropped all of your papers on the floor.

- Have students work in pairs. Give a slip to a student in each pair. The student with the slip should pantomime the situation and ask for help and the other should respond, for example:

You don't have an eraser.

S1: Will you please lend me your eraser?

S2: Sure. Here it is.

- Elicit negative statements about tomorrow's weather in a variety of cities, for example:

T: Bangkok.

S1: It won't snow tomorrow.

S2: It won't be cold.

T: New York.

- Go around the room and have each student name a food or drink he or she will not eat or drink, for example:

S1: I won't eat liver. I hate it.

S2: I won't eat cheese. It's fattening.

S3: I won't eat seaweed. It's too salty.

- Have students listen one time through and read along. Then have students listen and try to fill in the verbs.
- Have students listen and check their work.
- Play the song for students to sing along.

OUT OF THE BOX ACTIVITIES

SPEAKING

- Have students work in pairs to role-play one or more of the following situations, showing the different meanings of *will*.
- Student A is upset because Student B (example: *spouse, roommate, relative*) hasn't done his or her share of the housework. (Example: *He or she was supposed to wash the dinner dishes and hasn't done it.*) Student A confronts Student B and complains. Student B promises to do the work later.
- Student A asks Student B for help with something. (Example: *homework, moving into a new apartment, getting to a doctor's appointment, buying a gift for someone*) Student B agrees to help.
- Student A (a parent) agrees to lend the family car to Student B (the teenage son or daughter). As the child is leaving, the parent reminds the teenager of many things. (Example: *Don't forget to lock the car.*) Each time the teenager patiently responds, "I won't..."
- Student A (a pet owner) is telling Student B (a veterinarian) why he or she is worried that his or her pet. (Example: dog, cat, bird, horse) is sick. (Example: *He won't eat.*) The vet gives advice.

LISTENING

- Print out the lyrics for "All My Loving" by The Beatles, but leave blank spaces in place of *will + base form of verb*.

UNIT 24

OVERVIEW

GRAMMAR *May or Might for Possibility*

Unit 24 focuses on the structure of and use of *may* and *might* to express possibility in affirmative and negative statements.

THEME *The Weather*

Unit 24 focuses on language and expressions used to discuss predictions and possibility related to the weather and its effects on upcoming plans.

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

READ (pages 285–286)

- 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. Which day of the week will probably have the best weather? (Thursday)
 2. Is the weather usually so cold at this time of year? (No)
 3. Why will it be a good idea to take public transportation tomorrow? (There may be flooding on the highways.)

GRAMMAR CHARTS (page 286)

- Do a substitution drill with affirmative statements and *may* or *might*. Give a base sentence, then cue students with different pronouns, for example:
 - T: I may go to a movie tonight. You.
 - SS: You may go to a movie tonight.
 - T: We.
 - SS: We may go to a movie tonight.
- Follow the same procedure with a negative sentence and use *might*. (Example: *They might not come.*)
- Continue cueing students with pronouns, sentence type (affirmative or negative), and *may* or *might*, for example:
 - T: I might go out later. Negative.
 - S1: I might not go out later.

- T: She may.
 S2: She may not go out later.
 T: Affirmative.
 S3: She may go out later.

GRAMMAR NOTES (pages 286–287)

Note 1 *May* and *Might*: Meaning and Form

- Go around the room and ask students what they're going to do this weekend. Students should answer with *may* or *might*.

Note 2 *May*, *Might*, *Will* and *Won't*

- Write on the board: tonight, tomorrow, next weekend, next month.
- Students forecast the weather in pairs. Tell them to use *may* or *might* and *will* or *won't* based on how sure they are about the weather.

Note 3 Questions About Future Possibility

- You may want to simplify it with the following simple rule: "Don't use *may* or *might* in questions about the future." Ask a student if we use *may* or *might* in questions. Elicit what we use in questions.
- Put students into pairs and have them ask each other about their plans for their next night out with friends, or for an upcoming vacation.

Note 4 *I think* and *I'm sure*

- Go around the room and ask students what they're going to do tonight. Students should answer with *I think* or *I'm sure*.

Note 5 *Maybe*

- Have students read the examples and transform them from *maybe* to *may/might* and vice versa.
- Drill the transformation, for example:

T: Maybe the president will go to Japan.
 SS: The president might go to Japan.
 T: Maybe the class will go to Japan.
 SS: The class might go to Japan.
 T: Maybe it won't rain.
 SS: It might not rain.
- Reverse the order. Cue students with *may/might* and have them rephrase the sentences with *maybe*.

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

- Put up a large calendar showing the next week.
- For each day on the calendar, have students use *will*, *will probably*, *may*, or *might* and write their own weather predictions.
- Do a daily update of students' predictions throughout the week. Have students say what their predictions were and whether they were correct.

SPEAKING

- Write the following on the board: Five years from now . . .

100%	will
80%	will probably
50%	may, might, may not, might not
10%	probably won't
0%	won't
- Form small groups. Have students in each group have a conversation about their plans for the future. Have students ask each other questions with *will* / *be going to*. Their goal should be to use each of the structures above in their answers.

READING AND SPEAKING

- Bring newspapers to class. Assign stories to pairs of students or let them choose their own.
- Have students read the article and prepare a short summary of what happened or is happening.
- Have students use the expressions above to say three things that will or might happen next.
- Combine pairs and have each pair present their report to the other pair. Alternately, have pairs present their reports to the whole class.

UNIT 25

OVERVIEW

GRAMMAR Gerunds and Infinitives

Unit 25 focuses on the structure and use of gerunds and infinitives and common verbs used with gerunds, infinitives, or both.

THEME Careers and Abilities

Unit 25 focuses on language and expressions used to express career interests and job preferences.

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 295–296)

- 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 does Bob want to be a park ranger? (He enjoys being outdoors and he likes talking to people. He's very interested in plant and animal life.)
 2. Does Rita like working with her hands? (Yes, she does.)
 3. Is a chef's job easy? (No. It is hard work and it is long hours.)
 4. What does Rita not want to do? (She doesn't want to sit at a desk in an office all day.)
 5. Who does Kate want to teach? (teenagers)
 6. Why doesn't Kate want to be a lawyer? (She doesn't want to work long hours and she doesn't want a lot of stress in her life.)

GRAMMAR CHARTS (page 297)

- Write the following example sentences from the reading on the board:
 - I like to learn . . .
 - I hope to continue learning . . .
 - I enjoy working with my hands.
 - I expect to do something different . . .
 - I hate losing.
 - I can't stand wearing a suit.
 - I avoid wearing formal clothes.

