

Focus on Grammar 4 | Unit Teaching Notes

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PART **1** **Present and Past: Review and Expansion**

UNIT

1

Simple Present and Present Progressive

NAMES

UNIT

2

Simple Past and Past Progressive

FIRST MEETINGS

UNIT

3

Simple Past, Present Perfect, and Present Perfect Progressive

HOBBIES AND INTERESTS

UNIT

4

Past Perfect and Past Perfect Progressive

MUSICIANS

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

UNIT 1**OVERVIEW****GRAMMAR Simple Present and Present Progressive**

Students will learn the meanings and practice the uses of the simple present and the present progressive.

- The simple present describes events, situations, or activities not connected to time restrictions; it is also used for general statements of truth or fact.
- The present progressive describes what is happening right now or in the extended present with action verbs.
- In sentences with both simple present and present progressive, the present describes the situation and the present progressive describes the continuing action.

THEME Names

Unit 1 focuses on language that we use to introduce ourselves and talk about our names.

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

READ (pages 4–5)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What is the woman's name? (Yevdokiya Ivanova Detrova)
 2. Where is she from? (Russia)
 3. Where do middle names come from in her country? (from the father's first name)
 4. What is the man's name? (Jorge Santiago García de Gonzalez)
 5. Where is he from? (Mexico)
 6. Where do last names come from in his country? (from the father's last name and the mother's last name)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups:
 1. Does your family have a naming tradition (e.g., naming a child after a grandparent)? Explain.
 2. Why do some people change their names? How do you feel about your name? Do you like your name?

GRAMMAR CHARTS (page 6)

- Write the following on the board:
 1. I speak Spanish at home.
 2. I'm speaking French now.
 3. He works in the city center.
 4. He's working from home today.
- Ask: "How do we form the simple present?" (*base form of verb or base form of verb + s*) Ask: "How do you form the present progressive?" (*form of be + -ing form of verb*)
- Restate Items 1 and 2 from above using negative forms. Say: "I don't speak Spanish at home. I'm not speaking French now." Write the negative statements on the board. Ask: "How do you form the negative simple present?" (*form of do + not + base form of verb*) "How do you form the negative present progressive?" (*form of be + not + -ing form of verb*)
- Change Items 1 and 2 into questions. Ask: "Do I speak Spanish at home? Am I speaking French now?" Write the questions on the board. Then ask: "How do you form yes / no questions in the simple present?" (*form of do + subject + base form of verb*) "How do you form yes / no questions in the present progressive?" (*form of be + subject + -ing form of verb*)
- To explain *wh*- questions, write on the board:

Where does he work?

Where is he working today?
- Ask: "How do you form *wh*- questions in the simple present?" (*wh- word + form of do + subject + base form of verb*) "How do you form *wh*- questions in the present progressive?" (*wh- word + form of be + subject + -ing form of verb*) Point out that questions that ask about the subject do not need auxiliaries (*do* or *does*) or question word order (inversion).

GRAMMAR NOTES (pages 7–8)**Note 1–2 Simple Present and Present Progressive**

- Have students find examples of the simple present in Dusya's profile. (*In Russia, students always call their teachers by their first and middle name.*) Have students use the simple present in sentences about the use of names, titles, and nicknames in their own country.
- Have students find sentences in the opening reading that express continuing action. (*This year she's working and studying in Canada*) Have students make up imaginary examples about what Dusya and Jorge are doing these days. Examples: *Dusya is working in a department store. Jorge is studying hard. He's also going out a lot with his new friends.*
- Point out that the simple present expresses things that generally happen and the present progressive expresses things that are happening now. Give an example: *I wear slippers at home, but I'm wearing shoes now.* Ask random students: *What do you wear at home / are you wearing now? What language do you speak at home / are you speaking now?*
- Point to the *Be Careful!* notes. Remind students to add the *-s* ending for third person singular and to add *-ing* to the verb for the present progressive.

Note 3 Non-Action Verbs

- Go over the list of non-action verbs in Appendix 2, page 454. Ask students which verbs they use frequently and write them in a column on the board.
- Write the column heads *Emotions*, *Mental States*, *Possession*, *Wants*, and *Senses and Perceptions* on the board.
- Ask pairs to find three verbs for each heading and make a sentence with each verb. Call on pairs to share their sentences.
- To give students practice with verbs that can have both an action and non-action meaning, write *think*, *taste*, *smell*, *feel*, and *look* on the board. Have pairs choose three of the verbs and write sentences in the simple present and present progressive. Have students exchange papers with another pair to see if they can understand the action and non-action meanings in the sentences.

Note 4 Other Uses of the Simple Present

- Write things that are unchanging on the board (*the Earth*, *the sun*, *the moon*). Write an example sentence using a scientific or physical fact on the board:
The sun rises in the east.
Then have students work in pairs to write more sentences using the simple present. (*The Earth moves around the sun.* / *Ice floats on water.*)
- Point out that general statements and specific statements can use simple present and present progressive to show a contrast between what usually happens and what is happening now. (*It doesn't rain much in the desert, but it's raining in Phoenix today.*)
- Point out that we can use the simple present to describe books or movies we have read or seen. Give an example: *In the film Titanic, a luxury ship hits an iceberg.* Ask students to identify the verb in the simple present tense in the example. (*hits*)
- Have students make one-line statements in the simple present about recent movies they have seen. (*The main actor plays the part of an unusual doctor.*)

Note 5 Present Progressive with Always

- Write on the board:
He's always telling jokes.
- Ask: "What tense does the example use?" (*the present progressive*) Point out that we can use the present progressive with *always* to express a repeated action.
- Have students think of both positive and annoying habits of people they know, and write examples of things "they are always doing." (*Carolina is always smiling.* / *My brother is always talking in class.* / *The teacher is always correcting my spelling.*)

OUT OF THE BOX ACTIVITIES

WRITING AND SPEAKING

- Have students work in groups to create a “profile” for a famous person. Encourage them to include information about the person’s name, what he / she usually does, and what he / she is doing these days. Circulate and give help as needed.
- Have groups present their profile to the class. Have the class guess the identity of the famous person.

WRITING AND SPEAKING

- Have students bring in family (or other) photos or show digital pictures from their phone or a social media page.
- Write these questions on the board:
 - What is the background for the picture?
 - What do you see in the picture?
 - What is happening in the picture?
- Have students describe their pictures in small groups.

UNIT 2

OVERVIEW

GRAMMAR Simple Past and Past Progressive

Students will learn the meanings and practice the use of the simple past and the past progressive—specifically when these verb forms appear in sentences with two clauses.

- The simple past describes an action that was completed at a specific time in the past.
- The past progressive describes an action that was in progress at a specific time in the past.
- In sentences with both the simple past and the past progressive, the past progressive describes an action that was interrupted by another action; the simple past describes the interrupting action.

THEME First Meetings

Unit 2 focuses on language that we use to talk about important life events, such as meeting people who became influential in our lives.

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

READ (pages 18–19)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Why are these couples special? (Because they accomplished great things.)
 2. Did they all get married? (yes)
 3. Who had to go through very hard times? When? Were they able to recover? (Maria Sklodowska, when her husband was hit by a horse-drawn carriage and died; Frida Kahlo, when she had a serious bus accident. Both Marie and Frieda recovered.)
- To get students to share their ideas on the reading, have them discuss the following topics in small groups.
 1. All three couples described in the article overcame great obstacles to find success. Who do you know who has faced difficulties on their way to achieving their goals?
 2. Ask students to talk about their personal or public heroes. Here is an example to use as a model: “Christopher Reeve, who played Superman in the movies, was famous for his strength and grace. One day while riding his horse, Reeve fell and became paralyzed from the neck down. Although he no longer looked like a hero in the physical sense, he became a Superman in a different way: He spoke for paralyzed people everywhere who didn’t have a voice. When Christopher Reeve died in 2004, he was mourned by all as a true American hero.”

GRAMMAR CHARTS (page 20)

- Write on the board:
 1. Marie left Poland.
 2. She moved to Paris.
 3. She was planning to return to Poland.
 4. Marie and her husband were doing research.
- Have the class name the regular verb. (*moved*) Ask: “How do we form the simple past of regular verbs?” (*base form of verb + -d or -ed*) Have the class name the irregular verb. (*left*) Ask: “How do we form the simple past of irregular verbs?” (*There is no rule. They have to be learned.*)
- Erase the verbs in the examples and replace them with blanks. Have students make example sentences negative. (*Marie didn’t leave Poland. She didn’t move to Paris. She wasn’t planning to return to Poland. Marie and her husband weren’t doing research.*) Ask: “How do we form the negative simple past?” (*didn’t + base form of verb*) Ask: “How do we form the negative past progressive?” (*wasn’t / weren’t + -ing form of verb*)

GRAMMAR NOTES (pages 21–22)

Note 1 Simple Past

- Write on the board:

Brad met Jenny in London in 2016.
- Have students study the example. Ask: “Does the simple past describe a completed action?” (*yes*) “Do we know when the action happened?” (*yes, in 2016*) Remind students that we use the simple past for completed past actions that happened at a definite past time.
- Have pairs take turns asking and answering *what time* questions about common daily activities. (*What time did you get up yesterday? What time did you leave the house?*) Then have several students write their partner’s responses on the board. (*Kim got up at 5:30. Kim left the house at 6:30.*)
- ⌚ To review irregular simple past verbs, drill the class on some of the more common verbs listed in Appendix 1, pages 453–454. Give a base form and have students quickly respond with the past.

Note 2 Past Progressive

- Write on the board:

Brad was working in London in 2016.
- Have students study the example. Ask: “What was Brad doing in London in 2016?” (*He was working.*) “Was the action completed or in progress at the time?” (*It was in progress.*) Remind students that we use the past progressive for actions in progress at a definite past time.
- Ask: “What were you doing last night at 8:30?” Ask students to respond with complete sentences, and have other students stand at the board and write them down. For example: At 8:30 last night,
 - Ines was eating dinner.
 - Carlos was working.
 - Jonah and Yuri were watching TV.
 - Susan was doing homework.

- Draw attention to the *Be Careful!* note. Ask: “Why is it incorrect to say *Marie was having a degree in physics?* (because *have* is a non-action verb so it cannot be used in the progressive)
- Elicit additional examples of non-action verbs not usually used in the progressive (*love, remember, want, see, seem*). Refer students to Appendix 2, page 454 for a list of non-action verbs.

Note 3 Past Progressive + Simple Past

- Write on the board:
The guests arrived while Jane was cooking. = When the guests arrived, Jane was cooking.
- Have students study the examples. Then ask: “Which action was in progress?” (*Jane was cooking*.) “What interrupted that action?” (*the arrival of the guests*) Remind students that we use the past progressive and the simple past to express an action in progress (past progressive) that was interrupted by another action (simple past).
- Point to the example on the board. Explain that *while* is usually used with the past progressive and *when* is usually used with the simple past, but *when* can also be used with the past progressive.
- Have students work in small groups to think of sentences using the two tenses. Have them act out their sentences for the class. As students share their sentences, write a few of them on the board. (*While Tim was walking in, his cell phone rang*.)

Note 4 Past Progressive + *While* or *When*

- Draw the timeline from the Student Book on the board. Point to the word *now* and say: “Right now I’m talking and you’re listening.” Then point to the word *past* and say: “A minute ago, you were talking and I was writing on the board.”
- Write on the board:

When you were talking, I was writing.
While
- Have students study the examples. Then ask: “Do *when* and *while* have the same meaning in the examples?” (yes) Point out that we can use either *when* or *while* for two past actions in progress.
- Have pairs think up and act out simultaneous actions for the class to describe. (*While Alicia was reading a book, Natasha was polishing her nails.*)

Note 5 Simple Past + Simple Past, or Simple Past + Past Progressive

- Write on the board:

When my roommate called his parents, I was making breakfast.
 - Ask: “Which action happened first?” (*I was making breakfast.*) To indicate the order of the actions, write 1 above the main clause and 2 above the *when* clause:
- 2 1

When my roommate called his parents, I was making breakfast.
- Point out that in the example, *when* means “at the time.”

- Then write a new example on the board:

When my roommate called his parents, I left the house.

- Ask: “Which action happened first?” (*My roommate called his parents.*) To indicate the order of the actions, write 1 above the *when* clause and 2 above the main clause:

1

2

When my roommate called his parents, I left the house.

- Explain that in this example, *when* means “after.”
- Ask pairs of students to create additional examples and write them on the board, numbering the clauses to show the order of the actions.

Note 6 Position of the Time Clause

- Ask: “In writing, what do we need if the time clause comes first?” (*a comma at the end of the time clause*) Point out that when speaking, we pause.

OUT OF THE BOX ACTIVITIES

SPEAKING

- Ask students to name famous couples (for example: Romeo and Juliet, Victoria and Albert, Tristan and Isolde, Antony and Cleopatra, Bonnie and Clyde).
- Create a role play card for each person named. Write the name of the person and information about that person on the card.
- Distribute one card to each student. Each student takes on the role of the person on the card. They take turns giving clues about themselves to find their partners. The other students guess who they are. For example:

A: I was working on radioactivity, and you were working with me.

B: That’s right! We won a Nobel Prize.

C: They’re Pierre and Marie Curie.

WRITING AND SPEAKING

- Bring in some magazine pictures or show some screenshots of events that happened in the recent past (for example, a weather disaster, a blackout, a sports event).
 - Have each pair of students look at a different picture and ask them to write three sentences about it, combining the simple past and past progressive. Call on students to read their sentences to the class.
- ⌚ Alternatively, have pairs or groups create a news story about their picture and present it to the class. Record “the news” with the class.

UNIT 3

OVERVIEW

GRAMMAR Simple Past, Present Perfect, and Present Perfect Progressive

Students will learn the meanings and practice the uses of the simple past, present perfect, and present perfect progressive—specifically when more than one of these verb forms appears in a single sentence or situation.

- The simple past describes an action that occurred in the past or was completed at a specific time in the past.
- The present perfect and present perfect progressive describe an action that began in the past and is just ending or might continue into the future.
- Note that these differences in verb forms do not exist in other languages, and therefore students will not find equivalents in their native languages.

THEME Hobbies and Interests

Unit 3 focuses on language that we use to talk about free time activities that we have done or have been doing lately.

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

READ (pages 33–34)

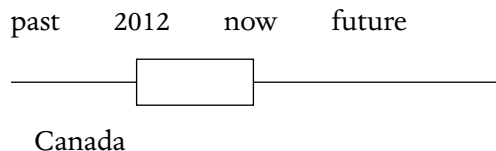
- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Who has written this blog? (Hank Washington)
 2. What is his new hobby? (cooking)
 3. What has he been doing recently to help him learn more about his new hobby? (He's been reading food blogs.)
 4. Who is Elly McCausland? (the blogger of the food blog *Nutmegs*)
 5. When did McCausland start writing her blog? (in 2010)
 6. What has McCausland done since she started her blog? (She has taken trips and described the connection between her interests in food and travel. She has also started to grow fruits and vegetables in her garden.)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Do you like to cook? Why or why not? Is cooking a hobby or a chore for you?
 2. When you travel, do you enjoy tasting the food of that region? Why or why not?
 3. What hobbies have you been enjoying lately?

GRAMMAR CHARTS (page 35)

- Write on the board:
She started her blog in 2010.
- Have students name the verb in the example. (*started*) Ask: “What tense is it in? (*simple past*)”
- Write on the board:
I have found out that I like to cook.
She has taken trips.
- Ask students to name verbs in the examples. (*have found out, has taken,*) Underline them as students say them. Then ask: “How do we form the present perfect?” (*have / has + past participle*)
- Write on the board:
I have been reading food blogs recently.
She has been writing about her passion for cooking.
- Ask students to name the verbs in the examples. (*have been reading, has been writing*) Underline them as students say them. Then ask: “How do we form the present perfect progressive?” (*have / has + been + -ing form of verb*)

GRAMMAR NOTES (pages 35–37)**Note 1 Simple Past**

- Write on the board:
Mike lived in Toronto for one year.
- Have students study the example. Then ask: “Does Mike still live in Toronto?” (*no*) Point out that we use the simple past for completed past actions. To show that the time is finished, draw the following timeline on the board. Leave the timeline on the board to use when reviewing Note 2.



- Write a new example with two time expressions with the same meaning. **Note:** Change the number of years as necessary to make a time expression with the same meaning as *in 2012*.
[Five] years ago in 2012 | Mike lived in Canada. He didn't live here.
- Remind students that we use the simple past with specific past time expressions. Have students call out the time expressions in the example. (*five years ago, in [2012]*)
- Ask individual students: “When did you move to this city?” “When did you start learning English?” “Where did you get that [jacket]?”

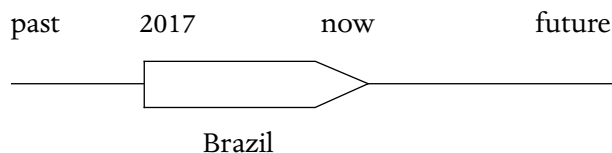
⌚ Do a quick teacher-directed oral review of the principal parts of common irregular verbs such as *choose, wear, drive, read, grow, fly, see, buy, give, shake, speak*. (See Appendix 1, pages 453-454.) You can model this by saying, “drink, drank, drunk” as you count off the three parts on your fingers, then prompting a student with “choose . . . ?” and holding up one and then two and three fingers until the student responds with “choose, chose, chosen.”

Note 2 Present Perfect or Present Perfect Progressive

- Write on the board:

1. Anna has lived in Brazil for two years. = Anna has been living in Brazil for two years.

- Have students study the examples. Then ask: “Does Anna still live in Brazil?” (yes) Point out that we use the present perfect for actions that started in the past and are not completed. To show that the time is unfinished, draw the following timeline on the board. **Note:** Change the year 2017 as necessary to include a year that is two years from now. Have students compare it with the timeline in Note 1. **Note:** Leave the example and the timeline on the board.