- Underline the verb in each example.
- Call on students to read each example sentence. In each case, ask: “What comes after the underlined verbs?” (*verb + -ing or to + verb*) Use two different colors to underline the gerund or infinitive in each example. Introduce the terms *infinitive* and *gerund*.
- Ask: “What part of the sentence are the gerunds and infinitives?” (*direct object*) Help students understand that in these examples the gerunds and infinitives are nouns even though they look like verbs.
- Have students work in pairs to divide the verbs in the examples into two groups: those followed by gerunds and those followed by infinitives. (*gerund*: enjoy, hate, can’t stand, avoid; *infinitive*: like, hope, expect)
- Ask: “Which verbs in the examples can be followed by both?” (*hate, like*)

GRAMMAR NOTES (pages 297–298)

Notes 1–2 Gerunds and Verb + Gerund

- Direct students to the left column of the previous chart of verbs. Provide an example sentence for each verb to clarify the meanings of the verbs.
- Give the class a context, such as housework. Then go down the list of verbs and elicit a sentence about each, for example:

T: Avoid.
S: I avoid washing dishes.

Note 3 Verb + Infinitive

- Repeat the procedure for Note 1 using the middle column of the chart.
- Have students work in pairs. Have them use the target pattern and as many of the verbs as possible to write a short dialogue about a vacation. You may want to write the first line or two on the board, for example:

FLORA: Do you intend to go on vacation this year, Avi?
AVI: Yes, I hope to go to Spain.

Note 4 Verb + Infinitive or Gerund

- Have students look at the right column of the verb chart at the top of the page of the Student Book.
- Have students do a transformation drill. Cue them with verbs and have them form sentences with gerunds and infinitives, for example:

T: Hate.
S1: I hate to run.
S2: I hate running.
T: Like.
S3: I like to eat.
S4: I like eating.

- Have students sit in pairs or small groups. Have them form sentences with contrasting ideas using a gerund in one part and an infinitive in the other, for example:

I hate washing dishes, but I love to cook.

I like to go to the movies, but I don't like watching TV.

- Go around the room and have each student say one sentence.

OUT OF THE BOX ACTIVITIES

READING AND SPEAKING

- Have students browse job search websites.
- Have students review the qualifications for different jobs and discuss whether each job would be appropriate for them and why or why not. Remind them to use gerunds or infinitives in their answers.

PART **9** **Count/Non-Count Nouns;
Much/Many; Quantifiers**

UNIT
26 **Articles with Count and Non-count Nouns: *Some/Any***
RESTAURANTS AND FOOD

UNIT
27 ***How much* and *How many*: Quantifiers**
DESSERTS

UNIT
28 ***Too many* and *Too much, Enough + Noun***
THE RIGHT PLACE TO LIVE

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

UNIT 26**OVERVIEW****GRAMMAR Articles with Count and Non-Count Nouns; *Some/Any***

Unit 26 focuses on the structure and use of quantifiers such as *some* and *any* and articles *a*, *an*, and *the* with count and non-count nouns.

THEME Restaurants and Food

Unit 26 focuses on language and expressions used to talk about food in general and to describe dishes served in restaurants.

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

READ (pages 308–309)

- Call on a student to read the names of the two restaurants. Ask: “What kind of restaurants do you think these are?” Elicit guesses from several students.
- After students read, ask which restaurant sounds better to them and why.

GRAMMAR CHARTS (page 310)

- Begin by saying that English has two types of nouns: count and non-count (or uncountable). Write the two headings on the board.
- Call on students to read the examples in the charts. Ask: “What are the two forms of count nouns?” (*singular and plural*) “How many forms of non-count nouns are there?” (*one*) “Does it look like the singular or the plural form?” (*singular*) “Why?” (*It doesn’t end in -s.*)
- Explain that *a* and *an* are called articles. Words that tell how much or how many are called quantifiers.
- Ask: “What kinds of nouns follow the articles *a* or *an*?” (*singular count nouns*) Have students identify the quantifiers in the charts. (Example: *a few, a little, many, much*)
- Elicit that count nouns are items that can be counted. Ask students for some examples from the classroom and write them on the board. (Example: *pens, books, students, desks*) Elicit that non-count nouns are things that can’t be counted. Ask for some examples and write them on the board. (Example: *water, air, music, love*)
- Have students go through the opening reading and find additional examples of each category. Call them up to the front to write the examples.
- Elicit additional examples of count and non-count nouns and add them to the board.

- Have students read the chart featuring the definite article *the*.
- Have students find all the examples in the opening reading with *the*. List them on the board and have students identify the type of noun that follows each example: singular, plural, or non-count. Elicit further examples and list them on the board.

GRAMMAR NOTES (pages 311–312)

Notes 1–2 Count and Non-Count Nouns and Indefinite Articles *A, An*

- In a large box, collect 15 to 20 countable items. Include a few that begin with vowels. (Example: *egg, onion, apple, envelope, umbrella*) Put in one of some items and more than one of other items. Plural items should be kept together in a clear plastic bag or with a rubber band.
- Place the box on your desk and have students come up one at a time, reach in, pull out an object, and say what it is. (Example: *an egg / a wristwatch / two pens*)
- Do a variation of the above activity. Blindfold students before they reach into the box. When they select an item, they should feel it and say what they think it is. (Example: *It's an egg.*) If they're unable to guess, the class can provide hints. (Example: *You can eat it. It comes from a chicken.*)
- Make a full-page handout like the following. Leave space in each cell for students to add items.

Liquids milk	Solid foods cheese	Small articles* sugar
Natural elements wood	Natural phenomena and weather rain	Abstract nouns (feelings or ideas) love
Gases air	Groups consisting of similar items jewelry	Activities and recreation golf swimming

*Substances made up of many tiny parts, such as dust, sugar, salt, hair, sawdust, grass, chalk, rice.

- Place students into groups. Assign one category of non-count nouns to each. Students must come up with additional nouns to add to the chart.
- Call on groups to share their work with the class. Correct errors.

Note 3 Definite Article *The*

- Have students read the note and the examples. To help clarify, you may want to put the following chart on the board:

singular count	the apple
plural count	the dogs
non-count	the water

- Have students work in pairs and think of two more examples for each category.

- Write the following partial dialogue on the board:

A: For dinner last night I had _____, _____, _____, and _____.

B: How was the _____?

A: It was [spicy / sour / bitter / overcooked / undercooked / not fresh / delicious / sweet / good / fresh / wonderful].

- Model, telling about your own experience, for example:

T: For dinner last night I had chicken, rice, salad, and ice cream.

S: How was the chicken?

T: It was a little dry.

- Have students work in pairs or small groups. Have them follow the model and speak about a recent meal.

Note 4 Some and Any

- Do a transformation drill. Have students convert sentences with non-count and plural-count nouns from affirmative to negative and vice versa, for example:

T: I had some orange juice.

SS: I didn't have any orange juice.

T: I didn't have any eggs.

SS: I had some eggs.

- Ask: "What did you eat for breakfast?" Elicit affirmative and negative sentences. (Example: *I had some cereal. I didn't have any coffee.*)

Pronunciation Note

- Have students listen to the examples and repeat.
- Write the following examples on the board. Have students practice saying them with unstressed *a* or *an*.

I have a tomato.

I have an apple.

I don't have an orange.

I don't have a banana.

OUT OF THE BOX ACTIVITIES

SPEAKING AND WRITING

- Have the class work together to plan a potluck meal.
- Divide the class into groups and assign each group a type of item to bring. (Example: *drinks, appetizer, main dish, side dish, dessert*)
- Groups decide on a dish to bring and work together to research the recipe and make a shopping list.
- Groups create a recipe card for their dish to hand out when the class has the meal.

LISTENING

- Have students think of a dish they would like to make. Allow them to watch online videos showing how to make the dish.
- Have students take notes as they watch, listing the ingredients and steps.
- Have students teach one other student how to make the dish.

UNIT 27

OVERVIEW

GRAMMAR *How much* and *How many*; Quantifiers

Unit 27 focuses on the structure and use of questions with *how much* and *how many*, quantifiers and quantity expressions with count and non-count nouns.

THEME Desserts

Unit 27 focuses on language and expressions used to talk about frequency of cooking and baking certain dishes and to explain recipes, preparation, and procedures for cooking and baking.

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 (pages 322–323)

- Call on a student to read the first line of the conversation. Ask: “Have any of you every tried a dessert from Thailand? What was it? What was it like?”
- After students read the conversation, have them give the ingredients for the Thai dessert (*white rice, black rice, coconut milk, sugar, salt, mangoes*)

GRAMMAR CHARTS (page 324)

- Read the charts showing questions and answers with *how much*. Ask:
 - What kind of noun comes after *how much*? (non-count)
 - How can we answer questions with *how much*? (a lot of, two quarts of, etc.)
 - Which answer doesn’t use the word *of*? (a little)
 - What kind of noun do we use after a little? (non-count)
- Read the charts showing questions and answers with *how many*. Ask:
 - What kind of noun comes after *how many*? (plural count)
 - How do we answer questions with *how many*? (a lot, one bag, a few, etc.)
 - What kind of noun do we use after a few? (plural)

GRAMMAR NOTES (pages 324–326)

Note 1 *How much* and *How many*

- On the board, make two columns labeled *How much* and *How many*. Have students copy the chart into their notebooks.

- Dictate a variety of count and non-count nouns and have students write them under the appropriate columns in their notebooks. (Example: *eggs, flour, sugar, chocolate, nuts, cream, cake, cookies, cherries*)
- Have students come to the front and write the nouns under the headings on the board. Correct errors as necessary.
- Have students each come up with six more food nouns: three count and three non-count.
- In pairs, have students dictate their words to each other, adding to the columns in their notes.
- Have students change partners and practice the information in Note 2, for example:

S1: Do you have any cake?
S2: (referring to list) Yes, I have some cake.
S1: How much do you have?
S2: I have a little. Do you have any cherries?
S1: Yes, I have some.
S2: How many do you have?
S1: I have a few.

Notes 2–4 Quantifiers: A lot of, Much, Many, A few, A little

- Summarize the information in a chart. Draw the cells and headings on the board. Elicit the quantifiers from the students. Highlight that *many* and *much* are used in negative statements. (Example: *I didn't eat many grapes. There isn't much milk.*)

	Small amounts	Large amounts
Count	<i>[a few]</i> <i>[not many]</i>	<i>[a lot of, many]</i>
Non-count	<i>[a little]</i> <i>[not much]</i>	<i>[a lot of, much]</i>

- Form small groups. Have students in each group use the quantifiers above to describe the contents of their refrigerator or closet. They can also use *some/any* and *a/an*. (Example: *some milk, a few apples, a lot of soda, a little cheese, a watermelon, not much ice cream*)

Note 5 Counting Non-Count Nouns

- If possible, bring in real objects (or pictures) illustrating the measurements and containers in the note, such as a quart of milk or a cup of coffee.
- Write the measurement words and containers on the board. Have students say other items that come in these quantities and list those on the board as well.

- Put students into pairs. Have them say which of the items on the board they have used or bought recently, for example:

Yesterday I bought a quart of milk.

This morning I had a cup of coffee.

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Have students type up and exchange recipes for favorite desserts.
- In small groups, have them explain how the dessert is made.

UNIT 28

OVERVIEW

GRAMMAR Too many and Too much, Enough + Noun

Unit 28 focuses on the meanings and uses of the phrases *too much/many*, and *enough* + noun.

THEME The Right Place To Live

Unit 28 focuses on language and expressions used to talk about the pros and cons of various aspects of cities, towns, and living spaces.

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 335–336)

- Have students look at the photos. Elicit the names of the two places students will read about: Miami Beach, Florida and Tromsø, Norway.
- Have students predict some of the pros and cons of living in each place.
- Have students read the text and compare their predictions with the information in the text.

GRAMMAR CHARTS (page 337)

- Elicit the rules from the class. Ask:
 - What kind of noun comes after *too much*? (*non-count*)
 - What kind of noun comes after *too many*? (*plural count*)
 - What kind of noun comes after *too few*? (*plural count*)
 - What kind of word comes after *too* by itself? (*an adjective*)
 - What comes after *too little*? (*non-count noun*)
 - Are these examples of good things or bad things? (*bad things*)
- Focus on the charts presenting *enough*. Ask: “What kinds of nouns can follow *enough*?” (*count and non-count*)
- To clarify the meaning, write the following sentences on the board:
 1. We have enough food.
 2. We don’t have enough food.
- Ask: “Which sentence means we are hungry?” (2)
- Further demonstrate by handing out pieces of paper to the class (have fewer pieces than you have students). Ask: “Do I have enough paper?” (*no*) Give another example with *money*: “I want to buy a new camera. It costs \$300. I have \$325 in my wallet. Do I have enough money?” (*yes*)

GRAMMAR NOTES (pages 337–338)**Notes 1–2 Too many, Too few, Too much, Too little**

- Make a handout with the following chart, or write it on the board and have students copy:

too much	
too many	
too few	
too little	
too + adjective	

- If you give the context “the school cafeteria,” students might write the following in the right column:

too much	<i>noise</i>
too many	<i>students</i>
too few	<i>chairs</i>
too little	<i>artwork</i>
too + adjective	<i>food = too expensive</i>

- Other contexts to talk about:
- students’ apartments or dorm rooms
 - the bus or train they take to come to school
 - a local restaurant or café
 - a local park or public shopping area
 - a gym or sports facility
- Have pairs or groups compare sentences.