- Point out that both examples have the same meaning. Explain that present perfect and present perfect progressive are connected to the present and can mean the same thing with certain verbs like *live, work, and study*. Give new examples: *I have worked here for [six months]. I have been working here [for six months].*
 - Remind students that there are two ways to express the information shown on the timeline. Write the following examples on the board. Change the year as necessary.
2. Anna has lived in Brazil since [2017]. = Anna has been living in Brazil since [2017].
- Have students compare the examples in Items 1 and 2. Point out that they mean the same thing.
 - Point out that we use *for* with a length of time and *since* with a point in time.
 - Have pairs take turns asking each other: “How long have you lived here? How long has your family lived in their house? How long have you studied English?” Encourage students to answer each question twice, once with *for* and once with *since*.
- ⌚ Be sure that your students understand that the same situation can be described with different verbs and different tenses: *I came here five years ago. I’ve been here for five years.* To provide practice, have pairs ask each other questions about the same situation, using both tenses:

- A: When did you come here?
 B: I came here three years ago.
 A: So you’ve been here for three years.
- A: When did you buy that jacket?
 B: I bought it last year.
 A: So you’ve had it for a year.

Note 3 Present Perfect for an Indefinite Time in the Past

- Write on the board:

Joy has bought a car.

- Have students study the example, then ask: “Is the action finished?” (yes) “Do we know when it happened?” (no) Point out that we use the present perfect for completed past actions when the time is not known or not important. Also point out that the action expressed in the present perfect can affect the present. Say: “From now on, Joy is going to drive to work.”
- To explain the difference between the present perfect and the present perfect progressive, write on the board:
 1. Jason has painted a mural.
 2. Jason has been painting a mural.
- Have students study the examples. Then ask: “In Example 1, has Jason finished painting the mural?” (yes) “And in Example 2?” (no) Point out that the present perfect without *for* or *since* shows that something is finished, either recently or at some unspecified time in the past, while present perfect progressive shows that something is still going on.
- Have pairs practice the following conversation:

A: What’s your favorite book?
 B: My favorite book is _____.
 A: How many times have you read it?
 B: I’ve read it _____ times.
 A: And what have you been reading lately?
 B: Lately I’ve been reading _____.

Note 4 Present Perfect or Simple Past

- To compare the use of the present perfect and the simple past with finished and unfinished time periods, write on the board:
 - a. Finished time period + simple past
 - b. Unfinished time period + present perfect (the action might happen again)
 - c. Unfinished time period + simple past (the action won’t happen again)
 1. He has traveled twice this year.
 2. He traveled twice this year.
 3. He traveled twice last year.
- Have students match the patterns with the examples. (*a-3; b-1; c-2*)
- Point out that the time of day sometimes determines whether simple past tense or present perfect is appropriate. We use the present perfect to ask about breakfast before noon: *Have you eaten breakfast?* After noon (lunchtime), we would ask in the past tense: *Did you eat breakfast this morning?*

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Make a list of time expressions and write them on the board: last week, since I was born, for 10 years, that long, last month, since last month, for two weeks.
- Have pairs play a game: Student A makes a sentence using a time expression from the board. (I have lived in this country since I was born.) Student B makes a new sentence using the same time expression and true information about himself / herself. (I have liked music since I was born.) Then Student B says a new sentence, and so on.

🕒 Make a simple board game with the time expressions in numbered boxes on a sheet of paper. You will need a distinctive button for each student and a die. Students throw the die, advance to a box, and make up an original sentence with the time expression specified in that box and appropriate grammar. Give a prize for originality or outrageousness.

LISTENING AND SPEAKING

- Show a movie cued to a scene. Play the scene. Then ask other students to guess what the history of the character is, up to right before the scene. (*He's only been living in New York for a short time. He just came home from a party. He just got some bad news.*)
- Have students show pictures of a famous person who's been in the news lately and give a short report about what the person has done, has been doing, just did, and/or has never done.

UNIT 4

OVERVIEW

GRAMMAR Past Perfect and Past Perfect Progressive

Students will learn the meanings and practice the uses of the simple past, present perfect, and present perfect progressive—specifically when more than one of these verb forms appears in a single sentence or situation.

- The past perfect is used in contrast with the simple past; the past perfect action happened before the past action.
- The past perfect progressive is also used in contrast with the simple past, but it describes continuing action before (or by) a specific point of time in the past.

THEME Musicians

Unit 4 focuses on language we use to talk about musicians, their careers, and their personal lives.

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 48–49)

- 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 the man in the photo? Where is he from? (Gustavo Dudamel. He's from Venezuela.)
 2. What instrument could he play when he was a child? (the violin)
 3. What changed his life? (Participating in El Sistema, a program that teaches music to poor children.)
 4. What happened in the Hollywood Bowl in 2009? (He conducted the Los Angeles Philharmonic in a free concert that was attended by thousands of people.)
 5. What did he do to help young people? (He set up a program in Los Angeles modeled on El Sistema.)
- To get students to share their ideas on the reading, have them discuss one or both of the following topics:
 1. Many people have to overcome problems before success. Dudamel's story is one example. Have pairs take turns sharing stories about being successful in spite of health or personal problems. Encourage students to share stories about celebrities or people they know.
 2. Many successful people don't forget their roots and work hard to help others. Dudamel is an example. Have pairs take turns sharing stories they may know about successful people who work hard to help people in need.

GRAMMAR CHARTS (pages 50–51)

- Write on the board:

By 2009, he had signed his first contract.

- Ask students to name the verb form in the example. (*had signed*) Underline it as students say it. Point out that it is the past perfect. Then ask: “How do we form the past perfect?” (*had + past participle*) Point out that *had* can be contracted. Circle *he had* on the board and write *he’d* below the circle. Say: “By 2009, he’d signed his first contract.”

- Write on the board:

They had been waiting for three hours.

- Ask students to name the verb form in the example. (*had been waiting*) Underline it as students say it. Point out that it is the past perfect progressive. Then ask: “How do we form the past perfect progressive?” (*had + been + -ing form of verb*)

GRAMMAR NOTES (pages 51–53)**Note 1 Past Perfect**

- Write on the board:

By 2015, I had bought my car.

- Have students study the example. Then ask: “Did I buy my car before or after 2015? (*before*)”
- Point out that we use the past perfect to show what happened before a specific time in the past.
- Have students say what they had or hadn’t done by 2015. (*By 2015, I had left my hometown. / I had studied English here for four years. / I hadn’t found a job. / I had started school here. / I hadn’t met you.*)

🕒 Write a past month on the board, for example, *June this year*. Ask various students: “How many parties had you been to by June this year? How many exams had you had? Had you taken a vacation? What things had you bought?”

Note 2 Past Perfect Progressive

- Write on the board:

When I came here,

I had studied English for five years.

I had been studying English for five years.

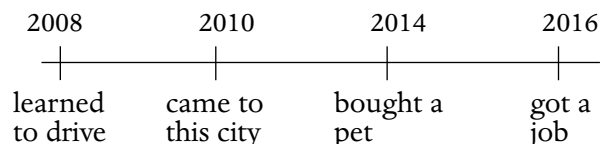
- Point out that in the first example (*had studied*) the emphasis is on the amount of time (*five years*), whereas in the second (*had been studying*) the emphasis is on the process.
- Remind students that the past perfect progressive is not usually used with stative verbs. For example: *I had always wanted to succeed.* (Not: *I had always been wanting to succeed.*)
- Write on the board:

Her eyes were red. She had been crying.

- Have students study the example, then ask: “Was she crying the moment I saw her?” (*no*) “Had she stopped long before or a short while before?” (*a short while before*) “How do you know?” (*because her eyes were red*)
- Point out that we use the past perfect progressive for finished actions that have just ended. Also point out that we can often see the results of the action (*her eyes were red*).

Note 3 Past Perfect or Past Perfect Progressive + Simple Past

- Draw a timeline on the board, noting several years. Write an event for each date. For example:



- Write on the board:
I had learned how to drive when I came to this city.
- Have students study the timeline and the example. Then ask: “What did I do first— learn how to drive or come to this city?” (*learn how to drive*) “What verb form do we use for the action that happened first?” (*the past perfect*) “And for the one that happened next?” (*the simple past*)
- Have students create their own timeline with important dates / years in their lives.
- Then have students work in pairs to create sentences comparing a past and a “more past” event, as shown in the example. Remind them to use the past perfect and the simple past.
- To explain the use of the past perfect progressive with the simple past, write a new example on the board:
I had been saving for a new computer when I won one in a raffle.
- Point out that we can also use the past perfect progressive with the simple past to show the relationship between two past events.
- To explain sentences with *after*, *before*, and *as soon as*, write on the board:
After I had passed my driving test, I bought a car.
After I passed my driving test, I bought a car.
- Have students study the examples, then ask: “Do both sentences use the same verbs forms?” (*No, one uses the past perfect and the other uses the simple past.*) “Do they have the same meaning?” (*yes*)
- Point out that with the words *after*, *before*, and *as soon as*, the past perfect is not really necessary because the difference in time between the two events is clear, so the simple past can be used for both events.
- To provide practice, have pairs write sentences with *after*, *before*, and *as soon as* plus the past perfect. Then have students restate the sentences using the simple past.

Note 4 Adverbs or Expressions with *By* to Show the Order of Events

- Write on the board:
 - By + time, + past perfect (progressive)
 - By + time clause, + past perfect (progressive)
- Point out that we often use the past perfect and past perfect progressive with *by* plus a time or *by* plus a time clause. Give two examples: *By 2016, I had visited 10 different countries.* / *By the time I was four, I had been abroad twice.* Have students create their own sentences.
- Point out that we often use the past perfect with *already*, *yet*, *ever*, *never*, and *just*. Give examples: *When he arrived, I had already / just gone to bed.* / *When you came to this country, had you ever lived away from home?* *When the bell rang, I hadn't finished yet.*
- Draw attention to the *Be Careful!* note. Ask: "Why is that last example incorrect?"
- Have students create their own examples in pairs.

OUT OF THE BOX ACTIVITIES**SPEAKING**

- As a class, brainstorm a list of five to seven questions to use in an interview with a famous sports figure, movie star, writer, composer, or singer about his or her childhood and entrance into the world of fame. Write the questions on the board.
- Form small groups. Have students choose a famous person and write questions for their interview. Encourage them to start with a question about the star's first success and then ask about previous experiences (which led to stardom). Have them use this question form, which you can write on the board:
- Before your big break, what / how / when had you. . . ?
- Call on a volunteer to role-play one of the famous people the groups have chosen. Have the class interview him or her. Point out that he or she can make up the answers, if necessary.

LISTENING AND WRITING

- Record a talk-show interview of a famous person.
- Select a five-minute segment during which the famous person is talking about his or her past.
- Play the recording and pause it after each piece of information about the famous person's past. Have the students write a sentence about it, using past perfect or past perfect progressive.
- Have students work in small groups to write paragraphs from their sentences.

PART **2** **Future: Review and Expansion**

UNIT

5

Future and Future Progressive

LIFE IN THE FUTURE

UNIT

6

Future Perfect and Future Perfect Progressive

GOALS

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

UNIT 5

OVERVIEW

GRAMMAR Future and Future Progressive

Students will learn the meanings and practice the uses of the future and the future progressive—specifically, how different tenses are used to show future meaning.

- The simple present, the present progressive, the auxiliary *will* + base form, and *be going to* + base form all show future meaning with a future time adverb.
- The future progressive uses either *will* or *be going to* + *be* + *-ing*.

THEME Life in the Future

Unit 5 focuses on language that we use to talk about what life in the future will be like and what our plans for the future are.

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.

READ (pages 68–69)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What kind of cities will people live in? What will they be like? (Floating cities; they will use solar, wind, and wave power; homes will be underwater.)
 2. Where will farmers grow food? Who will do the difficult work? (on vertical farms; robots)
 3. What vehicles will people take to work? What other use will these vehicles have? (Airships; they will be used as flying hospitals.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. Which of the predictions from the article do you think will come true? Give your reasons.
 2. The article suggests solutions to problems the future might bring regarding housing, farmland, and fuel. Do you think the solutions are good? Why? / Why not? Can you think of other solutions?

GRAMMAR CHARTS (page 71)

- Write the following column heads on the board:

Going to	Will	Present Progressive	Simple Present
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- Have students find examples in the reading of the four types. Write the verb phrases on the board under the appropriate column heads.
- Write on the board:

We will be using robots for hard work.

We are going to be using robots for hard work.
- Ask: “Do both sentences have the same meaning?” (yes) Have students name the verb forms in the examples. (*will be using, are going to be using*) Underline them in the sentences on the board. Then ask: “How do we form the future progressive?” (*will + be + -ing form of verb or form of be + going to + be + -ing form of verb*)

GRAMMAR NOTES (pages 72–74)**Note 1 Referring to Future Events**

- Write on the board:
 1. Doctors are going to work in airships.
 2. Airships will be flying hospitals.
 3. We’re trying an airship next year.
 4. The airship leaves at eight o’clock.
- Have students study the examples. Then have students identify the four ways to talk about the future. Write them next to each example. (*be going to, will, present progressive, simple present*)
- Point out that some of the differences among the four ways are related to the situations. Notes 2–6 cover the different meanings and uses.

Note 2 Future Facts

- Point out that we use *be going to* or *will* for facts that we know will happen in the future. Give examples: The traffic is going to get heavier at six o’clock. The traffic will get heavier at six o’clock.
- Ask individual students: “What time will the sun / is the sun going to set today? What time will the sun rise / is the sun going to rise tomorrow?” Encourage students to answer in complete sentences.

Note 3 Predictions

- Point out that we use *be going to* or *will* for predictions. Give examples: We’re going to use flying cars. We’ll use flying cars

- Have pairs write their own predictions for the future. Call on students to share some of their predictions with the class.
- Draw attention to the Be Careful! note. Ask: “Why is it incorrect to say Look at the sky! It will rain?” (because you see clouds in the sky right now)

Note 4 Future Plans

- Point out that we use *be going to* or the present progressive for plans that have been decided. Give examples: *We’re going to have a meeting on Thursday. We are having a meeting on Thursday.*
- Have students ask their partners: “What are you going to do this weekend? / What are you doing this weekend?” Emphasize that there is almost no difference between these two forms.
- Ask students: “Which is more common: *I’m going to go to my next class* or *I’m going to my next class*?” (*I’m going to my next class because with the verb go, it is more common to use the present progressive.*)

Note 5 Quick Decisions, Offers, and Promises

- Say: “I’ve just decided that I’m going to give a test tomorrow. What will you do tonight?” (*We’ll study.*) Point out that we use *will* for quick decisions made at the moment of speaking.
- Write on the board:

There’s going to be a party tomorrow night.

Ask one student: “You got an invitation a week ago, and you’ve already bought new shoes just for the party, so . . .” (Student 1: *I’m going to go.* [It’s sure.]) Ask another student, “You just heard about the party today, and you’re not really busy, so maybe . . .” (Student 2: *Maybe I’ll go.*)
- Then write on the board:

A: I can’t find my pen.

B: I’ll lend you one.
- Have students read the example. Point out that we use *will* to make offers and promises.
- Have pairs create two short conversations using *will* for a quick decision and *will* for an offer or promise. Have pairs role-play their conversations for the class. Encourage students to use contractions and reductions: *I’ll do it* instead of *I will do it*.

Note 6 Future Scheduled Events

- Write on the board:

a bus / train / plane

a conference / meeting / party

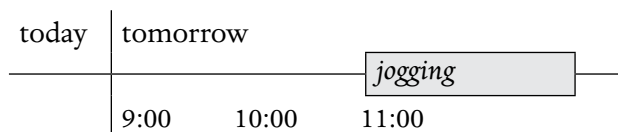
a tour / a trip
- Point out that the simple present is used for scheduled events. Give an example: *My train leaves at three.*

- Have students write true or imaginary sentences using the cues on the board. Call on students to share their sentences with the class.

I'm going on vacation next month. / The plane leaves at 8:00 p.m. / I have a meeting tomorrow. It starts at 10 o'clock.

Note 7 Future Progressive

- Draw a timeline on the board:



- Say: "At 10 o'clock tomorrow, I'll be jogging in the park."
- Have students look at the timeline. Ask: "Will I be jogging at 9:45 tomorrow?" (yes) "Will I be jogging at 10:15?" (yes) Point out that we use the future progressive for actions that will be in progress for some time in the future.
- Have pairs ask each other: "What will you be doing at this time tomorrow?" "On Saturday or Sunday at this time?" "Next month?" "In three months?"

Note 8 Future Time Clauses

- Write on the board:

Main Clause	Time Clause
I'll leave / I'm going to leave	when he comes.
I'll be cleaning my house	while he is studying.

- Have students study the examples. Then ask: "What verb forms can we use in the main clause?" (will, be going to, or the future progressive) "And in the time clause?" (the simple present or the present progressive)
- Draw attention to the *Be Careful!* note. Ask: "Why is it incorrect to say *I'll be enjoying myself while you will be working?* What is the correct way to say that sentence?" (*I'll be enjoying myself while you are working.*)
- Point out that *when* indicates a point in time (simple tense) and *while* denotes a length of time (progressive). In either case, one half of the sentence is some form of present tense even though the idea is future.
- Have students ask their partners: "What will you do when you get home tonight?" "What will you be doing while [teacher's name] is [cleaning his / her house] on Saturday?"

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Have students work with partners to answer one or more of the following questions in the most outrageous way they can. Encourage them to think of something bigger, better, funnier, or more unusual than anyone else.
 1. Your country's ruler is coming to dinner at your house. What are you going to serve?
 2. You have been invited to a costume party. What will you wear?
 3. A television crew is coming to your house to interview you. What are you going to be doing when they arrive?
 4. You have been asked to give a speech on any topic. What do you plan to say?
- Have students share their ideas with the class.

SPEAKING

- Brainstorm ideas about interviewing people who are not students or teachers. Students will ask about typical days at work. Students can use the following questions to get started:
 - Where do you work? (They might not have to ask this one.)
 - What time do you get to work?
 - By (two hours later), what work will you be doing? What will you still have to do?
 - By the time your workday is half over, what are you probably doing?
 - An hour before you finish your work for the day, what are you going to be doing?
- Then have students report on what a working person's life is like.
- **Note:** Suggestions of people to ask are: people who work at fast-food restaurants and have to follow strict schedules; people who work in bookstores; office assistants; people who work in supermarkets; and professionals such as nurses, doctors, lawyers, or artists.

UNIT 6

OVERVIEW

GRAMMAR Future Perfect and Future Perfect Progressive

Students will learn the meanings and practice the uses of the future perfect and the future perfect progressive.

- The future perfect, like one of the future forms, uses *will*, and like the present perfect, it also uses *have*. It is used for actions that will be completed by a specific time in the future (for example, *by this time next week*).
- The future perfect progressive uses *been* + base verb form + *-ing* in addition to *will* and *have*. Like all progressive forms, this tense is used to talk about actions in progress at a certain time (in the future).