Note 3 Enough + Noun

- Tell students they’re going on a one-month trip to New York, Paris, London, and Morocco. They can take only one small suitcase, and they can’t buy anything during the trip. Ask: “What will you bring?” Have students make their own list, including quantities, for example:
- \$500
 - One bottle of shampoo
 - One tube of toothpaste
 - Three shirts
 - One suit
 - Two pairs of shoes
- Call on a student to read his or her list to the class. The class should respond with “That’s enough” or “That’s not enough.”
- Have students continue the activity in pairs.

OUT OF THE BOX ACTIVITIES

SPEAKING

- Have students think of problems and ways to improve particular aspects of their lives. Give them some topic prompts:
 - My room / apartment / house
 - Our school / campus / classroom
 - This textbook
 - The mall
 - The downtown area
- Have students use the target grammar to write about the problems. Then have them work in pairs or groups to share their problems and help one another brainstorm solutions.

PART **10** **Modals: Advice and Necessity**

UNIT
29 **Advice: *Should, Had better***
DOS AND DON'TS OF THE BUSINESS WORLD

UNIT
30 **Necessity: *Have to and Must***
RULES AT SCHOOL

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

UNIT 29

OVERVIEW

GRAMMAR Advice: Should, Had better

Unit 29 focuses on the structure, meaning, and use of modals of advice: *should* and *had better*.

THEME Dos and Don'ts of the Business World

Unit 29 focuses on language and expressions used to give advice about culturally appropriate and inappropriate behaviors in international business settings.

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.

BEFORE YOU READ (pages 348–349)

- Before students begin reading, elicit anything students might know about Chile or Egypt. Have students find the two countries on a map. Ask:

What regions of the world are these countries in? (Chile: South America;
Egypt: North Africa)

What do you know about these countries? (capital cities [Santiago / Cairo],
famous landmarks [Easter Island / the Great Pyramid, Sphinx], languages
spoken [Spanish / Arabic])

Do you know anything else about these countries' cultures?

- After students read the text, have them say how doing business is similar to or different from doing business in Chile and/or Egypt.

GRAMMAR CHARTS (page 350)

- Ask: "What is the general meaning of *should* and *ought to*?" (*advice, or the right thing to do*) "What are the affirmative forms?" (*should, ought to, had better*) "What is the negative form?" (*should not or shouldn't*) (*Ought not* is not used in modern American English.)
- Provide some subjects and verb prompts and have students form questions as follows:
 - T: You shake hands.
 - SS: Should you shake hands?
 - T: We eat with our right hand.
 - SS: Should we eat with our right hand?
- Point out that we do not generally ask questions with *ought to*.
- Ask questions from the opening reading and elicit the short answers, for example, "Should you keep your hands on the table in Chile?" (*Yes, you should.*) Ask a similar

question to elicit a negative response: “Should you eat all the food on your plate in Egypt?” (*No, you shouldn’t.*)

- Ask questions from the opening reading and elicit the answers, for example, “When should you avoid planning a business trip to Chile?” (*in January*) “In Egypt, which hand should I eat with?” (*the right hand*)
- Call on students to read the statements with *had better* and *had better not*. Ask: “What do these expressions mean?” (*Something bad might happen if you don’t follow the advice.*)
- Say a sentence with each of the contracted forms and have students repeat. (Example: I’d better leave now. You’d better leave now. He’d better leave now.)

GRAMMAR NOTES (pages 351–352)

Note 1 Should

- Have students give more examples of cultural customs related to flowers; for example, ask them to make sentences about the types, colors, and numbers of flowers that are appropriate for different occasions in their culture. Have them use *should* and *shouldn’t*. (Example: *In Iran, you shouldn’t give people yellow flowers as a gift. In China, you shouldn’t give people white flowers. In Armenia, you should give people uneven numbers of flowers on happy occasions.*)

Note 2 Ought to

- Have students read the note and the examples. Make sure students understand that we use *ought to* only in affirmative statements. In questions and negatives, we use *should*.
- Put students into small groups. Give them the following list of problems (or write your own). Have them talk about what people ought to do or shouldn’t do in these situations.

1. An American family has invited you to come to their house for Christmas dinner. You don’t know what kind of gift to bring.
2. Your American teacher often touches your shoulder or arm when he or she is talking to you. This makes you uncomfortable.
3. Your neighbor has a big dog that barks late at night and early in the morning. This wakes you up.
4. You are renting a room in a house that belongs to an American family. You are sure that someone is listening to your phone conversations and going into your room when you are not home.
5. You always bring your lunch to work and put it in the office refrigerator. Your lunch has disappeared from the refrigerator three times in the past two weeks. This has also happened to one of your coworkers.

Note 3 Had better

- Prepare the prompts in the following boxes on separate strips of paper or index cards.
- Have students work in pairs and have each student look at a different box (below). Have students take turns reading the items in their boxes. Partners respond with “had better” or “had better not” using an appropriate subject pronoun, for example:

S1: They just washed the floor, and it’s still wet.

S2: We’d better not walk on it. / We’d better be careful.

STUDENT 1

1. You have a bad cold.
2. My midterm exam in grammar is tomorrow. I haven’t started studying.
3. Coffee makes Mary nervous.
4. John has very white, sensitive skin.
5. The chicken in your refrigerator smells bad.

STUDENT 2

1. It is raining very hard, and you need to go to work.
2. Juan smokes, and he knows that smoking is very bad for his health.
3. You’re late for an important appointment.
4. Blanca’s car is almost out of gas.
5. You forgot to pay your cell phone bill.

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Tell students that they’re going to discuss “culture bumps”—mistakes they have made in this culture because they were not aware of the local customs or traditions.
- Give an example of a mistake you made while traveling or living abroad. Use the target structures from this unit, for example:

When I went to France, I wanted to mail a letter to my family, so I went to the post office. When I got there, I was very confused because there weren’t any lines. I saw a big crowd of people and I couldn’t understand how to get to the window to buy some stamps. I was there for 15 minutes, and finally I just left. Later, somebody explained to me that in France, people don’t stand in lines at the post office. If you want to buy stamps, you shouldn’t stand there patiently. You should just push your way to the front like everybody else.