THEME Goals

Unit 6 focuses on language that we use to talk about goals for the future.

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.

READ (pages 86–87)

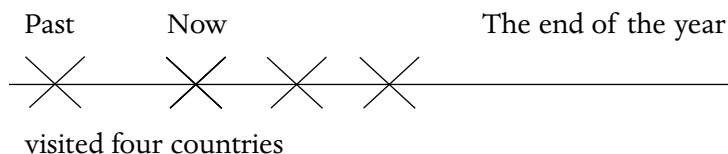
- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. How old was Shubham Banerjee at the time of his first invention? (12)
 2. Why did he create the printer for a school science project? (He wanted to make a better, less expensive braille printer.)
 3. Who will use his printer? (Blind people and others with limited vision will use his printer.)
 4. What is the name of his company? (Braigo Labs)
 5. Who gave him money to start his own company? (Shubham's father and corporate sponsors gave money to start Braigo Labs.)
 6. Does he already have ideas for future inventions? (yes)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. What recent inventions have been particularly useful?
 2. What kinds of inventions would help people in the future?

GRAMMAR CHARTS (pages 88–89)

- Point out that the future perfect examples focus on a complete act (will have finished by next week) while the future perfect progressive examples focus on a length of time (will have been working for a month).
- Write a sentence that can work in either tense on the board, for example (future perfect):
By 2023, I'll have lived here for six years.
- Have students change the sentence to future perfect progressive. Remind them that, as with present perfect and present perfect progressive, some verbs (*live, work, teach*) can be used in either form with little or no difference in meaning.
- Have students work in pairs to find three time expressions for future perfect and future perfect progressive in the reading. Ask them to find differences between the forms. (*future perfect: point in time; future perfect progressive: action in progress; also, future perfect is used with yet, already, and amounts or quantities and future perfect progressive with duration of time*)

GRAMMAR NOTES (pages 90–91)**Note 1 Future Perfect**

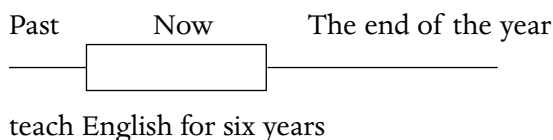
- To explain the future perfect, draw a timeline on the board:



- Point to the timeline and say: “By the end of the year, I’ll have visited four different countries.”
- Point out that we use the future perfect to explain what will happen (visit four countries) before a time in the future (the end of the year).
- To check comprehension, ask: “By this time next week, what will we have finished in class?” (*We will have finished Unit 6. We will have started Unit 7.*)
- Have partners ask each other: “What will you have done by this time next week?”

Note 2 Future Perfect Progressive

- To explain the future perfect progressive, draw a new timeline on the board:



- Point to the timeline and say: “By the end of the year, I’ll have been teaching English for six years.”
- Have students think of an activity they started doing in the past, that they do in the present, and that they will continue to do in the future and say how long they will have been doing it by the end of the year. (*By the end of the year, I’ll have been playing tennis for three years. By the end of the year, I’ll have been taking a painting course for five months.*)

- Write the following sentence on the board:

Mariana and Jim moved into their apartment on December 20, 2019.

- Ask students to create two sentences (one each in future perfect and future perfect progressive) from the information. If necessary, give them the hint that they'll need to use the verb *live*.
(*They will have lived in their apartment for [two] years. They will have been living in their apartment for [two] years.*)

- Then write on the board:

Mariana and Jim were married in December 2019.

- Ask students if both forms are possible here. (*no, only future perfect, because no progressive form is possible with be*)
- Draw attention to the *Be Careful!* note. Ask for examples of verbs that cannot be used with the future perfect progressive.

Note 3 Future Perfect or Future Perfect Progressive + Simple Present in Time Clause

- Write on the board:

When my grandfather turns 70, he will have been a sailor for 50 years.

- Have students identify the present simple verb in the time clause (*turns*) and the future perfect form in the main clause (*will have been*).
- Call on students to say how long they will have been doing something or how many times they will have done something by the time they turn an age of their choice.

Note 4 Adverbs or Expressions with *By* to Show the Order of Events

- Brainstorm with students a list of five personal goals for next year. Write them on the board.
- Then have partners ask each other *yes / no* questions about these goals. For example:

A: Will you have learned to drive a stick shift car by next year?

B: Yes, I will. / No, I won't.

- Use the list of goals on the board and establish a particular date (maybe two years from now). Have pairs ask each other future perfect progressive questions with the goals and a length of time. For example:

A: By, how long will you have been volunteering at the hospital?

B: I'll have been volunteering for five years by then.

- Point out that *yet* plus a negative means we expect the action to happen soon. *Already* indicates that the action happened before we expected it to happen.
- Draw attention to the *Be Careful!* note. Ask: "Why is it incorrect to say *I'll have taken already my exams*? What is the correct way to say that sentence?" (*I'll have already taken my exams. OR I'll have taken my exams already.*)

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

- Write on the board:
Ten years from now, I will be a successful _____. I will own my own home. This is what I will have done to make it my dream house: _____.
- Have students use their own ideas to complete the sentences on the board. Encourage them to add more sentences in the future perfect about making their houses into dream houses.
- Form pairs. Have students discuss their dream homes.

SPEAKING AND LISTENING

- Team up students from the same area for this activity. If many of your students are from the same area, have some choose a place that they would like to visit to present to the class.
- Ask students to prepare a one-minute presentation on visiting their home regions (or other area). Encourage the use of future perfect and future perfect progressive tenses: *By the time you get to Phoenix, you will have experienced a five-hour airplane ride. You will probably have been wondering how hot it will be. You will have seen many brown and gray mountains from the plane. By the time you arrive at the hotel, you will have passed . . .*
- Tell students they can bring in maps and pictures (or get them from the Internet) to make their presentation more interesting.
- Have groups come to the front to give their presentation. Allow the class to ask follow-up questions after listening to each presentation.

PART **3** **Negative and Tag Questions, Additions and Responses**

UNIT

7

Negative Yes / No Questions and Tag Questions

PLACES TO LIVE

UNIT

8

Additions and Responses: *So, Too, Neither, Not either, and But*

SIMILARITIES AND DIFFERENCES

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

UNIT 7**OVERVIEW****GRAMMAR Negative Yes / No Questions and Tag Questions**

Students will learn and practice negative *yes / no* questions and tag questions.

- Negative *yes / no* questions can begin with a form of *be* (*isn't / aren't*) or an auxiliary like *don't / doesn't, didn't, haven't / hasn't, can't, or won't*.
- Tag questions use the appropriate form (number and tense) of *be* or the auxiliary (the appropriate form of *do* or a modal) and the pronoun that matches the subject.

THEME Places to Live

Unit 7 focuses on language that we use to comment on a situation and check or get information about places where people live.

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 102–103)

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

1. Where are the people from?
2. Where are they living?
3. What do they like about it?

(1. *Lydia is from Portugal, but she's living in Rio. She likes the bay, the beach, the mountains, the sky, and the places for entertainment.* 2. *Kinoro is from Nairobi in Kenya, but he's living in Cairo. He likes the weather there. It almost never rains and the winters are mild.* 3. *Anton is from Berlin, but he's living in Seoul. He likes the skyscrapers next to ancient structures and the beautiful palaces.* 4. *Tessa is from England, but she's living in Vancouver. She likes the wide-open spaces in Canada.*)

- To get students to share their ideas on the reading, have them discuss the following questions in small groups.

1. What attracts you most about a big city? Why do you want to visit it?
2. What kind of tourist are you? Do you like to see the “tourist places,” or do you prefer to get to know about the daily lives of the native people? Do you like to visit many places or spend a long time in one or two?

GRAMMAR CHARTS (pages 105–106)

- Write some example sentences with tag questions on the board.
- Have students change the sentences with tag questions into negative *yes / no* questions.
- Try this drill to practice tag questions: Quickly say statements and have students supply the tags. Go in an order of progressive difficulty: “He’s Japanese” (*isn’t he?*) “She’s not French” (*is she?*) “He doesn’t speak French” (*does he?*) “She speaks English” (*doesn’t she?*) “He was here yesterday” (*wasn’t he?*) “She wasn’t here Sunday” (*was she?*) (This is easier if you stay away from “I” and “you.”)
- You can add a brief review if you work your way up to more complicated verb forms: “By 2023 he will have been studying English for many, many years” (*won’t he?*). This will also show students that even if the question is very long, the tag is still short and simple.

GRAMMAR NOTES (pages 107–108)**Note 1 Negative Yes / No Questions and Tag Questions**

- Provide examples of the use of negative *yes / no* questions and tag questions to check information. Our next class is on [Friday], isn’t it? There are [15] students in this class, aren’t there? Don’t you have a test [next week]?
- Provide more examples of the use of negative *yes / no* questions and tag questions to comment on a situation. It’s a [beautiful] day, isn’t it? Isn’t it [too hot] in here? This is a [spacious room], isn’t it?
- Call on students to provide examples of their own.

Note 2 Forming Negative Yes / No Questions

- Point out that people who ask negative questions usually expect positive answers.
- Do a quick review by asking students questions to which they know you know the answers. (*Isn’t your name Pablo? Don’t you usually write with a green pen?*) Then have students ask you similar questions.

Note 3 Forming Tag Questions

- Emphasize that positive statements have negative tag questions and negative statements have positive tag questions.
- Write simple information statements on the board:
 - It’s raining.
 - She has a dog.
 - We always come to school on time.
 - He didn’t call.
 - They don’t like apples.
 - I’m late.
 - Your friends have left.
 - That’s your book.

- Have students identify the verbs in the statements and underline them. (*It's raining. She has a dog. We always come to school on time. He didn't call. They don't like apples. I'm late. Your friends have left. That's your book.)*
- Call on students to provide the tag questions. (It's raining, isn't it? She has a dog, doesn't she? We always come to school on time, don't we? He didn't call, did he? They don't like apples, do they? I'm late, aren't I? Your friends have left, haven't they? That's your book, isn't it?)

Note 4 Answering Negative Yes / No Questions and Tag Questions

- Rapid oral drill: Ask students simple but fast-paced negative *yes / no* questions and tag questions: "You're from Argentina, aren't you?" "You're not a musician, are you?" and insist on fast, short answers. Many students have difficulty with the negative answer to a negative question. ("Didn't you come here on Sunday?" *No, I didn't.*) This rapid drill can be a good warm-up exercise even after you finish this unit.

Pronunciation Note

- Have students listen to the examples and repeat the model.
- To practice commenting / checking information with question tags, prepare two sets of cards, using a different color for each set. One set has simple statements:
- Today is Tuesday. It rained yesterday. We're having a test tomorrow. You've been working really hard lately.
- Each card in the other set (an equal number of cards, in a different color) says either *Get information* with an arrow that indicates rising intonation or *Check / Comment* with an arrow that indicates falling intonation. Have students work in pairs: One draws a statement card, the other an intonation card. Together they create the tag question with the appropriate intonation.

OUT OF THE BOX ACTIVITIES

SPEAKING

- Tell students they will play a game. Provide the following information: The police are looking for someone who has been stealing bicycles on campus. They know that the bicycle thief always wears black clothes and gloves, that the person uses a black van, that the stealing happens only at night, and that the thief must be aware of the campus police patrol schedule (because the police can never catch the thief). They also know that the thief is very strong (able to cut through bicycle security chains) and can ride any bicycle fast.
- Have students make up questions for suspects.
- To role-play, assign four to six people to be the police. Then secretly select a "thief" by passing (to the rest of the class) a cap with folded pieces of paper, one of which has the word *thief* on it. Only the student who draws the *thief* slip knows that he or she is "guilty."
- Encourage the use of negative questions (*Don't you have a black van?*) or statements with tag questions (*You can ride bicycles well, can't you?*), and then let the interrogation begin.

SPEAKING

- As a class, brainstorm what is necessary to prepare for a road trip. Write the verb phrases on the board. Examples: *get maps, gather information from the Internet on places to see, make motel reservations, check the tires, fill the gas tank, pack the suitcases, stop mail delivery, arrange for someone to take care of the pets.*
- Tell students they will interview their partners to ask them about what they have done / haven't yet done to prepare for an imaginary road trip.
- Have students form pairs. Give pairs five to eight slips of paper on which to write questions using the negative *yes / no* question form: *Haven't you . . . ? Didn't you . . . ?* These slips can be put into a bag to be chosen by the person who will answer. Then have students change partners and interview their new partners, taking slips out of the bag and alternating *yes* and *no* answers. (*Yes, I already have / did* or *No, I haven't done that yet.*)

UNIT 8

OVERVIEW

GRAMMAR Additions and Responses: *So, Too, Neither, Not either, and But*

Students will learn and practice the use of *so, too, neither, not either, and but* for additions in sentences.

THEME Similarities and Differences

Unit 8 focuses on language that we use to talk about differences and similarities between people.

Identical twins look alike and, in fact, are physically identical because they come from the same egg. Fraternal twins come from two eggs; therefore, they do not usually look alike. In fact, one can be female and the other male.

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 118–119)

- To encourage students to read with a purpose, write these questions on the board:
 1. What do the two pairs of twins have in common? (They were separated at birth and grew up in different families and places.)
 2. Why are scientists interested in identical twins? (because they share the same genes, so they offer the chance to study the effect of genetic heredity on health and personality)
 3. Why do you think the title of the article is “The Twin Question: Nature or Nurture?” (because twins who were separated at birth give researchers the chance to study which has more effect on our lives: genes [nature] or the social influences on our childhood [nurture])
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. If twins are separated at birth, and if the parents know, should they tell a child that he or she has a twin somewhere? Explain.
 2. Which factors play an important role in shaping personality? Give examples.

GRAMMAR CHARTS (pages 121–122)

- Write one example sentence at a time on the board. Have students rewrite the sentences, changing a sentence with *too* to one with *so* and a sentence with *not either* to one with *neither*. Use colored chalk to highlight the changes in word order.

- Write an example sentence with *but*. Highlight the negative with colored chalk or markers:
- Andrea stayed in Germany, but Barbara didn't.

GRAMMAR NOTES (pages 122–124)

Note 1 Additions to Show Similarity or Difference

- Point out the need for these forms. Show how awkward language becomes when we don't use them by writing the following sentence on the board:

Hereditry doesn't completely govern our lives, and our environment doesn't completely govern our lives.

- Then draw a line across the phrase *completely govern our lives* in the second clause and write the word *either* above it.
- Have the students look for similarities among their classmates so they can make comparisons. Suggested categories include color of hair, color of eyes, style of clothing, type of backpacks, height, and ways of walking, laughing, speaking, smiling, and carrying books. Encourage simple sentences. Examples: *Greta and Theo have blue eyes. Paulo and Elsa don't have blue eyes. Both Alma and Enrique smile a lot.* As you get feedback from students, write sentences using additions with *so* and *but* on the board. Examples:
 1. Greta has blue eyes, and so does Theo.
 2. Greta and Theo have blue eyes, but Paulo and Elsa don't.
 3. Alma smiles a lot, and so does Enrique.
- Do not erase the examples.

Note 2 Additions Showing Similarity with *So, Too, Neither, or Not Either*

- Use the ideas from Note 1 to form sentences with *too*, *neither*, and *not either*. Examples:
 1. Greta has blue eyes, and Theo does too.
 2. Paulo doesn't have blue eyes, and neither does Elsa.
 3. Paulo doesn't have blue eyes, and Elsa doesn't either.
 4. Alma smiles a lot, and Enrique does too.
- Use the examples you wrote on the board for this and the previous note to point out:
 - the use of *so*, *too*, *either*, and *not either* to show how people or things are similar
 - the use of *so* and *too* after affirmative statements
 - the use of *either* and *not either* after negative statements
 - the word order after *so* and *neither*

Note 3 Additions Showing Difference with *But*

- Point out that *but* is used to show how two people or two things are different. Write new examples on the board:

Lee loves mysteries, but Chou doesn't.

Chou doesn't like mysteries, but Lee does.

- Point out the negative addition after the affirmative statement and the affirmative addition after the negative statements.
- Have students provide their own examples using *but* to express contrast.

Note 4 Verbs in Additions

- Point out the rules for additions:
 - *be* in the main statement means *be* in the addition
 - a modal in the main statement means a modal in the addition
 - neither *be* nor a modal in the main statement means a form of *do* in the addition
- Mention that these rules hold true in additions with *so*, *neither*, *not either*, and *but*.
- Do a quick drill. Write on the board:

Maria _____, and so _____ her sister.

Say the following statements one at a time, and have students provide the additions: “Maria is tall. Maria has a cat. Maria can dance really well. Maria had a happy childhood. Maria will go to college. Maria has visited 10 countries.”
- Point out the *Be Careful!* note. Verbs must agree with subjects in additions.

Note 5 Short Responses with *So*, *Too*, *Neither*, *Not Either*, or *But*

- Brainstorm a list of modals and modal-like verbs and write them on the board, for example: can, won’t, should, want to, have to, would like to.
- Form pairs. Have students take turns using the words on the board in sentences about themselves and using short responses to express agreement or disagreement. Examples: A: *I can’t skydive.* B: *Neither can I.*

OUT OF THE BOX ACTIVITIES

SPEAKING AND WRITING

- In small groups, have students discuss growing up. What do they remember learning? How did they have fun?
- Give each student a slip of paper to write a statement about his or her childhood years. Examples:

I learned to swim in a river. I couldn’t have a part-time job. I had a pet monkey. I didn’t have a bicycle. I learned to ski downhill.
- Then have students pair up and find out whether their partner had a similar experience or not. They should create sentences like these:

I had a pet monkey, but Yuko had a kitten.
Ahmet learned to swim in a river, and so did I.
I didn’t have any brothers, and neither did Maria / Maria didn’t either.

SPEAKING AND WRITING

- Brainstorm a list of topics about which people are likely to have opinions: sports, food, a law about wearing helmets while bicycling, littering laws (what people should have to clean up if they litter), vegetarianism, high-risk sports.
- Have students interview someone or several people outside of class.
- Have students come up with reports on their interview findings. (Mary liked football, and so did Linda. Bob doesn't eat meat, and neither does Michael. Joan and Carlos think bicycle helmets are a good idea, but Karam doesn't and neither does Jaime.)

PART 4 Gerunds, Infinitives, and Phrasal Verbs

UNIT

9

Gerunds and Infinitives: Review and Expansion

FAST FOOD

UNIT

10

Make, Have, Let, Help, and Get

ZOOS AND MARINE THEME PARKS

UNIT

11

Phrasal Verbs: Review and Expansion

TELEMARKETING

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

UNIT 9

OVERVIEW

GRAMMAR Gerunds and Infinitives: Review and Expansion

Students will learn and practice the meaning and use of gerunds and infinitives.

- Gerunds are base verbs + *-ing* used as nouns. (*I like hiking.*)
- Infinitives are *to* + base verb in form. (*I like to hike.*)
- Often the gerund and the infinitive have essentially the same meaning, so there is a lot of rote memorization involved in learning to use them correctly.

THEME Fast Food

Unit 9 focuses on language that we use to talk about fast food and food preferences.

Because most fast foods are made with taste and not nutrition in mind, they are not necessarily healthy.

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

READ (pages 136–137)

- To encourage students to read with a purpose, write these questions on the board:
 1. Why are fast-food restaurants popular? (Because they are fast, convenient, and cheap; they have the same food in each place and the food tastes good.)
 2. Why are some people against them? (Because the food they serve is unhealthy, they cause obesity, they don't pay their workers enough, and they create waste that pollutes the air and water.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups:
 1. What food that is popular in your region could be sold at a fast-food restaurant?
 2. Why do you think so many fast foods are high in sugar, salt, and fat?
 3. How does the fast-food industry affect the air and water?

GRAMMAR CHARTS (page 139)

- Check that the students know the difference between an infinitive and a gerund by writing a pair of sentences and underlining the relevant parts:

Eating at McDonald's is easy.

It's easy to eat at McDonald's.

- Use the example sentences to show the functions of the gerunds and infinitives. For example:

Dining on fast food . . . (gerund followed by a prepositional phrase as the subject)

. . . *the speed of ordering and getting served* . . . (the two gerunds are objects of the preposition *of*)

. . . *it's easy to see that* . . . (the adjective *easy* is followed by the infinitive)

. . . *people don't want to waste time* . . . (the infinitive follows the verb *want*)

- Quick pairwork: Have students make up sentences parallel in structure to those in the charts. (From the chart: *Eating fast foods is convenient*. Parallel to chart: *Eating out is fun*.)

GRAMMAR NOTES (pages 139–142)

Note 1 Gerunds as Subjects

- Write the following base forms on the board and have students provide the gerunds:

have go take drive spend

- Write a list of adjectives on the board:

easy / difficult, fun / boring, cheap / expensive

Have students make up sentences with various activities plus the adjectives.

(*Taking tests is boring. Shopping is fun.*)

Note 2 Verb + Gerund

- Write on the board:

1. verb + gerund (I enjoy eating out.)

2. verb + possessive + gerund (I don't approve of Carla's / her going out.)

- Point out that some verbs like *enjoy* are followed by a gerund. Also point out that you can use a possessive noun (*Carla's*) or possessive adjective (*her*) before the gerund. The possessive before a gerund is normally used in formal English.

- Refer students to Appendix 10 on page 459. Call on students to provide examples using some of the verbs in the list followed by gerunds.

Note 3 Verb + Infinitive

- Write new examples on the board:

1. I decided to get takeout.

2. I persuaded him to come.

3. I want to eat breakfast. OR I want you to eat breakfast.

- Point out that some verbs are followed by an infinitive (Example 1), other verbs are followed by an object and an infinitive (Example 2), and some other verbs can be followed by either an infinitive or an object and an infinitive (Example 3).

- Have students ask a partner: "What do you want to do this weekend?" "What do you want your friend / husband / wife / sister / roommate to do this weekend?" "What does your

friend / husband / wife / sister / roommate want you to do this weekend?” Circulate and check grammar and pronunciation (reductions: *whaddya* for *what do you*, *wantcha* for *want you*).

Note 4 Verb + Gerund or Infinitive

- Explain that some verbs can take either a gerund or an infinitive with little or no change in meaning. Examples: *begin, continue, hate, like, love, prefer, start*.
- Point out the second *Be Careful!* note. Some verbs can take either a gerund or an infinitive, but there is a difference in meaning. Examples: *forget, remember, try, stop*.
- Have students make sentences with these verbs and add a second sentence to explain the difference in meaning for each example. (*I forgot to water the plants. [I didn't water them at all.] I forgot watering the plants. [Oh, yes, and I almost forgot to tell you: I also watered the plants.]*) You might give the students the situation and have them create the sentences. Say, for example, “A man was working, using both hands, but he wanted a cigarette. He couldn’t smoke and work at the same time, so . . .” (*He stopped to smoke.*) Then say, “A man smoked for years but then wanted to become healthier, so . . .” (*He stopped smoking.*)

Note 5 Preposition or Phrasal Verb + Gerund

- Have students use the verb + preposition combinations in Appendix 17 (page 460) to make true sentences about themselves and their friends.
- Remind students that *to* in these cases is a preposition, not an infinitive; hence the tricky *look forward to having*.
- Have students ask their partners: “What are you looking forward to doing tomorrow / this weekend / next year?” Stress the reduction: “*Whadderya.*”

Note 6 Infinitives After Adjectives or Nouns

- Verbs that can be followed by infinitives are listed in Appendix 11 on page 459 and Appendix 13 on page 460. Adjectives that can be followed by infinitives are listed in Appendix 14 on page 460.
- Have pairs practice asking and answering questions like these: “What are you afraid to do?” (*I'm afraid to try skydiving. I'm afraid to swim where there might be sharks.*) Note that some people say, “*I'm afraid of swimming where there might be sharks.*” “What foods are you reluctant to try?” (*I'm reluctant to try raw fish. I'm reluctant to try some tropical fruits.*)
- Point out that almost any noun can be followed by an infinitive phrase in order to provide additional information (for example, *a doll to play with, a day to remember / forget, paper to write on*).
- Have students ask each other: “What do you want to buy, and why?” (*I want to buy some new shoes to wear on Saturday.*)

Note 7 Infinitives of Purpose

- Remind students that this use of the infinitive is connected to the question *Why?* (*Why does Doug eat fast food? To save time.*)
- Point out that this also can be seen as an abbreviation of *in order to*. Write on the board:
Doug eats fast food in order to save time.
Then cross out *in order*.

Note 8 Gerunds and Infinitives for General Statements

- As a class, have students do a substitution chain drill with these structures.
 1. Student A creates a sentence with a **gerund** subject. (*Riding an exercycle is good exercise.*)
 2. Student B changes the gerund subject to the it + noun phrase + infinitive structure. (*It's good exercise to ride an exercycle.*)
 3. Student C changes the adjective. (*It's boring to ride an exercycle.*)
 4. Student D changes it back to a **gerund** subject. (*Riding an exercycle is boring.*)
- Let students change any part of the sentence. If they have trouble generating answers, you can offer a prompt: "It is . . ." or "Watching television every night . . ."

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Note: This can be done as a five-minute per class activity over the course of a semester.
- Use the lists from Appendices 10, 11 and 12, on page 459 (verbs that can be followed by the gerund, verbs that can be followed by the infinitive, and verbs that can be followed by either the gerund or the infinitive). Type them up in mixed order, then make enough photocopies for each student. Ask students, individually, to go over the list and mark "+ inf.," "+ -ing," or "+ inf. or -ing" next to each verb. When they've finished, read the correct answers and have students mark where they made a mistake. Then generate a master list of the class's "problems" from these individual lists (total class time: about 10 minutes).
- Spend five minutes per class on three or four different verbs from this selective list by playing "Going to Jerusalem" in groups of three. Here's how it works: If the verbs for the day are *demand*, *promise*, *hesitate*, and *mention*, students make a chain of sentences using these verbs. For example:
 - A: I demand to go home.
 - B: She demands to go home, and I promise to take her home.
 - C: She demands to go home, she promises to take her home, but I hesitate to leave early.
 - A: I demand to go home, she promises to take me, he hesitates to leave early, and I mention being tired and hungry.
- **Note:** Sometimes this slips naturally into past tense, which is fine; just make sure the gerunds and infinitives don't change.

READING AND SPEAKING

- Have students find classified ads online.
- As they read the Help Wanted or Job Opening ads, have them discuss the qualifications for the jobs using gerunds. (*A restaurant chef's job includes washing, peeling, and cutting up vegetables. A security officer's job is checking locks and watching for trouble.*) More directly, they could say, *I'm a chef. My job is cutting up vegetables. . . .*
- Have the students write the titles of the jobs they find on index cards with a list of responsibilities under them. Post the cards on the bulletin board.

UNIT 10

OVERVIEW

GRAMMAR Make, Have, Let, Help, and Get

Students will learn the meanings and uses of *make*, *have*, *let*, *help* and *get* as verbs used as auxiliaries to show that one person can *cause* (or *require*, *permit*, or *persuade*) another person to do something.

THEME Zoos and Marine Theme Parks

Unit 10 focuses on language that we use to talk about keeping animals in captivity and having them perform in shows.

In general, people naturally seem to distrust animals just as animals distrust people. Perhaps that is why tamed animals are so dear to people who love their pets.

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 152–153)

- 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 two methods to train animals? (cruel punishment or positive reinforcement—a kind, humane way)
 2. When was the second method developed? Why? (in the 1940s, when trainers wanted to have dolphins do tricks and they could not punish them because they would swim away)
 3. What is the difference between an elephant trained with each method? (Punishment makes elephants angry so that they rebel and can become dangerous. Positively reinforced elephants are gentle animals that seem to understand that their trainers want to help them.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. What are some basic human rights? Do animals also have rights? What do you think their rights should be? How are animals and people different? The same?
 2. “Vote with your feet.” Why do people who work for the freedom of animals urge others to stay away from circuses and animal parks?
 3. Are wild animals always less happy in captivity? What are disadvantages to life in the wild?

GRAMMAR CHARTS (page 154)

- Write *make*, *have*, *let*, *help*, and *get*, on the board. After each one, write an example sentence from the reading. Erase the subject and have the students provide a new one. Next erase the phrase after *make*, *have*, *let*, *help*, or *get*. Have the students write a new sentence ending. Encourage them to find humorous ideas. (For example: *The teacher lets the students sleep in class!*)
- Write the example sentence with *How do trainers get whales to do acrobatic tricks?* on the board. Erase different parts for students to supply new words. (For example: *How could I . . . ?* in place of *How do trainers . . . ?*)

GRAMMAR NOTES (pages 154–155)**Note 1 Make, Have, and Got**

- Point out that *make*, *have*, and *get* are very common and often sound more natural (to native speakers) than their equivalents: *force*, *cause*, *persuade*.
- Emphasize that *make* and *have* are followed by an object and a base form and that *get* is followed by an object and an infinitive.
- Have students make up answers for each of the following situations. Point out that students should use *make*, *have*, and *get* in their answers, as appropriate.
 1. Gerry is a trainer at a water park. What does he make his dolphin do? (*He makes him do tricks; he makes him jump; he makes him carry a ball on his nose.*)
 2. Sarah had her students work very hard this morning. What did she have them do? (*She had them do research; she had them write an essay; she had them take a test.*)
 3. Brad has a younger sister, Ashley. Last weekend, he got her to do lots of things for him. What did he get her to do? (*He got her to bring him some soda; he got her to make his bed; he got her to prepare breakfast for him.*)
- You may want to point out that *get . . . to do (something)* is common in combination with another verb (for example, *try to get the kids to practice piano*, *can't get my husband to do the dishes*).

Note 2 Let

- Emphasize that *let* is followed by an object and a base form.
- Have students make up answers for the following situation:
- “In return for all the favors Ashley did for her brother, he let her do things he doesn’t usually let his sister do. What did he let her do?” (*He let her play in his bedroom; he let her use his computer.*)

Note 3 Help

- Emphasize that *help* can be followed by either an object and a base form or an object and an infinitive.
- Have students give examples of things or activities that help them in their daily lives. (*Exercise helps me (to) have more energy. A diet rich in vegetables helps me (to) stay healthy. My GPS helps me (to) get everywhere on time.*)

OUT OF THE BOX ACTIVITIES**WRITING**

- On the board, write the five causative verbs: *make, have, let, help, and get*.
- Brainstorm figures of authority: *a police officer, the government, a good boss, a bad boss, my mother, the head of the school*. Write them on the board.
- In pairs or small groups, have students write affirmative and negative sentences using the five verbs. Encourage them to create humorous sentences. (*A police officer made me stop picking flowers in the park. The head of the school got me to try out for the lead in the school play.*)
- Have students share some of their sentences with the class.

LISTENING AND SPEAKING

- Have students go back to the same working people they interviewed for the Out of the Box Activity in Unit 5. This time they will ask them about their relationships with other people at work, either people they supervise or people who supervise them. What do they have people do, make people do, get people to do during their working day?
- Students then report back to the class. (*I spoke to a doctor. She tries to get patients to eat right. She has them take medicine when they need it. Her job makes her feel tired.*)

UNIT 11

OVERVIEW

GRAMMAR Phrasal Verbs: Review and Expansion

Students will review the meanings and uses of phrasal verbs: transitive and intransitive, separable and inseparable.

- Phrasal verbs, also called two-word verbs, are made up of a verb and a particle (which “looks like” a preposition). Note that the particle often does not help make the meaning clear out of context.
- Most transitive phrasal verbs are separable (meaning that the object can go before or after the particle).
- Intransitive phrasal verbs cannot be separated.

THEME Telemarketing

Unit 11 focuses on language that we use to talk about telemarketing and advertising.

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

READ (pages 165–166)

- 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 telemarketing? (the practice of selling products and services by phone)
 2. What are “Do Not Call” lists? (lists of people who do not want to be called by telemarketers; you can sign up to have your number placed on them)
 3. Why do people have Caller ID? (You can see what number is calling you and answer only the calls you want to receive.)
 4. What is junk mail? (unwanted offers and requests)
 5. What do we call advertising, free offers, and requests on email? (spam)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. Do you get a lot of calls from telemarketers? If you do, which tactics in the article do you use? If you don’t, which tactics in the article do you think would be the most useful where you live?
 2. The job of a telemarketer is a hard one because many people are rude to people who make unwelcome calls. However, telemarketing is a job that helps people support their families. Are the advantages or the disadvantages for society greater?

GRAMMAR CHARTS (page 167)

- Write one sentence with an intransitive phrasal verb on the board. (*The number of phones goes up.*) Point out that the two-word verb really has one meaning (*go up* = increase).
- Emphasize that phrasal verbs are less formal than single-word verbs and are used more frequently, and that often the single-word equivalent sounds “funny” or overly formal to native speakers, for example *rise* or *mount* instead of *get back*.
- Write on the board:
You hesitate to pick up the telephone.
- Show students how the direct object can move. Then substitute a pronoun for the direct object and show how the phrasal verb must separate to allow the pronoun in. Write the following example sentences on the board:
You hesitate to pick the telephone up.
You hesitate to pick it up.
- Write the following cues on the board. Have students substitute one item at a time in a chain replacement drill:
take away, the package
put away, their library books
take back, your promise.
- Write on the board:
 1. I got off the phone.
 2. Phone rates come down.
- Have students identify the phrasal verbs in the examples and say if they are transitive or intransitive. (*1. got off: transitive 2. come down: intransitive*)
- Point out that some transitive verbs are inseparable. You cannot say: “I got the phone off.” Also point out that all intransitive verbs are inseparable because there is no object to place between the verb and the particle.

GRAMMAR NOTES (pages 168–170)**Notes 1-2 Form of Phrasal Verbs and Meaning of Phrasal Verbs**

- Write on the board:
 1. I’m looking up at the ceiling.
 2. I’m looking up the new word in my dictionary.
- Circle *up* in both examples. Point out that it is a preposition in Example 1 and a particle in Example 2.
- Explain that particles might look like prepositions, but they act differently. They change the meaning of the verb. Ask: “Which example uses a phrasal verb?” (2)
- Have students work in pairs and discuss the meaning of the phrasal verbs in the first paragraph of the reading on page 165.

Note 3 Separable Transitive Phrasal Verbs

- Be sure students understand what a transitive phrasal verb is (a phrasal verb that needs an object to go with it). Point out that most transitive verbs are separable.
- Write on the board:
Separable transitive phrasal verbs
 1. verb + particle + object (noun)
 2. verb + object (noun) + particle
 3. verb + object (pronoun) + particle
- Point out that when the object is a noun, it has two possible positions. When the object is a pronoun, it has only one position.
- Write an example next to each pattern:
 1. He figured out the problem.
 2. He figured the problem out.
 3. He figured it out.
- Have students write their own examples for each of the patterns on the board using phrasal verbs from Appendix 4 on pages 455–456.
- Suggest that students add adjectives to direct objects so that there are more than three words in the direct object and the verb becomes inseparable. More than three words is too long to “fit” between a verb and a particle. Explain that *He looked the number up* or *He looked up the number* are both OK, but not *He **looked** the number of his new classmate with red hair and glasses **up***. Encourage the students to have some fun with this idea by trying to make the sentence longer and longer (but still grammatically correct).

Note 4 Inseparable Transitive Phrasal Verbs

- As a class, make up sentences using the following inseparable verbs: *call on* (ask a student to speak in class), *carry on* (continue), *stick with* (not quit), and *come off* (become loose or break off). For example: *The teacher called on everyone in the class. His son will carry on the business. Pat decided to stick with the company for a few more years. The paint came off in a number of places.*

Note 5 Intransitive Phrasal Verbs

- Explain that some phrasal verbs do not take an object—they are intransitive.
- Give each pair of students four intransitive verbs to use in sentences. (Use the list of intransitive verbs in Appendix 5, page 457.) Have the students share their sentences with the class—one student reading the sentence and the other restating it with the meaning clarified. For example: *The news announcer went on for five more minutes. = The news announcer continued for five minutes. He talked five more minutes.*

Note 6 Transitive or Intransitive Phrasal Verbs

- Write on the board:

We were expecting about 35 people to come, but more than 50 people *turned up*.

I can't hear the radio. Can you *turn it up*?

We left early, but we *got back* late.

I lent him \$150, but I didn't *get back* all the money.

I *give up*; I can't find all the answers.

Jim has tried to *give up* smoking several times, but he hasn't succeeded yet.

The plane will *take off* shortly.

Are you going to *take off* your coat?

- Have students identify the transitive and intransitive meanings of each of the phrasal verbs.