- Have students from different countries sit together in small groups and tell their stories. Finally, have students share stories about culture bumps with the class.

WRITING AND SPEAKING

- Have students gather information about customs and traditions individually or in groups.
- Each student or group is given (or selects) one topic about customs or traditions to research (e.g., using names).
- Encourage them to survey students from different countries, collect the responses, and write them on a poster. For example:

Using Names	
United States	You shouldn't call older people by their first names without permission.
Korea	You should use a person's title with his or her name.
China	You shouldn't call a woman by her husband's name.

- Have students or groups write their findings on posters. Then display them in the classroom.

UNIT 30

OVERVIEW

GRAMMAR Necessity: *Have to* and *Must*

Unit 30 focuses on the structure and use of modals of necessity: *have to*, *don't have to*, *must*, *mustn't*.

THEME Rules at School

Unit 30 focuses on language and expressions used to talk about requirements and rules in various school settings.

Go to **www.MyEnglishLab.com** for the Unit 30 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional Focused Practice, Communication Practice, from Grammar to Writing practice, Unit 30 Review, and Unit 30 Review Test.

READ (pages 361–362)

- Explain that “course requirements” are the things students need to do to pass a course. (Example: *coming to class*, *completing homework*, *quizzes*, *tests*, and *projects*) Ask: “What are some of the requirements for this class?”
- Write on the board:

Students in American History 102 have to _____. We (don't) have to _____.

After students read the conversation, have them compare the requirements for American History 102 with this class. (Example: *Students in American History 102 have to write a term paper. We don't have to write a term paper.*)

GRAMMAR CHARTS (pages 363–364)

- Focus on the meaning of the modals. Ask: “What do we mean when we say something is necessary?” (*It is required. We have no choice of whether to do it.*)
- Ask: “If we have to do something, do we have a choice of whether to do it?” (*No. It is required.*) “What is the meaning of *don't have to*?” (*You can do it if you choose, but it is not required or necessary.*)
- Drill the forms by cueing students with the pronouns. For the affirmative forms, you may want to bring back the large letter S you made earlier in the course, when students were learning the present tense. Hold it up to cue students that an -s ending is needed. For example:

T: I have to pay my phone bill today. You.

SS: You have to pay your phone bill today.

T: He.

SS: He has to pay . . .

- To build fluency, do a transformation drill. Provide the affirmative form. Students should change it to the negative or vice versa.
- Have students read the charts of *yes/no* questions. Drill by having them transform statements into questions. (Use your *S* cue card as needed.) Example:

T: I have to go to the dentist.
 SS: Do I have to go to the dentist?
 T: You.
 SS: Do you have to go to the dentist?

- Next, do a chain drill using *yes/no* questions with short answers. Have students read the chart of short answers. Choose a context and provide cues to form questions. Instruct students to answer truthfully, for example:

T: At home, do you have to make your bed every day?
 S1: No, I don't.
 T: Cook dinner.
 S1: Do you have to cook dinner?
 S2: Yes, I do.
 T: Vacuum the living room.
 S2: Do you have to vacuum the living room?
 S3: Yes, I do.

- Have students read the chart with examples of *must* and *must not*. (**Note:** Do not do a transformation drill with these two forms, as that would wrongly reinforce the notion that these forms are opposite in meaning.) To practice *must*, put students in pairs. Give each pair a handout with one of the following scenarios. Instruct them to use *must* to make sentences about the scenarios. (Example: On Saturday nights, Dotan must babysit the children.)

Dotan lives with an American family. He does not pay rent, but he has to do work around the house. These are his responsibilities:

- babysit the children on Saturday nights
- mow the lawn every Sunday
- cook dinner three times a week
- take out the trash
- wash the family car
- clean the kitchen after dinner

To observe good manners while eating, do not:

talk with food in your mouth
 put your elbows on the table
 reach across another person's plate
 throw objects across the table
 blow your nose at the table
 criticize the food

make noise while eating
 blow on hot food to cool it down
 use your napkin as a handkerchief
 put your fingers into the serving bowls

GRAMMAR NOTES (pages 364–365)

Notes 1–3 Have to, Don't have to, Must

- Clarify the difference between *must* and *have to* as follows: *Have to* is used in both speaking and writing. *Must* is used in writing but rarely in speaking. Encourage students to use *have to* in conversation.
- Form small groups. Have students in each group use *have to* or *don't have to* in order to discuss one of the topics below (or choose your own).
 1. Graduation requirements in a student's major. Example:
My major is French. To graduate, I have to take eight courses . . . I have to pass a reading exam . . . I have to write . . . but I don't have to speak fluently.
 2. Requirements to get a certain job in your country. Example:
To be a doctor in the United States, first you have to get a B.A. You don't have to major in science, but it helps. After that you have to go to medical school . . .

Note 4 Must not

- Since *mustn't* is often used when talking to children, have students list five things that a kindergarten teacher might say to young students in small groups. (Examples: *You mustn't push. You mustn't take another child's toys. You mustn't shout indoors.*)
- Put two groups together. Have the groups share their sentences.

OUT OF THE BOX ACTIVITIES

READING AND SPEAKING

- Bring in a selection of help-wanted ads from an English-language newspaper or print them from the Internet. If your class is small, bring in one ad per student. If the class is large, plan on groups of four or five students, find four or five ads, and make one set of copies per group.
- In groups, have students describe the requirements for the jobs and then choose a job they would like to have. Choose ads with information that students can use to make sentences with *have to*, *must*, and *don't have to*. The following is an example of a useful ad:

Taxi Drivers

Make good money! We provide car. 25 or older. Clean driving record. Will train. Driving test. 310-555-1857

- This ad lends itself to sentences such as the following:
 - You don't have to have your own car.
 - You must be older than 25.
 - You must have a clean driving record.
 - You don't have to have experience. They will train you.
 - You have to take a driving test.
- Have students present their ads to the class or to their groups. They should say what kind of job it is and what the job requirements are. (Example: *This is an ad for a taxi driver. If you want this job, you have to be older than 25. You don't have to have a car, but you must have a clean driving record.*)

PART **11** **Be: Comparisons**

UNIT
31 **The Comparative**
CITIES

UNIT
32 **Adverbs of Manner**
PUBLIC SPEAKING

UNIT
33 **Adjective + *Enough, Too and Very, As + Adjective + As***
COMPLAINTS

UNIT
34 **The Superlative**
ANIMALS AROUND THE WORLD

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

UNIT 31**OVERVIEW****GRAMMAR The Comparative**

Unit 31 focuses on the structure and use of the comparative, including the comparative form of adjectives with one, two, and more than two syllables; irregular comparatives, such as *far* and *farther*; and questions with *which*: *Which is bigger?*

THEME Comparing Cities

Unit 31 focuses on language and expressions used to describe and compare features of different cities.