Note 7 Phrasal Verb + Preposition Combinations

- Write the following common phrasal verb + preposition combinations on the board: put up with, get out of, look forward to, keep away from, keep up with, come up with, drop out of. Clarify their meanings.
- Have pairs use them to ask and answer questions. Examples: *What do you look forward to doing this weekend?* *What do you always try to get out of doing?* *Have you ever had trouble keeping up with a class?*

OUT OF THE BOX ACTIVITIES

READING AND SPEAKING

- Have students work with a partner to find 10 phrasal verbs that neither knows in Appendices 4 and 5, pages 455–457. Then have them write a dialogue using those verbs.
- Have students submit the dialogues to you for correction.
- Have pairs role-play the dialogues for the class.

LISTENING AND WRITING

- Have students listen to a telemarketing skit online and write down all the phrasal verbs they hear.
- In pairs, have students compare what they have written and then try to use some of the phrasal verbs in sentences.

READING AND WRITING

- Have students find directions for how to make something simple (a candle out of ice using a piece of string, paraffin wax, and a quart milk container; a photo album using squares of cardboard, a hole punch, and ribbon; a special greeting card).
- Write some useful phrasal verbs from Appendix 4 on pages 455–456 on the board: cover up, cut off, cut out, do over, lay out, move around, pick out, pick up, put back, put together, take off, tear up, turn around, turn over. Have students work in pairs to write directions for the projects using phrasal verbs.

PART **5** **Adjective Clauses**

UNIT
12

Adjective Clauses with Subject Relative Pronouns
FRIENDS AND PERSONALITY TYPES

UNIT
13

Adjective Clauses with Object Relative Pronouns
THE IMMIGRANT EXPERIENCE

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

UNIT 12

OVERVIEW

GRAMMAR Adjective Clauses with Subject Relative Pronouns

Students will learn the meanings and uses of adjective clauses in which the subject is a relative pronoun.

- The subject relative pronouns are *who*, *which*, *that*, and *whose* (with a noun).
- These subject relative pronouns are the subjects of clauses within a full sentence.

THEME Friends and Personality Types

Unit 12 focuses on language that we use to talk about personality types and friendship.

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

READ (pages 182–183)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What are some examples of typical behavior of introverts? (they spend a lot of time alone; they avoid large social gatherings; they hate small talk; they are the first to leave “must-attend” events; they always think before they speak)
 2. How do introverts and extroverts get their energy? (introverts: by spending time alone; extroverts: by spending time with others)
 3. What are some wrong ideas about introverts? (they are not necessarily shy; they are able to succeed just like extroverts)
 4. Can an introvert and an extrovert make a good match? (yes, if they accept each other’s needs)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups
 1. The article says that there are introverts and extroverts, and that neither type is better than the other. Do you agree? Explain.
 2. The article says that we are probably all ambiverts—we act like introverts in some situations and extroverts in others. What kind of personality do you have? Are you more of an introvert or an extrovert? Explain.

GRAMMAR CHARTS (pages 184–185)

- Write on the board:

Nadia is a person who needs to spend several hours alone.

- Have students identify the adjective clause (*who needs to spend several hours alone*). Underline it. Draw a circle around *person* and *who* and an arrow from *who* to *person*.
- Point out that we use *who* for people. Erase *who* and write *that* in its place. Point out that *that* is also acceptable and has the same meaning.
- Write on the board:
She prefers conversations which focus on feelings.
- Have students identify the adjective clause (*which focus on feelings*). Underline it. Draw a circle around *conversations* and *which* and an arrow from *which* to *conversations*.
- Point out that we use *which* for things. Erase *which* and write *that* in its place. Point out that *that* is also acceptable and has the same meaning.
- Write on the board:
Extroverts are people whose energy comes from being around others.
- Have students identify the adjective clause (*whose energy comes from being around others*). Underline it. Draw a circle around *people* and *whose* and an arrow from *whose* to *people*.
- Point out that we use *whose* to show possession.
- Use the adjective clauses from the above examples in new sentences to show that adjective clauses can also come inside the main clause. Write on the board:
A person who needs to spend several hours alone is said to be an introvert.
Conversations which focus on feelings are her favorite.
People whose energy comes from being around others are called extroverts.

GRAMMAR NOTES (pages 185–188)

Note 1 Purpose of Adjective Clauses

- Write the following sentence starters on the board:
 1. I want a [car] that _____.
 2. I'd like a new [girlfriend / boyfriend] who _____.
 3. I know a [clown] whose _____.
 4. I chose this [tiny dog], which _____.
 5. I prefer a [box of chocolates] that _____.
 6. I love to [eat] something which _____.
- Have students work in pairs to finish the sentences. Point out that students can replace the words in brackets. Encourage students to be outrageous. (*I want a diamond ring that costs a lot.*) Call on students to share their sentences with the class.
- Say: "All the adjective clauses in the examples identify nouns except for one, which gives additional information. Which example is it?" (4)

Note 2 Sentences with Adjective Clauses

- Have students make the examples in Note 1 into two individual sentences. I want a diamond ring that costs a lot. = I want a diamond ring. The ring has to cost a lot.

Notes 3-4 Subject Relative Pronouns and Whose

- Have students circle the subject relative pronouns in the reading. Then have them identify the noun each pronoun refers to. Ask: “Can another relative pronoun be used?”
- Point out that relative pronouns do not change if a noun or pronoun is singular or plural or refers to a male or female. Write sentences on the board like the following:
 - We know a man who rides a unicycle. (*male, singular*)
 - Our neighbors have two daughters who have long hair. (*female, plural*)
 - In my class, there are four boys whose first name is Max. (*male, plural*)
 - I have a niece whose first name is Max. (*female, singular*)
 - I have a niece whose first name is Max.

Note 5 Verbs in Adjective Clauses

- If needed, provide additional examples of subject-verb agreement:

The chef who cooks at Antonio’s comes from Italy.

The subjects that are offered include the classics.

Note 6 Identifying and Nonidentifying Adjective Clauses

- To explain nonidentifying clauses, write on the board:

Alberto is a good singer.
- Ask a student to add some “unnecessary” or “extra” information about Alberto: *He likes football. He studied piano for 10 years.* Write two or more of these sentences below the original sentence, and surround them with large and visible commas.
- Draw an arrow from the added sentences to the place in the original sentence where one of them will be inserted, and replace the capital letter with a lower-case letter.
- Point out that, in some situations, this “extra” information might be important, but that it is still set off with commas: *Alberto, who studied piano for 10 years, is a good singer.*
- To explain identifying clauses, write on the board:

A: I asked Alberto to sing.

B: I know two Albertos. Which one do you mean?

A: I mean the Alberto who comes from Venezuela.
- Point out that some clauses—like the one in the example (*who comes from Venezuela*)—help identify the person or thing we are talking about.

Pronunciation Note

- Emphasize that the use of commas in written English and pauses in spoken English can change the meaning of a sentence. Have students listen to the examples and repeat the model.
- Write the following examples on the board and read them aloud, pausing as appropriate:

The students, who studied, passed the test. (*All of them passed.*)

The students who studied passed the test. (*Only those who studied passed.*)

- Have students, as a class, generate a few examples of sentences that can go either way. List the sentences on opposite sides of the board (one with commas, labeled *identifying*; one without, labeled *nonidentifying*).
- Have students practice reading a sentence to their partner with one of the two possible intonations (with or without a pause). The other student then tells whether he or she heard the sentence as *identifying* or *nonidentifying*.

OUT OF THE BOX ACTIVITIES

SPEAKING

- Have the class play the game “I Spy” using adjective clauses in their sentences and questions. Each student looks around the classroom and finds something that the other students will have to guess.
 - A: *(seeing the globe on a shelf) I spy something that is round.*
 - B: *Is it something that I could eat?*
 - A: *No, it’s not.*
 - C: *Is it something that I could hold in my hand?*
 - A: *Yes, it is.*
 - D: *Is it something that is sitting on the shelf?*
- The game continues until one student guesses what the object is.

WRITING

- Have students write poems about people who have been significant in their lives: mother, father, relative, friend, teacher. Encourage them to use the following form:
 - Person’s Name or Relationship title
 - Someone who is always...*
 - Someone who is never...*
 - Someone who has always been...*
 - Someone who has never been...*
 - Always* (List three adjectives here that describe the person.)
 - Dear to me forever*

UNIT 13

OVERVIEW

GRAMMAR Adjective Clauses with Object Relative Pronouns

Students will learn the meanings and uses of adjective clauses with object relative pronouns or *when* and *where*.

- The object relative pronouns are *who*, *whom*, *which*, *that*. They can be left out in identifying relative clauses.
- These object relative pronouns are the objects of clauses within a full sentence.
- *When* and *where* can also begin adjective clauses.

THEME The Immigrant Experience

Unit 13 focuses on language that we use to talk about experiences of immigrants in a new country and the notions of home.

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.

READ (pages 199–200)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Is *Immigrant Voices: 21st Century Stories* a novel? (no)
 2. Who is the story *Absence* about? (Wari, a painter from Lima, Peru)
 3. What positive experiences does Wari have in New York? (He is excited about the newness around him.)
 4. What causes Wari pain in New York? (He is alone. The people who he loves are in Lima. He is unable to communicate because he doesn't speak English. He wonders if he is still an artist because he doesn't have his paint, brushes, and pencils with him.)
 5. What kind of visa problems did Wari have? (He had wanted a three-month visa, but the U.S. embassy gave him a visa for only one month. When he got to the United States, he was allowed to stay for only two weeks because he didn't have enough money to stay for one month.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. What do people lose when they leave their country to live in a different one? What do they gain?
 2. How does a difference in culture affect a person? Why do some people adjust to different culture but others don't?

GRAMMAR CHARTS (page 202)

- To explain adjective clauses with object relative pronouns, write on the board:

It is one of the best books which I have read.

- Ask students to break the sentence into the two clauses, the main clause and the adjective clause. Write *main clause* and *adjective clause* above the clauses.

Main clause	Adjective clause
It is one of the best books	which I have read.

- Have students identify the verb (*have read*) and the subject (*I*) in the adjective clause. Label the example:

It is one of the best books which I have read.

subject verb

- Point out that that *books* and the relative pronoun *that* both mean the same thing. Say: “It is one of the best books.” Point out that *which* is the object of the verb *have read*. Add the label “object” to the example on the board:

It is one of the best books which I have read.

object subject verb

- To explain adjective clauses with *when* and *where*, write on the board:
He continued preparing for the day when he would fly from Lima to Miami.
Wari's problems began at the U.S. Embassy in Lima, where he went for a visa.
- Have students identify the clauses and the subject and the verb within each clause.

GRAMMAR NOTES (pages 203–206)

Note 1 Object Relative Pronouns

- To check comprehension, write on the board:
 1. I borrowed the book that she was reading.
 2. I bought a book which was on sale.
 3. She is the author that I like best.
 4. I like the stories that you are writing.
 5. He is the man who recommended this novel.
- In pairs, have students identify the adjective clauses and the relative pronouns. Then have them decide if the relative pronouns are the subjects (2 and 5) or the objects (1, 3, and 4) of the verbs in the clauses.
- Ask: “In what position do relative pronouns always come?” (*at the beginning of the adjective clauses*)
- Draw attention to the relative pronoun *that* in Examples 3 and 4. Ask: “In Example 3, does *that* refer to a singular or plural noun?” (*a singular noun*) “In Example 4, does *that* refer to a singular noun or a plural noun?” (*a plural noun*) “Does the relative pronoun change for singular and

plural nouns?” (*no*) Direct attention to the subject and verb in the clauses in Examples 3 and 4 (*I like; you are writing*). Point out that in adjective clauses that have relative pronouns as objects, the verb agrees with the subject of the clause.

- Draw attention to the *Be Careful!* note. An adjective clause does not have an object pronoun and an object relative pronoun.

Note 2 Identifying and Nonidentifying Adjective Clauses

- Write on the board:
 1. My friend Sarah, who I have known for years, wrote her autobiography.
 2. That is the woman who I have known for years.
 3. He is the man who told me her story.
- Have students say what kind of adjective clause each example contains. (1. *nonidentifying adjective clause*; 2. *identifying adjective clause*; 3. *identifying adjective clause*)
- Ask: “Which relative pronoun can be left out?” (*who in Example 2*) “Why can’t the pronoun be left out in Examples 1 and 3?” (*In Example 1, the clause is nonidentifying, so the pronoun cannot be omitted. In Example 3, the clause is identifying, but the relative pronoun is the subject of the clause, so it cannot be omitted.*)

Note 3 Object Relative Pronouns: Object of a Verb

- Write on the board:

He’s the man. I saw him at the station.
- Have students use the information on the board to write as many different sentences as possible using adjective clauses. Students will be able to write four sentences. (*He’s the man whom I saw at the station. He’s the man who I saw at the station. He’s the man that I saw at the station. He’s the man I saw at the station.*)
- Do the same with:

This is the prize. She won it.

Students will be able to write three sentences. (*This is the prize which she won. This is the prize that she won. This is the prize she won.*)

Note 4 Object Relative Pronouns: Object of a Preposition

- Write *who / whom, that, and which* in a vertical list on the board. Before each one, write *That’s the one* or *That’s the man*. After each one draw a long blank and then write a preposition at the end. Preposition suggestions: *for, to, about, and with*.
- On another part of the board, write:

I donated blood for him. I gave my book to him. I wrote about him.
- Have students complete the sentences using the information on the board. Go over answers as a class. Write the sentences on the board. Examples:
 1. *That’s the man who / that I donated blood for / for whom I donated blood.*
 2. *That’s the man who / that I gave my book to. / to whom I gave the book.*
 3. *That’s the one which / that I wrote about. / about which I wrote.*

Note 5 Whose

- Write on the board:

That's the teacher. I loved her class.

That's the man. I had lunch with his wife.

They are the parents. I teach their twin daughters.

Have students combine the sentences with *whose*.

Note 6 Where and When

- Point out the similarity of *then* and *when* (both time expressions) and *there* and *where* (both place expressions). Some nouns refer to times and places; *when* and *where* are appropriate for use as relative pronouns with these expressions.
- Have students practice with the following examples:

You write		They say
Look at the big house. Ana lives there.	=	"Look at the big house <u>where</u> Ana <u>lives</u> ."
It was a great day. I got a good job then.	=	"It was a great day <u>when</u> I <u>got</u> a <u>good job</u> ."

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Have fun with this version of "The House That Jack Built." On separate cards or poster paper, draw the following: a house (square with a roof) with the words *Jack* and *built*; a mouse (two circles with pointed ears and a skinny tail) and *live*; a cat (fluffy tail and whiskers) and *caught*; and a triangle of cheese (add holes) and *was eaten*. Tape the pictures in order on the wall and have the students repeat after you, building the story:

This is the house that Jack built. This is the mouse that lived in the house that Jack built. This is the cat that caught the mouse that lived in the house that Jack built.

This is the cheese that was eaten by the mouse that was caught by the cat that lived in the house that Jack built.

- Have students identify the nouns and object relative pronouns.
- Then have students try it alone.

SPEAKING

- For this exercise you will need more than twice the number of slips of paper as students and two open shoe boxes or large plastic bowls.
- Create a game by having half of the students write two or three sentence starters about people like these: *There's a person in my class . . . I know an old man . . . We all loved my grandmother . . . I met the most beautiful person in the world . . . I want to marry a person . . .* (You'll want more sentence starters than the number of students in the class.)

- Fold the slips and put them into a bowl or open box.
- Have the other half of the class write two or three adjective clauses that start with *who*, *whose*, or *that* like these: . . . *who always wears a red hat and something purple* . . . *whose car is 40 years old* . . . *that lives in a building that looks like a milk bottle* . . . *who sings opera while asleep*.
- To play the game, students choose one sentence starter and one adjective clause.
- Take a vote for the funniest sentence.

WRITING AND LISTENING

- Have students look around their neighborhoods for unusual people, places, and things. Have them bring back reports of what they have seen.
- Have students write sentences using adjective clauses with object relative pronouns or *when* and *where*. Examples: *I saw a house which is painted purple with chartreuse and navy blue trim. I met a man whose three dogs were wearing ribbons*. Call on students to share sentences with the class.

PART **6** **Modals: Review and Expansion**

UNIT
14 **Modals and Similar Expressions: Review**
SOCIAL NETWORKING

UNIT
15 **Advisability in the Past**
REGRETS

UNIT
16 **Speculations about the Past**
UNSOLVED MYSTERIES

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

UNIT 14

OVERVIEW

GRAMMAR Modals and Similar Expressions: Review

Students will review and practice modals for ability, advice, necessity, prohibition, conclusions, and future possibility.

Modals are auxiliary verbs that express a relationship between the subject of the sentence and its main verb. In this unit students will practice the following modals and uses:

	A b i l i t y	A d v i c e	N e c e s s i t y	P r o h i b i t i o n	C o n c l u s i o n s	F u t u r e P o s s i b i l i t y
1. can	x					
2. be able to / not be able to	x					
3. could / couldn't	x				x	x
4. can't	x			x	x	
5. must			x		x	
6. must not				x	x	
7. have / has to			x		x	
8. don't / doesn't have to			x			
9. have / has got to			x		x	
10. had better / had better not		x				
11. ought to		x				
12. should / shouldn't		x				
13. may / may not					x	x
14. might / might not					x	x

THEME Social Networking

Unit 14 focuses on language that we use to discuss the advantages and disadvantages of social networking, warn about its risks, and give advice about what to do to be safe.

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 220–221)

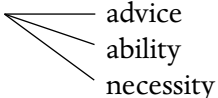
- To encourage students to read with a purpose, write these questions on the board:
 1. According to the article, how can networking be useful to . . . ?
- people in general (*It can help them stay in touch with family and friends.*)
- school students (*It can help them discuss lessons with students from other countries and chat with them.*)
- college applicants and students (*It can help them chat with college students to get an inside view of the school, form study groups, organize their schedule.*)
 2. What are some ways to avoid problems while networking? (*You should keep personal information private, be careful with what you post because it can become public, know when to say “enough is enough” in order not to waste time*)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. How often do you use networking sites? What do you use them for? Give examples. Does networking stop you from doing other things? Do you think you spend too much valuable time networking? Explain.
 2. Are real-life relationships more important than the ones we form through social media? If so, why do you think people spend so much time making friends and chatting with them on the Internet?