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

BEFORE YOU READ (page 376)

- Introduce the theme of comparing cities. Have students think about the city where your school is located. Elicit the name of another town or city nearby. Ask: “What are some of the differences between [this city/town] and [other city/town]?”

READ (pages 376–377)

- After students read the text, have them discuss in pairs which Portland they would prefer to live in. Remind them to expand on and explain their answers.

GRAMMAR CHARTS (page 378)

- Write a few comparative sentences from the opening reading on the board. Have students read them. Ask: “What are we comparing?” (*Portland, Maine, and Portland, Oregon*) “Which words form the comparison?” (*be + comparative + than*) “For each comparative form, what is the base form of the adjective?” (*big, mild, diverse*) “Name adjectives that have one syllable.” (Example: *big, mild*) “How do we form the comparative?” (*add -er*) “What is an adjective that requires a spelling change in the comparative?” (Example: *big; double the g*) “What is an adjective that has two syllables?” (Example: *diverse*) “How do we form the comparative?” (*more + adjective*)
- Have students look at the first chart. Ask: “For each comparative form, what is the base form of the adjective?” (*big, busy, crowded*) “How do you spell *busy*? How do we form the comparative of an adjective that ends in -y?” (*change y to i, then add -er*)

- Repeat the same procedure for the second chart. Elicit the base forms of the comparatives *better* (*good*), *worse* (*bad*), and *farther* (*far*).
- Make a handout of the following adjectives. Put students in pairs or small groups and have them write the comparative forms of the adjectives.

good	bad	far
interesting	pretty	long
mild	temperate	funny
formal	sweet	dangerous
famous	old	friendly

- Have students read the chart of questions with *which*. Model questions using the adjectives in the chart above. Have students answer with their opinions, for example:

T: Which is better, coffee or tea?
 S1: I think coffee is better.
 T: Which is worse, hot weather or cold weather?
 S2: I think hot weather is worse.
- Form small groups. Have students in each group continue asking and answering questions in the same way.
- Write any incorrect sentences you hear on the board. When students finish talking in groups, have them correct the errors.

GRAMMAR NOTES (pages 379–380)

Notes 1–4 Comparative Adjectives, Short Adjectives, Longer Adjectives, and *Much* Before Comparative Adjectives

- Have students work in pairs to make true sentences about themselves and their partners using the adjectives in these notes.
- Walk around and monitor students' sentences. Note errors.
- Write the errors on the board and have students correct them.
- Have students transform their earlier sentences into sentences with *less*. Go around the room and have each student form a pair of sentences. (Example: *Sheila is quieter than Jonathan. Jonathan is less quiet than Sheila.*)
- Then have students add *much* to their sentences (with *-er*, *more* or *less*), where appropriate.
- To practice *good–better* and *bad–worse*, have students name the last movie they saw. Write the names of the films on the board. Call a student to the board and have him or her point to two films. Ask who has seen both of them. Call on a student who raises his or her hand and ask: "Which film was better? Why?" Encourage other students who saw the same films to use the words *better* and *worse* in sentences to agree or disagree.
- To practice *farther*, ask several students how far they live from the school. Call on other students to form comparative sentences. (Example: *Kim lives farther from school than Yoshi.*)

Carla's hair	Jin's hair	(Carla's hair is longer than Jin.)
Richard's car	Sato's car	(Richard's car is newer than Sato.)
American food	Chinese food	(American food is worse than China.)

- Call other students to the board to correct the errors.
- Choose two students for the class to compare. Write several adjectives on the board. Have students make formal and informal comparisons between the two people, for example:

Domingo is taller than he [Diego] is.

Domingo is taller than him.

Note 5 Questions with *Which*

- Write the following phrases on the board. Have students ask and answer questions with *which*. (Example: *Which unit is easier, Unit 31 or Unit 30?*)

unit—easy—Unit 31 or 30

school subject—interesting—history or math

vacation spot—nice—the beach or the mountains

city—cheap—this city or your hometown

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Have students write or discuss about how places and aspects of their city or town have changed over the past five or ten years. Give them some adjectives to help them get started:
 - crowded
 - safe
 - dangerous
 - expensive
 - fun
 - convenient
 - clean
 - dirty

UNIT 32

OVERVIEW

GRAMMAR Adverbs of Manner

Unit 32 focuses on the structure and use of adverbs of manner, including the form and use of adverbs of manner such as *slowly*, *hard*, and *carefully*; the difference between adjectives and adverbs ending in *-ly*; and the use of adjectives after linking verbs.

THEME Public Speaking

Unit 32 focuses on language and expressions used to give tips and advice for successful and effective public speaking.

Go to www.MyEnglishLab.com for the Unit 32 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional Focused Practice, Communication Practice, from Grammar to Writing practice, Unit 32 Review, and Unit 32 Review Test.

READ (pages 391–392)

- Call on a student to read the first two sentences. Ask: “What do you think the author means by the phrase *a nightmare*?” “What do you think this article will be about?”
- 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 the speaker give the speech? (*at work*)
 2. How many people were in the audience? (*40*)
 3. What did the speaker include in the speech? (*a lot of facts, big words, long sentences*)
 4. How did she speak? (*quietly*)
 5. What was the response of the audience? (*They clapped politely.*)
 6. What did she do the next time she had to give a speech? (*asked a friend for help*)
 7. How many ideas did her second speech have? (*three*)
 8. How did she speak? (*slowly, clearly, and honestly*)
 9. How did the audience respond this time? (*The applause was long and loud.*)

GRAMMAR CHARTS (page 393)

- Explain that adverbs of manner tell *how* we do something. Elicit the adverbs used in the opening reading to describe how the speaker spoke during her first presentation (*quickly, not loudly enough*) and her second presentation (*slowly, clearly*).
- Call on students to read the examples in the charts. Ask: “What part of speech do adverbs modify?” (*verbs*) “Do all adverbs end in *-ly*?” (*no*) “Where do adverbs of manner appear in the sentence?” (*after the verb*)

- Write the following template on the board: *Subject + Verb + Adverb*.
- Divide the class into pairs or small groups. Assign a few adverbs from the chart to each group. Their task is to form sentences that use the adverbs and follow the template.