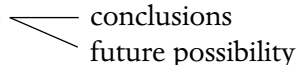
GRAMMAR CHARTS (page 222)

- Select one example sentence at a time from the charts and expand on the context to show students why each example shows ability, advice, necessity, prohibition, conclusions, or future possibility. For example, for the sentence “She can join,” you can say: “To join Facebook, you need an email address. She has an email address, so she can join.”
- After a few examples, have students expand on the contexts. For example, for the sentence “You had better use social media,” they can say: “If you don’t, you won’t be able to stay in touch with friends.”
- Write the six headers on the board: Ability, Advice, Necessity, Prohibition, Conclusions, Future Possibility.
- Have students circle the modals and modal- like verbs in the reading. Have students discuss with partners which column it should go in.

GRAMMAR NOTES (pages 223–226)**Note 1 Modals and Similar Expressions: Functions and Forms**

- Write on the board:

Social functions 

Logical functions 

- Point out that modals do not change. They are the same for all persons. Modal-like verbs do change because they have *be* or *have* / *has* / *had* as part of their form, and these words change according to timeframe and person.
- Have pairs write one simple sentence for each of the functions on the board. Example:
 - Advice: You shouldn't reveal personal information.
Call on students to share their sentences with the class.
Remind students of the importance of pronunciation and stress for modals.
Example:
The difference between *I can* (kən) *speak English* and *I can't* (kænt) *speak Greek*.
Remind them that the modal-like *be able to* and *have to* are almost always reduced.
Say: "Name something you can do, something you can't do, and something you've always been able to do." The goal is accuracy with stress and reductions.
(*I can cook, but I can't sew. I've always been able to sing.*)

Note 2 Ability or Possibility

- Remind students that the positive and negative forms of *could* and *was* / *were able to* are used for long time periods in the past.
- Have pairs make up three sentences about things that they *can* do now but *couldn't* (or *weren't able to*) do in the past: *Today I can skydive, but I couldn't in the past.* Then have pairs make up three sentences about things that they *can't* do now but *could* (or *were able to*) do in the past: *When I was younger, I could do karate, but I can't anymore.*
- Point out that for specific times in the past, you can use the positive forms of *could* and both positive and negative forms of *was* / *were able to*.

Note 3 Advice

- Explain that *had better* is stronger than *should*, and *should* is stronger than *ought to*. *Ought not to* is not used often.
- Say: "Name something you ought to do, something you should do, and something you had better do." Point out that *had better* usually occurs as a contraction and also includes the possibility of bad consequence: *I'd better move the car, or I'll get a ticket.*

Notes 4–5 Necessity and Prohibition

- Point out the order from strongest to weakest: *must*, *have to*, *have got to*.
- Draw students' attention to the difference in meaning between *don't* / *doesn't have to* and *mustn't*. Elicit some things they *don't have to do* in class and some things they *must not do*.
- Write on the board:
 1. Oral or written message expressing necessity: friend to friend
 2. Oral message expressing necessity: mother to daughter
 3. Written message expressing necessity: instructions
 4. Oral message expressing prohibition: father to son
 5. Oral message expressing that something is not necessary: teacher to student
- Give an example for each of the items on the board. You can say: "1. You have to / have got to buy her a gift. 2. You must tidy your bedroom. 3. You must fill in the form. 4. You can't go out right now. 5. You don't have to answer Question 5."
- Have pairs write their own examples.

Note 6 Conclusions

- Point out that *must* and *couldn't* both mean certainty about conclusions. *Must not* and *could* are not nearly so certain.
- Ask: "Why do you think [student's name] is absent today?" Have students draw conclusions. Encourage the use of different modals to express different degrees of certainty. Examples: *He can't be ill. I talked to him this morning.* / *He must be studying. He has an exam tomorrow.* / *He could be on his way. He's sometimes late.*

Note 7 Future Possibility

- Call on students to share their tentative plans for this weekend. Encourage the use of different modals: *may (not)*, *might (not)*, and *could*. Write some examples on the board.
- Point out that we use *may not* or *might not* to talk about future possibility, but not *couldn't*, which means that something is impossible.

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

- Point out that people in some jobs give advice and guidance to others as part of their work. Have students consider *judges* (who evaluate people's bad behavior and decide on punishment), *high school teachers and counselors* (who advise students about academic work, college, and careers), *coaches* (who evaluate athletes and encourage them), *parents* (who make rules for behavior, encourage, discipline, and guide their children), and *police detectives* (who need to get information and make inferences and assumptions based on that information).
- Have students say which modals these groups of people are likely to need.

- Have pairs of students write scripts, practice, and perform a role play about one of the following situations: (a) a judge telling a person what to do to keep out of jail; (b) a school counselor advising a student about getting ready for college; (c) a coach encouraging an athlete to aim high; (d) a parent telling a teenager what the rules are for going to a party; (e) two police detectives discussing the meaning of a broken window, a shirt with blood on the sleeve, a missing television set, and a door that was left open.

SPEAKING

- Have students talk to coaches, counselors, dorm residents, and teachers to collect complaints and excuses.
- After the class has collected a series of complaints and excuses and the likely responses, have students role-play speaker and advice giver. For example:
 - A:** My grades are terrible.
 - B:** You might have to study more. / You must not be studying enough.

UNIT 15

OVERVIEW

GRAMMAR Advisability in the Past

Students will review and practice the use of should (not) have, ought (not to) have, could have, and might have to express advisability in the past.

THEME Regrets

Unit 15 focuses on language that we use to express regrets about things that have happened.

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 238–239)

- 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 can past mistakes help us? (We can learn from them and improve.)
 2. How can thinking too much about past mistakes and missed opportunities be a bad thing? (It can create such bad feelings that people can become paralyzed.)
 3. Where do feelings come from, according to psychologists? (from the way we think about reality, not reality itself)
 4. How can a person let go of regrets? (by realizing how unrealistic their feelings of regret often are)
 5. Why is it good to let go of regrets? (Letting go of feelings of regret allows us to get on with the present.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. Have you ever regretted an educational or career decision you made? What was it? What could you have done better or differently?
 2. What should you have done differently when you were younger? What difference could that change have made?
 3. When the magazine *Psychology Today* was first published over 50 years ago, most people thought that the writers would quickly run out of topics to write about. To their surprise, the magazine has grown in popularity and scope. Ask: “Why is a magazine that deals with how people think and what they think about so popular?”

GRAMMAR CHARTS (page 240)

- Write on the board:

She should have called them.
 ought to
 could might

- Have students study the example. Ask: “Which modals can we use to talk about past advisability?” (*should, ought to, could, and might*) “What follows the modal?” (*have + past participle*) Point out that the use of *have + past participle* after the modal indicates that the speaker is talking about the past.
- Point out that for past advisability, the four modals on the board can be used in the affirmative, *should* and *ought to* can also be used in the negative, and only *should* is normally used in questions.
- Erase *ought to, could, and might*.
- Erase *She* and *should* and rewrite them in question order: *Should she have . . . ?* Next erase *Should she* and *called them*, leaving *have* in place. Write in *Yes, she should* in front of the *have*. Then erase the *Yes* and replace it with *No*. Ask: “What other change must be made?” (adding *'nt* to *should*). To end this drill, write once more the *yes / no* question *Should she have called them?* and then add a *wh-* question word at the beginning: *When should she have called them?*
- Write on the board:
He should have explained it.
- Do a chain replacement drill in which pronouns, main verb phrases, and type of sentence (statement, *yes / no* question, *wh-* question, and affirmative and negative short answers) are changed, one element at a time.

GRAMMAR NOTES (pages 240–241)

Note 1 Modals of Advisability in the Past: Meanings

- Make sure students understand what is meant by past advisability. (that something was convenient, so we regret, blame, or criticize that it was not done OR that something was not convenient, so we regret, blame, or criticize that it was done)
- Have students expand sentences like these two: “I had a chance to travel around the world on a boat but I didn’t go.” (I should’ve gone because I might never get another opportunity like that one. I might’ve _____.) “I got into medical school, but I didn’t go.” (I should’ve gone to medical school. I could’ve become a doctor. I might’ve _____.) Let students supply verbs, or prompt with examples such as *might’ve enjoyed it / might’ve helped people / might’ve become rich*.
- Write on the board:
Think of . . .
1. Something you (or a person you know) had the chance to buy but didn’t do so.
2. An offer or an invitation you (or a person you know) didn’t accept.

Note 2 Statements, Questions, and Short Answers

- Write the following situations on the board:
1. He didn’t take the train. As a result, he was late.
2. She left her bags unattended. As a result, they were stolen.
3. They didn’t accept the new credit card offer. We don’t know if they did the right thing.
- Have students use the information in Item 1 to make affirmative sentences. Have them use as many modals as possible. (*He should have taken the train. He ought to have taken the train. He could have taken the train. He might have taken the train.*)

- Have students use the information in Item 2 to make negative sentences. Have them use as many modals as possible. (*She shouldn't have left her bags unattended. She ought not to have left her bags unattended.*)
- Have students use the information in Item 3 to frame a question. (*Should they have accepted the new credit card offer?*) Have students provide the two possible short answers. (*Yes, they should have. / No, they shouldn't have.*)

Pronunciation Note

- Have students listen to the examples and repeat the model.
- Write the following examples on the board. Have students practice saying them using *shoulda*, *coulda*, *mighta*, and *oughta* of:
 You should have come. (*You shoulda come.*)
 They could have done something. (*They coulda done something.*)
 You might have tried. (*You mighta tried.*)
 We ought to have given some money. (*We oughta of given some money.*)

OUT OF THE BOX ACTIVITIES

SPEAKING

- Have three groups of students create lists of tasks (*household, school, and personal / general*) that they wanted to complete last week. Possible household tasks: *clean my room, take out the garbage, do laundry, pay my bills*. Possible school tasks: *study for the quiz, do my homework, get toner for my printer, buy the textbook I needed*. Suggestions for personal / general: *return books to the library, write home, clean up my email, call my mother*.
- Have students use past modals of advisability and obligation to talk about tasks they did and didn't do. Remind them that *should have* gives a message that the task was not completed. If they did complete the task, they need to change their statements to *I was supposed to . . .* or *I had to . . . and I did*. Encourage them to give themselves advice about how they could have managed better and excuses why they didn't: *I should have cleaned my room, but I had to study for a big test.*

LISTENING AND SPEAKING

- Have students survey people they know outside of class about regrets or "roads they wish they had taken."
- Have students choose one of the regrets and write it on a card as a statement.
- Mix up the cards in a box or bowl and have each student choose one. Have students work with a partner to describe the problem, express it as a regret, and expand on it. Card example: A car mechanic says, "I decided to become a mechanic instead of going to college to study mechanical engineering." The student changes the statement to something like this: "I should have gone to college to study mechanical engineering." Then the student and partner should expand with reasons and excuses: "I needed money to buy a car of my own, but I might have made a lot more money, and I wouldn't have had to spend so much time now working with dirty, oily cars."
- Have students share their work.

UNIT 16

OVERVIEW

GRAMMAR Speculations about the Past

Students will learn and practice may (not) have, might (not) have, could (not) have, must (not) have, and had to have to make speculations and draw conclusions about the past.

THEME Unsolved Mysteries

Unit 16 focuses on language that we use to speculate about past events.

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.

READ (pages 252–253)

- 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 discovered the Iceman? (two German tourists)
 2. How did they discover him? (They were hiking in the Alps between Austria and Italy.)
 3. How long ago did the Iceman live? (more than 5,000 years ago)
 4. Why was the Iceman's body in such good condition? (The ice preserved the body.)
 5. What did the Iceman have with him? (weapons, clothing, and a backpack and bag with tools and dried mushrooms)
 6. What was special about the axe? (It was valuable and indicated that the Iceman may have been a very important and wealthy person in his community.)
 7. How did the Iceman die? (Someone killed him.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. Why could someone have wanted to kill the Iceman?
 2. Why were many of the Iceman's arrows unfinished and not ready to use?
 3. Why didn't the killer take the valuable axe?

GRAMMAR CHARTS (page 255)

- Write on the board:
He could have seen a ghost.
- Show how the changes are made from statement to *yes / no* question to short answers to *wh*-question: Erase *He* and *could* and rewrite them in question order (*Could he have . . . ?*). Next erase *Could he* and *seen a ghost?* leaving *have* in place. Write in *Yes, he could* in front of the *have*. Then erase the *Yes* and replace it with *No*. Ask students what other change must be made (adding *not*

after *could*). To end this change drill, rewrite the *yes / no* question (*Could he have seen a ghost?*) again and then add a *wh-* question word at the beginning: *When could he have seen a ghost?*

- Write another statement (*It could have been a stranger*) on the board. Ask individual students to go to the board and make the changes that their classmates ask for. Remind the student at the board that he or she can ask another student to say what should be written on the board.
- Do a chain replacement drill in which pronouns, modal expressions, main verb phrase, and type of sentence (statement, *yes / no* question, *wh-* question, and affirmative and negative short answers) are changed one element at a time. Point out that we usually use *could* (not the other modals) in questions about speculations and conclusions about the past.

GRAMMAR NOTES (page 256)

Note 1 Speculations with Possible Conclusions

- Point out that speculations (some people call them inferences) are based on some evidence, but speculations can be wrong. Mention that there is very little difference between *may have*, *might have*, and *could have* in positive statements, and that these speculations are often preceded by “I don’t know, but . . .”
- Ask students: “Who in this classroom got up earliest today? Was it [Gina]? Was it [Tomo]?” (*I don’t know, but it could have been [Gina]. She looks tired. I don’t know, but it might have been [Tomo]. He was here first today.*)

Note 2 Speculations with Probable Conclusions About the Past

- Point out that conclusions with *must have* and *have to have* are almost certainly true. Give an example: His hair was all wet when he came in. It must have been raining.
 - Provide a fact and have students draw conclusions. Say: “All the students passed the English test with high grades.” (They *must have* studied a lot. The test *had to have been* very easy. They *must not have* found it hard.)
 - Point out that *couldn’t have* emphasizes that the action was impossible—or at least hard to believe.
- Draw a chart on the board to show the difference between positive and negative forms. Use colored chalk or markers, or underline, in order to point out how *might have* and *may have* don’t change in degree of certainty between negative and positive, but *could have / couldn’t have* are very different.

(95% sure)	
must have	couldn’t have
have to have	can’t have
(less than 95% sure)	
	must not have
(less than 50% sure)	
could have	might not have
might have	may not have
may have	

Note 3 Questions

- Point out that *might have* and *may have* are used to ask for permission (as in *May I have another piece of apple pie?* or *Might I have your attention please?*). *Could have* is more commonly used for questions about possibility.

Note 4 Short Answers

- Point out that *be* is added to the short answer (*Yes, it could have been*) whereas other verbs are not.
- Ask students questions with no clear answers: Q: Was January 20, 2010, a Monday?
A: I don't know, but it could have been.
Q: Was it cold that day in Sweden?
A: It must have been.
Q: Did it snow that day in Sweden?
A: It must have.
Q: Was it cold that day in Rio?
A: It couldn't have been / can't have been.
Q: Did it snow that day in Rio?
A: It couldn't have. It hardly ever snows there.

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 *could of*, *may of*, *might of*, and *couldn't of*:
They could have had an accident. (*They could of had an accident.*)
It may have rained. (*It may of rained.*)
They might have missed the bus. (*They might of missed the bus.*)
She couldn't have done it. (*She couldn't of done it.*)

OUT OF THE BOX ACTIVITIES

READING AND SPEAKING

- Have students read the following mysteries.
 1. Police have found an abandoned car in the mountains of British Columbia. It is almost new and in perfect condition. The tank is full of gas, and the keys are in the ignition. The car's owner lives about 500 miles away, but she is on a cruise around the world. She has been gone for two months.
 2. Carol James has disappeared. She and her husband Chet have been planning a trip to Bermuda. They were supposed to leave in two days. However, the airplane tickets and a carefully packed suitcase of beach clothes were left, and Carol's car, her winter clothes, her mink coat, all of her jewelry, and all of the money in their bank account are missing. She left no note.

3. Archeologists have found the frozen bodies of three children in a grave on top of a mountain. They were all wearing beautiful clothing and jewelry and were wrapped in nicely woven pieces of cloth. They all had serious head injuries. Tests show that these children died 3,000 years ago.

- Have students discuss in groups. Then call on students to share their speculations and conclusions with the class.

SPEAKING

- Ask students to bring in the oldest photographs they can find, either of family members or from books or magazines, but not of well-known people.
- Have small groups exchange photographs and make up stories about the people in the photos: *She's wearing a lot of beautiful jewelry. She must have been rich. He looks very tired. He must have worked very hard in his life. She's smiling. She must have been very happy.*

PART **7** **The Passive**

UNIT
17 **The Passive: Overview**
GEOGRAPHY

UNIT
18 **The Passive with Modals and Similar Expressions**
INTERNATIONAL COOPERATION

UNIT
19 **The Passive Causative**
PERSONAL SERVICES

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

UNIT 17**OVERVIEW****GRAMMAR The Passive: Overview**

Students will learn and practice the general principles of the passive.

THEME Geography

Unit 17 focuses on language that we use to describe natural and human-made places around the world.

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

READ (pages 270–271)

- To encourage students to read with a purpose, write these questions on the board:
 1. Where and when was the first issue of National Geographic published? (nine months after the National Geographic Society was formed in Washington, D.C., in 1888)
 2. How did the National Geographic Society change the meaning of geography? (People used to think of geography as the names of countries, capitals, rivers, and mountain ranges, but the magazine shows how the world looks and feels, how people live, and how important natural resources are.)
 3. What is the mission of National Geographic? (to spread knowledge of and respect for the world, its resources, and its inhabitants)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. Why do you think the National Geographic Society began publishing a magazine for young people?
 2. Think about people's interest in the *National Geographic* magazine, the television program about different places, and travel to distant places. What do these interests reveal about people all over the world?

GRAMMAR CHARTS (page 272)

- Write an example on the board:

The magazine is bought by people from all over the world.
- Ask: "Who buys the magazine?" (*people from all over the world*)
- Rewrite the example as an active sentence:

People from all over the world buy the magazine.

Underline the object (the magazine) in the active sentence and the subject (the magazine) in the passive sentence. Draw an arrow to show how it moves to the subject position in a passive sentence. Add labels as indicated below:

The magazine is bought by people from all over the world. (passive)
 ↑
 subject

People from all over the world buy the magazine. (active)
 object

- Draw attention to the passive sentence. Ask: “How do we form the passive?” (*form of be + past participle*)
- Have students turn the following sentences into the passive form. (1. *A magazine for classrooms was created.* 2. *Now geography is taught in an amusing way.*)
 1. They created a magazine for classrooms.
 2. Now they teach geography in an amusing way.