GRAMMAR NOTES (pages 393–394)

Note 1 Adverbs of Manner

- Do a paired transformation drill. Students hear sentences with adjectives and change them to sentences with adverbs. Make two handouts with the sentences from the following chart and model the drill, for example:

T: He's a fast talker.

SS: He talks fast.

Student A	Student B
She's a beautiful singer.	He's a quiet eater.
She's a bad speller.	He's a loud speaker.
He's a careful worker.	She's a serious reader.
She's a clear writer.	He's a slow writer.
He's a fluent French speaker.	The cat is a soft walker.
She is a loud talker.	The teacher is an early riser.
She's a neat typist.	The salesman is a fast talker.
He's a nervous speaker.	On weekends they are late sleepers.
He's a quick walker.	

- Circulate and note errors. Write them on the board. When students finish talking, call on students to correct the errors.
- Write the following words on the board: *hard, early, fast, late*.
- Put students in pairs and have them make sentences about themselves like the example. (Example: *I don't like to get up early.*)
- Have several students write their sentences on the board. Call on others to read them and correct any errors.

Note 2 Well: Adverb and Adjective

- Write the following exchange on the board:

A: How do you feel?

B: I feel well.

- Ask students if they have ever heard this exchange. Chances are they will say no. It's more likely that they have heard "I feel fine" or "I feel good," which are now established phrases in American conversational English. Tell students that in formal situations they should use *well* or *fine*, but in casual situations *good* is acceptable.

- Have students read the note and the examples.
- In pairs, have students compose three sentences:
 - a sentence with *good* used as an adjective (*This is good cake.*)
 - a sentence with *well* used as an adverb (*She speaks English well.*)
 - a sentence with *well* used as an adjective (*I don't feel well today.*)
- Call on students to share their sentences with the class.

Note 3 Linking Verbs

- Write the linking verbs on the board.
- Bring in some photos or magazine pictures showing people eating in a place, such as a restaurant or at a picnic. Pictures of you and your friends or family are ideal.
- Tell a story (true or false) to fit the picture(s) and use as many linking verbs as possible. (Example: *Here is a picture of me and my friends at my 30th birthday party. I remember it was a warm day. The air smelled fresh, and I felt great. My parents were there, and they looked happy.*)
- When you finish telling the story, ask the class questions and have them retell the story using the linking verbs, for example: “How did the air feel?” (*It felt warm.*) “How did my parents look?” (*They looked happy.*)
- Explain the grammar. Ask students if they noticed the use of the adjective form after the linking verbs. Have them read the note and examples. Focus their attention on the incorrect sentence: *The grapes taste well.*
- If possible, show another, similar picture to the class and have them make sentences using linking verbs.
- Have students work in small groups to talk about their last birthday party. They should give the facts—who was there, where the party was held, and so on—and use the linking verbs on the board to describe the people, the food, and the ambiance.

OUT OF THE BOX ACTIVITIES

LISTENING

- **Note:** Many great historical speeches can be heard on the Internet. A search will yield numerous sites with audio. For example, the *History Channel* website allows students to listen to short segments of historical speeches.
- If you have access to a listening lab, take your students and allow them to choose the speeches they want to listen to. (OR: Have them do this for homework.)

- Have students complete a listening report similar to the following.

Listening Report

1. Website title:
 2. Address:
 3. Speaker:
 4. Date of speech:
 5. Audience:
 6. Topic:
 7. Main idea:
 8. Length:
 9. Two facts I learned:
 10. Two new words I learned:
 11. How did the speaker sound or speak? (Use adverbs of manner.)
- Have students print out the report and submit it as homework. (OR: Have them discuss the reports in small groups.)

UNIT 33

OVERVIEW

GRAMMAR Adjective + *Enough, Too* and *Very, As* + Adjective + *As*

Unit 33 focuses on the structure, meaning, and use of the following:

- Adjective + *enough*: *It's warm enough to go swimming.*
- Adjective + *too*: *It was too cold to go swimming.*
- *Very* + adjective: *It was a very warm day.*
- *As* + adjective + *as*: *Today is as warm as yesterday.*

THEME Proms and Parties

Unit 33 focuses on language and expressions used to express complaints and opinions about places and things.

Go to www.MyEnglishLab.com for the Unit 33 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional Focused Practice, Communication Practice, from Grammar to Writing practice, Unit 33 Review, and Unit 33 Review Test.

READ (pages 401–402)

- 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 does Maria complain about? (*2 restaurants*)
 2. Is her complaint about both places the same? (*no*)
 3. According to the psychologist, does Maria have a problem? (*no*)
 4. Why can it be good for people to complain a lot? (*Some studies show that people who complain live longer than people who don't complain.*)
- Ask students if they know people like Maria and how they deal with them.

GRAMMAR CHARTS (page 403)

- To reinforce the pattern, bring in items of clothing of various sizes (including some very large and very small), fruit and vegetables (ideally, a melon, a green banana, a yellow banana, and an overripe banana; you can also use pictures with the bananas colored accordingly).
- Have students examine the items. (If your class is large, call up a few representative students to do this.)
- Write adjectives on the board. (Example: *big, small, long, short, ripe, soft, hard*)

- Once again, go through all the charts and have students form sentences about the items you brought in, for example:

This melon is ripe enough to eat.

This banana isn't ripe enough.

This shirt is too big.

This skirt is very long.

This sweater isn't as soft as that one.

GRAMMAR NOTES (pages 403–404)

Note 1 Enough

- Explain that it's usually a good thing if you have *enough* and a negative thing if you *don't have enough* of something.
- Write the following on the board:
 - ride a train by myself
 - drive a car vote
 - live alone
 - get married
 - retire
- Have students work in pairs to make true sentences (affirmative or negative) with the verbs on the board and *enough*. (Example: *I'm old enough to drive, but I'm not old enough to vote. I'm old enough to drive, and I'm also old enough to vote.*)
- This can also be done as a circle drill. Go around the room and have each student make one sentence.

Notes 1–2 Enough and Too

- Draw a chart like the following on the board. (Select topics to match the interests of your students.)