GRAMMAR NOTES (page 273)

Note 1 Active and Passive Sentences

- Remind students of terminology: the *agent* is the person or thing that does or did the action. The *object* is the person or thing that receives the action.
- Point out that the subject of any sentence (the first part of the sentence) receives the most emphasis, so in passive sentences what was done is more important than *who* or *what* did it.

Note 2 Forms of the Passive

- Point out that the passive requires the addition of some form of *be*: *is* or *are* in the present, *was* or *were* in the past, and *has* or *have been* in the present perfect. The form of *be* is followed by the past participle.
- Draw attention to the *Be Careful!* note. A sentence without a direct object cannot become a passive. (That is, only transitive verbs have active and passive forms.) Put a few examples of intransitive sentences on the board:

The earthquake happened. A fire broke out. He died.

Remind the class: no object = no passive form possible.

Note 3 Uses of the Passive

- Point out that there are three advantages to the passive: You leave out unknown or unimportant information, you can choose not to mention who did something, and you can keep a sharp focus on the main topic.
- Write the following active sentences on the board:
 1. The rescue team found the missing climbers.
 2. I’m sorry to say that my assistant mailed the package to the wrong address.

- Have students turn them into the passive, and say why the passive is preferred. (1. “The missing climbers were found.” The passive is preferred because the agent is not as important as the action itself. 2. “I’m sorry to say that the package was mailed to the wrong address.” The passive is preferred so as not to blame anyone.)

Note 4 The Passive with *By* + Agent

- Point out that sometimes we want to keep a sharp focus on the main topic, but we also want to mention who or what did something. In such a case, we use *by* + the agent. To give an example, say: “The National Geographic Society was started by a group of scientists, mapmakers, and professors who were concerned about the earth’s future.” Point out that in this example, the focus is still on the National Geographic Society, but the *by* expression gives information that is also helpful.
- Draw attention to the *Be Careful!* note. Remind students that if the agent is unimportant or obvious, it should be left out.

OUT OF THE BOX ACTIVITIES

SPEAKING AND WRITING

- Find a game that everyone knows how to play, perhaps Hide and Seek. List what happens on the board.
 - The players gather.
 - The rules are discussed: where “home” is, how far away the players can go, how long they can take to find a hiding place, whether they can move to new hiding places once the seeker (“it”) starts looking for the hidden players, etc.
 - The game begins. “It” hides his or her eyes and begins counting. Other players hide. “It” says, “Ready or not, here I come” and starts to look for other players. The first player who is found becomes the next “it.”
- Have students, individually or in small groups, choose a board or outdoor game they know and write down what is needed to play the game, how the game is played, how the game is won, etc.
- Have students teach their game to another student or group of students. Or have students describe their game without saying the name of the game. The other students guess what it is. Example:
 - A: The game is played by two people. A board with red and black squares is used.
 - B: I think you mean checkers.

SPEAKING AND WRITING

- Ask students to go to resort or apartment complex offices or websites to find schematic drawings or maps. Have the students label the locations where certain activities take place. (Examples: *This is the social center of the apartment complex. This part of the building is used for meetings and parties. This room is reserved for exercise because it holds all kinds of special equipment. Picnics are held in this part of the grounds because there are picnic tables. Renters’ cars are parked here, and visitors’ cars are parked in this special visitors’ parking lot.*)
- Tell students that a wedding reception took place in this social center. Ask: “Where was the party held?” “Which area was reserved for dancing?” “Where were guests’ cars parked?”
- Have students make up passive statements about how the facilities were used.

UNIT 18

OVERVIEW

GRAMMAR The Passive with Modals and Similar Expressions

Students will learn and practice passive constructions with modals (*will, should, ought to, must, can, had better*) and similar expressions (*have (got) to, be going to*) with the corresponding negative and question forms.

THEME International Cooperation

Unit 18 focuses on language that we use to talk about how people from around the world cooperate with each other in particular settings, especially the international space station.

In outer space, personal space for astronauts is limited. There is very little room inside space shuttles, but this is not really a problem, since astronauts do not spend much time there. Space stations, where people have to live for long periods of time, are different. Learning to live in these confined areas with people of other cultures presents a great challenge for the astronauts who do it—as well as for the social scientists who study them.

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 287–288)

- 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 International Space Station? (The largest and most complex international project ever created in which a multicultural group of astronauts are expected to live and work together in space.)
 2. What are some of the culture-related concerns of its inhabitants? (The pace at which decisions are made, privacy, food and dinner time, preparation and cleanup, and language differences.)
 3. What unique perspective of Earth do the ISS astronauts have? (National borders can't be seen from space and the spirit of cooperation keeps the team going.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. The Japanese wondered, “Will decisions be made too fast?” The Americans wondered, “Can they be made quickly enough?” What do these two questions reveal about the Americans and the Japanese?
 2. The article says that astronauts get cross-cultural training. What are some of the things you would expect astronauts to be taught?

3. Think about body language. How does one person “show” rather than “say” messages like “I’m afraid of you” or “I don’t believe you”? What are some other common body language messages? How are these body language messages different among different groups of people?

GRAMMAR CHARTS (page 290)

- Write on the board:
The crew will be replaced next month.
The space station is going to be launched in May.
- Point out that the passive + modal structure contains three elements: modal (or similar expression) + *be* + past participle.
- Write the following questions on the board and elicit the two possible short answers for each question:
Can decisions be made quickly enough?
Do they have to be made quickly?
Are they going to be trained?
- Point out that the modal is used in the short answers and that the *have to* and *going to* expressions use appropriate forms of *do* and *be*, respectively.
- Ask: “Should it be replaced?” “Can it be replaced?” “Will it be replaced?” “Does it have to be replaced?” “Is it going to be replaced?” “Do they have to be replaced?” Signal that you want a *yes* or *no* answer by nodding or shaking your head as you ask. You can add humor by getting faster and faster as you move around the room. If the above sentences seem too easy for your students, you can make them longer and more complicated, just to make the point that even a very long sentence still gets a short simple answer: “Will the faulty computer that the astronauts brought on board the shuttle with them when they first arrived three months ago need to be replaced before it stops working completely?” (*Yes, it will.*)
- Remind students that although the *wh-* question is not included in a box, it follows the same formula as any other *wh-* question, that it is just formed from the *yes / no* question.
- Write on the board:
Will it need to be replaced?
What will need to be replaced?

GRAMMAR NOTES (pages 290–291)

Note 1 Passive Modals and Similar Expressions: Forms

- Use the same example sentences that are on the board from the grammar charts to remind students of the three necessary elements (modal, *be*, past participle).
- Have students add *by-* phrases to any of the sentences in which the phrases would be appropriate.

Note 2 Certainty in the Future

- Write these two sentences on the board and have students identify the future passive forms. (*will be avoided, is going to be replaced*)

Cross-cultural problems will be avoided.

The crew is going to be replaced.

- Write the following sentence skeletons on the board and have students make their own sentences or questions. (1. *The street will be repaired next year. / When will it be repaired?* 2. *The broken clock is going to be replaced next week. / When is it going to be replaced?*)

1. street / repair / next year

2. broken clock / replace / next week

Notes 3–4 Ability or Possibility and Future Possibility or Impossibility

- Point out that the meanings of *can* and *could* for present and past ability and *could, may, might*, and *can't* for future possibility (or impossibility) are consistent with the meanings of these modals in active forms (Unit 14). The addition of the passive doesn't change the meaning of the modal.
- Write active sentences on the board and have students turn them into the passive. (1. *The problem can't be solved.* 2. *A solution may be found.* 3. *Instructions could be sent to them.* 4. *A new space station might be assembled.*)
 - They can't solve the problem.
 - They may find a solution.
 - They could send them instructions.
 - They might assemble a new space station.

Note 5 Advice or Necessity

- Point out that advisability and necessity as expressed by *should, ought to, had better, must*, and *have (got) to* are also consistent with the meanings of these expressions in active sentences (Unit 14).
- Have students complete the following sentences with their own ideas.

<i>A space traveler</i>	<i>should be taught . . .</i> <i>must be trained . . .</i> <i>had better be told . . .</i>
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OUT OF THE BOX ACTIVITIES**SPEAKING**

- Have students form “committees” to evaluate several different aspects of the school: the physical plant (condition of the classrooms, restrooms, the grounds); the teaching equipment (DVD players, computers, TV monitors, CD players, screens, overhead projectors); students’ supplies and immediate environment (textbooks, dictionaries, desks, work areas, boards); and activities schedule (time in class, time in labs, school trips, extracurricular activities).
- Have them ask questions and then make recommendations.

SPEAKING

- Ask the class questions about twins: “Should twins have names that are similar? Should parents dress them alike? Should they be in the same class with the same teacher? Should they be treated the same?”
- Encourage students to make up more questions about how twins should be treated. Write these questions on the board, and when there are six questions, have students copy them.
- Have students ask three people outside of class for their opinions. Have the class compare the answers they got. Remind students that besides practicing the passive, this is a chance to review the grammar that they learned in Unit 8. For example: *I asked four people the questions, and so did Kadir. All of my friends thought twins should be dressed alike, but none of Enrique’s friends did. Yuko’s respondents thought that twins should be placed in the same class, and mine did too.*

UNIT 19

OVERVIEW

GRAMMAR The Passive Causative

Students will learn and practice the use of the passive causative (*have* or *get* + object + past participle).

THEME Personal Services

Unit 19 focuses on language that we use to talk about what we can do or get done to change our appearance. It also covers the kind of language we use to talk about services we can hire.

People all over the world are concerned with making themselves look good. After body shape and clothing choices, hair and skin treatments are the most obvious adornments.

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 301–302)

- 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 easiest way to change your appearance? (Getting your hair done.)
 2. Why is getting a tattoo an important decision? (Because it's not easy to reverse.)
 3. How has piercing changed lately? (Previously, people used to get only their ears pierced. Now they are getting their noses, lips or other parts of the body pierced.)
 4. How is body paint different from a tattoo? (Body paint can be washed off.)
 5. Why should you think carefully before having cosmetic surgery? (There is some risk involved.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. What is your opinion of uniforms for medical, military, or school populations? How does wearing a uniform affect a person?
 2. Consider cosmetic surgery. What parts of your body can you have changed easily? Why do people choose cosmetic surgery?

GRAMMAR CHARTS (page 304)

- Point out that there are two main forms for the passive causative: *get (something) done* and *have (something) done*.
- Have students find the verb phrases that are used with each form in the reading and show them that either *get* or *have* will work in all cases. Emphasize that for this form of passive causative, there is no difference between *get* and *have*.

- Remind students that *have / get + object + past participle* means that another person performed the action.
- Point out that *be going to* can be used for future meaning with the two causative forms: *She is going to have her hair permed, and then she is going to get her nails done.*
- Be sure that your students see that normal rules for *yes / no* questions and *wh-* questions are followed in making passive causative questions, and that they are using *do / does / did* for the questions (rather than “Has she have her hair cut once a month?”).

GRAMMAR NOTES (pages 304–305)

Note 1 Forms of the Passive Causitive

- Brainstorm a list on the board of all the things that can be done to hair: wash it, shave it, cut it, bleach it, curl it, perm it, straighten it, dye it, lengthen it
- Have students make up sentences about their own hair or someone else’s, with the two passive causative forms and the various hair-related vocabulary. Encourage the use of more complicated tenses: “My mother has never had her hair permed, but she’s been having it colored for years.”

Note 2 Meaning of the Passive Causitive

- Point out the difference between these two similar sentences:
Ted always washes his car on Saturday. (Ted does it himself.)
Ted always has his car washed on Saturday. (Another person washes Ted’s car.)
- Brainstorm a list on the board of all the things that you can *have done* to your car: wash it, paint it, change the oil, tune up the motor, clean it, rotate the tires on it, fix it
- Have students work in pairs to make up sentences with the two passive causative forms: *I’m going to have my car painted. Bill Gates doesn’t wash his car(s) himself; he gets it (them) washed.*
- Draw attention to the *Be Careful!* note. Write the following sentences on the board:
 Robert had changed the flat tire before we got there.
 Joe had the flat tire changed before we got there.
 Ask how the two sentences are different in meaning. (*Someone else had changed Joe’s flat tire for Joe. Robert had changed his own flat tire.*)

Note 3 The Passive Causitive with *By + Agent*

- Point out the difference between these two similar sentences:
Ted always has his car washed on Saturday. (It doesn’t matter who washes it.)
Ted always has his car washed by the Boy Scouts. (The Scouts having a car-washing service is important because Ted likes to support the Scouts.)

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Say: “Usually a hairstylist cuts hair, but what if your hairstylist did something unusual, like pulled out a loose tooth? You’d say, *I had my loose tooth pulled out by my hairstylist!*”
- Have the class make a list of specialists (doctor, dentist, auto mechanic, dressmaker, plumber, fortune teller, tattoo artist, electrician, aerobic instructor, choir director, professor) and a list of actions (hair cut, bathtub fixed, wedding music planned, exercise routine planned, car fixed, tooth fixed, appendix removed, new suit made, fortune told, tattoo applied, course of study outlined).
- Then have them work in pairs to see how many funny sentences they can make using the passive causative.

SPEAKING (OR WRITING)

- Have students go to the Internet or to a historical society for historical photographs and modern photographs of the same scene or building. Students can also bring in photographs they have at home. (Examples: *the White House in 1850 and today, photos of a family home picture taken 50 years ago and today, the old farm and the farm now.*)
- Have students make up eight sentences describing what people had done to make the changes. (Examples: *Dad got the old fence taken down. The new owner had a lot of trees planted and some flower gardens planted.*)

PART **8** **Conditional Sentences**

UNIT
20 **Present Real Conditional Sentences**
SHOPPING

UNIT
21 **Future Real Conditional Sentences**
CAUSE AND EFFECT

UNIT
22 **Present and Future Unreal Conditional Sentences**
WISHES

UNIT
23 **Past Unreal Conditional Sentences**
ALTERNATE HISTORIES

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

UNIT 20**OVERVIEW****GRAMMAR Present Real Conditional Sentences**

Students will learn and practice the meaning and use of present real conditionals

THEME Shopping

Unit 20 focuses on language that we use to describe online shopping and talk about shopping habits around the world.

Shopping online is becoming more and more popular as companies without doors offer goods and services through the Internet. However, shopping online (or selling online) can be risky because of confidentiality and security with money transactions.

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 316–317)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. What are some advantages of shopping online? (It's fast, convenient, and often less expensive.)
 2. What are some basic precautions you should take regarding payment? (pay by credit card, only enter your credit card information on a secure site, print out and save a receipt or record of your purchase)
 3. Why is a receipt important? (If you don't like what you bought, you can return it. A receipt proves that you bought it.)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups.
 1. Why should you be sure that you buy only on a secure site? Why are prices generally lower from Internet companies?
 2. When supermarkets became popular, shoppers began to buy from people they didn't know. They began to shop once a week, or even less often. The result is more isolation. In the same way, will more online shopping mean more isolation? Is online shopping a positive change?
 3. What precautions must a person take with credit cards, besides the ones mentioned in the reading?

GRAMMAR CHARTS (page 318)

- Write on the board:

If I don't want to go out, I shop online.

I shop online if I don't want to go out.
- Have students study the examples, and ask: "How many clauses are there in each example?" (*two—the if-clause and the result clause*)
- Mark the two clauses in the examples. Use different colors if possible.
- Ask: "For present real conditionals, what tense do we use in the *if-clause*?" (*the simple present*)
"And in the result clause?" (*the simple present*)
- Point out that an *if-clause* at the beginning of a sentence is always followed by a comma and that no comma is necessary for an *if-clause* at the end of a sentence. You can do this by asking: "What's the difference between the first and the second sentence?"
- Write on the board:

What do you do if the site is not secure?

Do you shop online if you don't know the company?
- Point out that in both *yes / no* and *wh-* questions, the *if-clause* usually comes at the end.

GRAMMAR NOTES (pages 319–320)**Note 1 Present Real Conditional Sentences**

- Be sure that students understand that *general truths* are phenomena that do not change. Write on the board:

If you use a credit card, it's faster. —————> Credit cards are always faster.

If it's a holiday, the store is closed. —————> The store is always store is closed on holidays.
- Point out the simple present in both clauses in each example.
- Write the following sentences on the board and have students restate them using the present real conditional. (*If you compare prices, you buy wisely. If you shop during a sale, you save money.*)

Compare prices and buy wisely.

Shop during a sale and save money.
- To point out the use of conditionals for habits, have students list five things that they do every day and expand their statements into *if-clause* statements. Write two examples on the board:

I get up at seven. —————> If I don't get up at seven, I'm late for everything else all day.

I set my alarm to school on time. —————> If I forget to set my alarm clock, it doesn't ring, and I don't get for six.

Note 2 With a Modal in the Result Clause

- Point out that modals change the meaning of the verb in the result clause. Remind students that modals are not generally used in *if*-clauses.
- Write *if*-clauses on the board:
 - If you don't like it, . . .
 - If it's too expensive, . . .
 - If it's exactly what you wanted, . . .
- Have pairs complete the sentences using result clauses with modals. Then call on students to share some of their sentences with the class. (Examples: *If you don't like it, (then) you should return it. If it's too expensive, you can't buy it. If it's exactly what you wanted, you should get it.*)

Note 3 With an Imperative in the Result Clause

- Write some *result* clauses on the board:
 - . . . wear a hat.
 - . . . phone home.
 - . . . don't tell your mother.
- Have students work in pairs to create conditions under which the partner would carry out the imperative in the result clause. (Examples: *If it's cold, wear a hat. If you run out of money, phone home. If you get a tattoo, don't tell your mother.*) Encourage students to restate some of their sentences to include *then*.

Note 4 Position of the *If*-Clause

- Have pairs take turns saying conditional sentences and reversing the order of the clauses. (Example: Student A: *If you go to the mall, take these discount coupons.* Student B: *Take these discount coupons if you go to the mall.*)
- Remind students that no comma is needed when the result clause comes first. Check pronunciation to be sure that there is no pause when the sentence starts with the result clause.