Movies	Singers	Restaurant	Cities

- Have students come up to the board and, in the appropriate columns, write the names of items that they do/did not like or enjoy.
- Point to the items. Have students who didn't like them raise their hands. When you call on them, they should make sentences with *too* or *not* + adjective + *enough* to explain why they didn't like the items. (Example: *I didn't like Million Dollar Baby because it was too violent and too sad. I don't like Gary's Grill because the service isn't fast enough.*)

Notes 2–3 Too and Very

- Illustrate this grammar point by drawing cartoon figures on the board. (If you cannot draw well, ask a student to do it for you.) Draw the following:
 - a very tall, thin person (male or female) the same tall person squeezed into an airplane seat
 - a very short person with a basketball hoop way above the person's head
- Point to the tall person and say: "He's / she's very tall." Point to the picture of the tall person on the plane and say: "He's too tall to fit in an airplane seat." Point to the short person and say: "She's very short." Point to the basketball hoop and say: "She's too short to reach the basketball hoop."
- Point to the pictures in turn and have the class repeat the sentences.
- Write the following nouns and adjectives on the board. Put students in pairs. Have them make one sentence with *very* and another with *too* and an infinitive, for example: soup—hot (This soup is very hot.) (This soup is too hot to eat.)
 - book—long
 - weather—cold
 - weather—hot
 - sofa—heavy
 - tea—sweet
 - I—tired
 - child—big
 - homework—difficult

Note 4 As + Adjective + As

- To illustrate the grammar in these notes, have several or all of the students line up according to their height.
- Call students out of the line and make model sentences like the ones in the book, for example:
 - Sally is as tall as Paula.
 - Paru isn't as tall as Fatima. Fatima is taller.
- Call other pairs of students out of the line and elicit similar sentences from the group. Write one example of each of the structures on the board.
- Have the class sit down. Call on students to read the notes and the examples.
- In pairs. Have students make sentences about themselves following the five patterns on the board using these adjectives and nouns:

Adjectives	Nouns
tall	height
short	weight
thin	hair color
heavy	hair length
long	eye color

- Circulate and make notes about errors. Write sentences with mistakes on the board and call on students to correct them.

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Have students do a ranking activity.
- Prepare a grid like the following. This example uses cars, but you can make a grid out of any related items, such as foods, hobbies, animals, vacation spots, or jobs. (Note: It is important for some of the items to be similar so that students can form sentences with *as* + adjective + *as*.)

	Expensive	Fast	Beautiful	Economical
Ferrari				
Corvette				
Honda Accord				
Toyota Camry				
Mini Cooper				

- Have students work in groups of four. Make copies of the grid and distribute them. The objective of the activity is for students to rank in order the five items from 1 to 5 under each adjective. (Example: *If they agree that a Ferrari is the most expensive car, they would rank it number 1.*) To encourage discussion and to elicit the target structures, students must agree on the rankings. This activity can be repeated with different grids.

SPEAKING

- Have students alternate roles between a personal shopper and a customer. Personal shoppers work in high-quality department stores. Their job is to help individual customers find items that meet their needs and their budgets.
- Bring in a large variety of catalogs, including clothing, furniture, electronics, cars, shoes, and gifts. Large catalogues (such as the *Sears* or *J.C. Penney* catalogues) can be divided into sections.
- Place students work in pairs and explain the task. Distribute the catalogs or let students pick one they want. Model the language you want students to use. (Example: *If the customer likes an item that the personal shopper picked, he or she can say: "I like it. It's very nice / colorful / elegant."* *If a customer doesn't like an item, he or she can say "It's too large / expensive."*) As students continue talking and the personal shopper shows the customer additional items, the customer might say: "I like this shirt. It isn't as tight as the other one."
- Have the personal shoppers pick at least eight items they think their customer will like. To make the activity livelier, the personal shopper can intentionally choose items he or she knows the customer will dislike.

UNIT 34

OVERVIEW

GRAMMAR The Superlative

Unit 34 focuses on the structure, meaning, and use of the superlative, including the superlative forms of regular and irregular adjectives, and how to use the superlative with *one of the*.

THEME Animals Around The World

Unit 34 focuses on language and expressions used to talk about and compare different types of interesting animals from around the world.

Go to **www.MyEnglishLab.com** for the Unit 34 Diagnostic Test, additional Grammar in Context practice, Grammar Coach Videos, additional Focused Practice, Communication Practice, from Grammar to Writing practice, Unit 34 Review, and Unit 34 Review Test.

READ (pages 415–416)

- 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 do penguins look like? (*They have black backs and white bellies. They look fat. They stand upright and they walk like ducks.*)
2. Where and when did explorers first see penguins? (*South America, 1519*)
3. What language does the word *penguin* come from? What does the word mean? (*Spanish / fat*)
4. How many kinds of penguins are there? (*17*)
5. Where do they all live? (*below the equator*)
6. What is another name for little blue penguins? (*fairy penguins*)
7. Where do little blue penguins live? (*The warm waters off southern Australia and New Zealand.*)
8. How tall are emperor penguins? (*4 feet*)
9. Where do they live? (*Antarctica*)

GRAMMAR CHARTS (page 417)

- On the board, write several sentences from the opening reading with examples of the target grammar, for example:

The penguin is one of the easiest birds to recognize.

They thought this type of bird was one of the strangest birds in the world.

The Little Blue Penguins are the smallest of all.

For each sentence, ask: “What is the adjective?”

Elicit the meaning of *one of the strangest birds*. Ask: “Is the penguin the strangest bird, or are there other birds that are very strange?” (*There are other birds that are strange.*) If further clarification is needed, ask three tall students to stand up. Then say:

“[Student 1] is the tallest student in the class. [Student 2] is the shortest student.”

- Go through the charts. Have students read the sentences. For each sentence, ask students what the adjective is and how many syllables it has. Ask questions to elicit the rules for forming the superlative:

What do we add to the endings of shorter adjectives to form the superlative? (*-est*)

What word comes before the adjective? (*the*)

How do we form the superlative with longer adjectives? (*the most + adjective*)

What do we do with adjectives ending in *y*? (drop the *y* and add *-iest*)

What are some examples of irregular superlatives? (*farthest, best, worst*)

- Have students recall the comparative form of each adjective. Have them recite the three forms of each adjective: *big, bigger, the biggest*.
- Repeat the last step for the irregular superlatives.

GRAMMAR NOTES (pages 417–418)

Notes 1–3 Superlative Adjectives, Short Adjectives, and Longer Adjectives

- Give students a list of adjectives like the following and have them say or write the superlative of each word. Monitor carefully for the use of *the*.

cute	large	far
small	fat	cold
funny	busy	easy
good	strange	exciting
interesting	formal	beautiful

- Do a quick drill. Say an adjective and point to a student. The student gives the three forms of the adjective. (Example: *fat, fatter, fattest*)