Note 5 Present Real Conditional Sentences with *When* Instead of *If*

- Write on the board:
 - What do you do when / if . . . ?
 - you run out of cash
 - you get a discount coupon
 - you want to buy something online
 - you get your credit card bill
- Call on students to share their answer to one of the questions on the board. (Example: *When I run out of cash, I go to an ATM.*)

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

- Have students imagine they are interested in renting apartments. Distribute copies of the information below from one apartment complex.
 - Apartments can be rented by the month, but they cost 25 percent more than apartments leased for a year.
 - A six-month lease is available, but the cost is more than for a year-long lease.
 - Renters must pay a deposit equal to the first- and last-month's rent when they sign a lease.
 - Apartments have washers and dryers, but there is a charge for using them.
 - There is a \$300 pet deposit for each cat or dog.
 - Each apartment has one covered parking space. Additional parking spaces cost \$30 a month each.
 - Apartments on the second floor are \$20 a month more than apartments on the first floor.
 - The complex has sports facilities (weight room, swimming pool, exercise equipment), but residents must join the Health Club to use them. Membership is \$100 a year for the first resident of an apartment and \$50 for each additional resident of the apartment.
 - The second year of a lease entitles a resident to one month's free rent.
 - Packages can be delivered to the main office for a \$2 pickup fee.
- Have pairs use the information to make statements using present real conditionals. (Example: *If you have a package delivered to the main office, you have to pay \$2 to pick it up.*)

SPEAKING

- This real-life activity will be different for every student.
- To explain the activity, say: "Think of a daily activity that involves another person and that doesn't vary much from day to day, for example buying a train ticket or speaking with a family member about preparing a meal. Then think of a possible change to this activity and what you would say to ask the other person (ticket agent, family member) about the possible consequences." Give examples: *What if I only buy a three-zone ticket and then I stay on the train for four zones? What if you forget to buy rice today?*
- Have students write down their questions and bring them to class for a role-play exercise in pairs. (Example: A: *You're my sister. You always cook dinner. I ask you, "What if you forget to buy rice?"* B: *If I forget to buy rice, I send you out to buy it!*)

UNIT 21

OVERVIEW

GRAMMAR Future Real Conditional Sentences

Students will learn and practice the meaning and use of future real conditionals.

THEME Cause and Effect

Unit 21 focuses on language that we use to talk about superstitions. It also covers language that we use to talk about what we will do under certain conditions.

Many cultural beliefs are based on ideas that are superstitious, rather than logical or rational. However, many superstitions have a basis in fact. A black cat may not be bad luck, but a person might trip over a black cat in the dark because the cat is not easy to see. A ladder in itself is not dangerous, but walking under a ladder puts a person in a position where something heavy might fall and cause injury.

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 331–332)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. When do people tend to be more superstitious? (when they are worried)
 2. When do they tend to be less superstitious? (when they don't have a strong need for control)
 3. What do people who feel lucky usually believe in? And people who feel unlucky? (People who feel lucky usually believe in good-luck superstitions. People who feel unlucky usually believe in bad-luck superstitions.)
 4. How can a lucky pen help you do better on a test? (by making you feel more confident)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. Superstitions are cause-and-effect sentences. What are real consequences of the following circumstances?
 - You break a mirror. (*You have to sweep up the broken pieces and buy a new mirror.*)
 - A black cat runs in front of you. (*You have to be careful not to trip over it.*)
 - You walk under a ladder. (*Nothing, unless something falls on you! Then you have to take care of your injury.*)
 2. Sports stars tend to be superstitious. They wear lucky hats, take their showers at specific times, refuse to dust themselves off if they fall. What reasons can you think of for this kind of behavior?
 3. What is a lucky number? Do you have one? Why is it your lucky number? Do you have a lucky item? What happens if you lose it?

GRAMMAR CHARTS (page 333)

- Write an example on the board:
If he hurries, he will catch the train.
- Have students study the example and name the verb or verb phrase in each clause. (*hurries, will catch*) Underline them as students say them.
- Ask: “For future real conditionals, what tense do we use in the *if*-clause? (*the simple present*) “And in the result clause?” (*will + base form*) Point out that *be going to* is also possible. Write on the board:
If he catches the train, he is going to arrive on time.
- Point out that the *if*-clause can come at the beginning of the sentence or at the end of the sentence. It requires a comma if it comes first. Call on a student to reverse the order of the clauses in the examples. Check that he or she doesn’t pause between the clauses.
- Show students that the *if*-clause can precede a *yes / no* question or a *wh*- question: *If she doesn’t pass the exam, will she take it again? If she doesn’t pass the exam, what will she do?*
- Call on a student to turn Example 1 into a *yes / no* question and on another student to turn Example 2 into a *wh*- question.

GRAMMAR NOTES (pages 334–335)

Note 1 Future and Real Conditional Sentences

- Write an example on the board:
If you spend the money, you won’t have it anymore.
- Point out that the purpose of future real conditionals is to state a condition and the result that will occur as a result. Explain the example by saying: “Don’t spend the money, and you will still have it.”
- Point out that there is no future marker in the *if*-clause, but the meaning is future anyway. Write a new example on the board:
If you are confident, you’ll do well on the test.
- Draw attention to the *Be Careful!* note. Write on the board:
If you do better next time...
If it’s raining tomorrow...
If it happens again...
- As you point to each *if*-clause, ask: “What time is referred to? (*the future*) In an *if*-clause, what verb form do we use to talk about the future? (*the simple present or present progressive*)

Note 2 With a Modal in the Result Clause

- Point out that modals can be used in some result sentences in place of *will* or *be going to*.

- Write on the board:

If you feel confident, you	will	improve your test score.
	might	
	should	
	can	

Note 3 Position of the *If*-Clause

- Have pairs change around the order of the conditional sentences in the reading. Check that they pause when the *if*-clause comes first in the sentence and that they don't pause between clauses when the *if*-clause comes at the end.

Note 4 Future Real Conditional Sentences with *If* or *Unless*

- Because *unless* is tricky for nonnative speakers of English, do a quick teacher- directed oral drill. Give students a (simple) *if* situation and have them transform it into a sentence with *unless*:

- T: If I'm not hungry, I don't eat.
 SS: You don't eat unless you're hungry.
 T: If you don't ask, I won't tell you.
 SS: You won't tell us unless we ask.
 T: If you don't study, you won't pass the test.
 SS: We won't pass the test unless we study.

OUT OF THE BOX ACTIVITIES

SPEAKING

- Have individual students or teams compete with others in the class. One student starts with an *if*-clause and a result clause. The next student continues the story by changing the result clause to an *if*-clause and making a new sentence. Example:
 - A: If I get a part-time job, I'll have more money for entertainment.
 - B: If I have more money for entertainment, I won't study as much.
 - C: If I don't study as much, my grades will go down.
 - D: If my grades go down, I'll lose my scholarship.
 - E: If I lose my scholarship, I'll have to drop out of school.
 - F: If I drop out of school, I'll have to pay back my student loans.

READING AND SPEAKING

- Have students talk with friends outside of class about making a decision such as whether to buy a secondhand car, whether to get a part-time job, or whether to change majors. Remind students to take notes.
- Have students use the decision-making model in Exercise 5 and create future real conditional sentences about the decision.

UNIT 22

OVERVIEW

GRAMMAR Present and Future Unreal Conditional Sentences

Students will learn and practice the meaning and use of present and future unreal conditionals.

THEME Wishes

Unit 22 focuses on language that we use to talk about wishes and what would happen if they came true.

Cultural values are often taught to children through stories like fairy tales, stories in which magical things happen. This story is both a fairy tale and a *fable*—a story that presents a moral lesson: Ask for what you need, be willing to work for it, and be satisfied when you have what you need.

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

READ (pages 344–346)

- 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 are the main characters of the story? (a fisherman, his wife, and a fish who is an enchanted prince)
 2. Where did the fisherman and his wife live at the beginning of the story? (in a pigpen)
 3. Where do the fisherman and his wife live at the end of the story? (in a pigpen)
 4. What kind of human being is the fisherman? (kind-hearted, satisfied, rather shy)
 5. What kind of human being is the fisherman's wife? (dissatisfied, unhappy)
 6. What is the personality of the fish? (reasonable, willing to help)
 7. What is the lesson, or moral, of the story? (A person who asks for too much gets nothing.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. The fisherman and his wife both have weaknesses in their personalities. What are they and how do these weaknesses bring about their downfall?
 2. The writer of the fable tells us about the thinking and mood of the enchanted prince-fish in an interesting way. What is it? (*The color of the seawater and the height and strength of the waves.*)

GRAMMAR CHARTS (page 347)

- Write on the board:

If I were king, I would own all this land.

- Elicit or explain the meaning of the example. Say: “I am not king, and I do not own the land.” Show that the example represents a situation in which an unreal condition is stated as a proposition. If the proposition were true (but it’s not) then another result would follow.
- Point out that the *if*-clause uses the past tense, but it does not refer to the past.
- Point out that in both *Yes / No* questions and *wh*- questions, the modal *would* is used in the main clause and *had* or *were* in the *if*-clause. Normal word order is used. Short answers follow normal modal-use rules.

GRAMMAR NOTES (pages 348–349)**Note 1 Present and Future Unreal Conditional Sentences**

- Write on the board:

I am rich, so I live in a palace. = If I weren’t rich, I wouldn’t live in a palace.

- Point out that if the clause in a sentence about a real situation is *positive*, the clause in the related present unreal conditional sentence is *negative*.

Note 2 Verb Forms in Present and Future Unreal Conditional Sentences

- Write on the board:

I don’t live in a palace, so I don’t give big parties. = If I lived in a palace, I would give big parties.

Ask: “What tense is used in the *if*-clause?” (*the simple past*) “Does the simple past in the *if*-clause refer to the past?” (*no*) “What time does the simple past in the *if*-clause refer to?” (*now*)

- Point out that, in a similar way, if the clause in a sentence about a real situation is negative, then the clause in the related present unreal conditional sentence is positive.
- Have students write true simple present tense sentences about situations in their lives that they don’t like and their results. Then ask them to imagine a different situation and write related present unreal conditional sentences. (Examples: *I’m a student, so I don’t have much money. If I weren’t a student, I would have more money.*)
- Draw attention to the second *Be Careful!* note. Remind students that *would* is not used in the *if*-clause.
- Point out that the correct form of *be* in present and future unreal conditionals is always *were*. (Though some speakers use *was*, many people consider it incorrect. To be correct as far as everyone is concerned, use *were*.)

Note 3 With a Modal in the Result Clause

- Point out that the most common modal in the result clause is *would* because it shows certainty: *If X were true, the result would be Y.*

- Remind students that sometimes ability to do something is part of the condition, so *would* is replaced with *could* in the result clause: *If X were true, then Y could do Z.*
- If the result is not certain, then *might* or *could* can appear in the result clause: *If X were true, then (maybe) the result might be Y. If X were true, then (maybe) the result could be Y.*

Note 4 Position of the *If*-Clause

- Point out that the order of the main clause and the *if*-clause can be reversed. Give new examples:
If you knew my real identity, you wouldn't kill me. = You wouldn't kill me if you knew my real identity.
If we lived in a big stone castle, I would be much happier. = I would be much happier if we lived in a big stone castle.
- Draw attention to the *Be Careful!* note. Remind students that the comma is needed only when the *if*-clause comes first.

Note 5 With *If I Were You* to Give Advice

- Have pairs practice giving advice to the fisherman, his wife, and the fish. Examples:
 (to fisherman) *If I were you, I wouldn't do everything your wife asked you to do.*
 (to fisherman's wife) *If I were you, I would be happy with a nice cottage.*
 (to fish) *If I were you, I'd grant fewer wishes.*

Note 6 With *Wish* to Express Wishes

- Point out that in sentences with *wish*, the result is not stated, but implied: *I wish I had a nice cottage to live in. = If I had a nice cottage to live in, I would be happier.*
- Point out that the correct form of *be* after wishes about the future is *were*. (Though some speakers use *was*, many people consider it incorrect. To be correct as far as everyone is concerned, use *were*.)
- Have students transform their *if* sentences from the Note 2 activity into wishes. Draw attention to the second *Be Careful!* note. Ask: "What modals can we use after *wish*? What modals can't we use after *wish*?"

OUT OF THE BOX ACTIVITIES

WRITING

- Have students make a list of professions in which people can become famous and maybe also rich like computer billionaire Bill Gates (*scientist, inventor, actor, political leader, clothing designer, musician, athlete, movie star*).
- Then have them name a real person for each profession and create interview questions for that person using present and future unreal conditionals. (Example for Bill Gates: *Bill, what would you do if you lost all your money? Bill, what would you do if someone invented something better than computers and software?*)

SPEAKING AND LISTENING

- Give students the assignment to find out what people would do if they had a year off from work and enough money so they could go anywhere and do anything.
- Encourage students to interview other teachers, parents, people they work with, hairstylists, and people they meet at places like coffee shops. Remind them to take notes.
- Have them report others' fantasies to the class.

UNIT 23

OVERVIEW

GRAMMAR Past Unreal Conditional Sentences

Students will learn and practice the meaning and use of past unreal conditionals.

THEME Alternate Histories

Unit 23 focuses on language that we use to talk about life-changing events and what would have happened if they hadn't occurred.

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

READ (pages 359–361)

- 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 alternate histories? (stories of what would have happened if a certain event had or had not occurred / stories that answer a What if? question)
 2. What would have happened if a meteor hadn't hit the earth 65 million years ago? (Some types of dinosaur would have continued to develop, become more intelligent, and dominated the world. Humans may or may not have developed alongside dinosaurs.)
 3. What was special about Cleopatra's face? (her long nose—in the times in which she lived a large nose symbolized dominance and strength)
 4. What is the film *Sliding Doors* about? (two parallel stories of the same woman—the story of the woman if she had gotten on a train and the story of the woman if she had missed the train)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. What is your opinion of speculating about the past? Is it just an amusing way to pass the time or can it teach us a lesson? Explain.
 2. What are some big decisions or important events that have changed the course of history? What would have happened if those decisions hadn't been made or if the events hadn't occurred?

GRAMMAR CHARTS (page 362)

- Write on the board:

If he had been there, he would have helped you.

- Have students study the example. Ask: “For past unreal conditionals, what do we use in the *if*-clause?” (*the past perfect*) “And in the result clause?” (*would + have + past participle*)
- Point out that the *if*-clause can come at the beginning of a sentence or at the end of a sentence. Call on a student to reverse the order of the clauses in the example. Check that he or she doesn’t pause between the clauses.
- Call on a student to turn the example into a *yes / no* question and on another student to turn it into a *wh*- question. (Possible answers: *Would he have helped you if he had been there? If he had been there, would he have helped you? What would he have done if he had been there? If he had been there, what would he have done?*)
- Go over the contractions: *Would have* and *would not have* are contracted as *would’ve* and *wouldn’t have* (or *wouldn’t’ve*, in speech).

GRAMMAR NOTES (pages 362–363)

Note 1 Past Unreal Conditional Sentences

- Remind students that ideas expressed in unreal past conditionals and the results are untrue (perhaps impossible) or imagined. To help clarify, write an example on the board:
If I had not gone to college, I wouldn’t have become a teacher.
- Say: “I went to college, so the *if*-clause is untrue, and I did become a teacher, so the result is also untrue.”
- Have pairs add explanatory sentences starting with *but* to some of the boldfaced sentences in the reading. Give an example: *What would have happened if I had stayed in my own country? (But I didn’t stay in my own country, so this sentence is unreal.)*
- Point out that a past condition can influence present results as well as past results, depending on the verb and the situation: *If I hadn’t taken this class, I never would have met you* (past result) / *I wouldn’t know you* (present result).

Note 2 Verb Forms in Past Unreal Conditional Sentences

- Point out that the common elements in the *if*-clauses are *had* + past participle and the common elements in the result clauses are *would have* + past participle.
- Have students circle the verbs in the *if*-clauses and in the result clauses with *would* in the boldfaced sentences of the reading.
- Ask: “What would you have done if you hadn’t come to class today / yesterday / last week?” (*I would’ve gone to the beach / stayed home / gone to work / slept late . . .*)
- Point out an easy, quick trick for remembering all the parts of this structure: Use the thumb and fingers of your hand to count off all the parts. Demonstrate as you say: “I would (thumb) have (index) stayed (middle) home if I hadn’t (ring) come (pinky) to class.” Put the first part of the model question on the board (*What would you have done if . . .*) and have students get up and circulate to ask each other the question while you check for grammar (especially *have*; use the counting-off-on-fingers trick) and pronunciation/reduction: *What wouldja’ve done if you hadn’t come to class?*

Note 3 With a Modal in the Result Clause

- Have students discuss certain and uncertain results of the following questions posed in the reading:
 1. What if the meteor had missed the earth?
 2. Would humans have been able to live alongside dinosaurs?
 3. What would have happened if Hitler had never been born?
- Call on students to share their answers with the class.

Note 4 Position of the *If*-Clause

- Remind students that the order of the clauses can be reversed and that a pause is needed when the *if*-clause comes first.
- Have students reverse the order of the following sentences adapted from the reading: *If the meteor had not struck the Earth, some types of dinosaurs would have become even more intelligent. If dinosaurs had survived, they might have dominated the world. World War II could have been avoided if Hitler hadn't been born.*

Notes 5–6 Past Unreal Conditional Phrases to Express Regret and With *Wish* to Express Regret or Sadness

- Have students think of some situation in which they felt regret and express it with both an “I wish” statement and a past unreal conditional. (Examples: *I wish I had saved my money instead of putting it into a machine at the airport in Las Vegas. If I had known that I would lose every nickel, I wouldn't have put any money into that machine at the airport in Las Vegas.*)

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Have students go back to Unit 15, Exercise 9. Have them consider what would have happened if Andrew had been willing to tell the reporter about his mistake and decision never to cheat again (Case 1), if Sheila had not gone into the building to get the records (Case 2), and if Pierre had not gotten an extra job (Case 3).
- Call on students to share their thoughts about what would / could / might have happened in each case.

SPEAKING

- Have students take note of some common personal problems in the outside world and be prepared to describe them in class. Suggest that they might find such problems by reading advice columns on newspaper website, by watching a soap opera or reality television show, by observing, or by asking friends. Each problem should be defined in one or two sentences.
- Have students discuss the problems in small groups. Encourage students to come up with solutions using present unreal conditionals. (Example: *I saw a woman standing by her truck on the side of the freeway. An armchair had fallen out of the back of her truck and was in the middle of a five-lane freeway where it could cause a terrible accident. If that had happened to me, I would have called 911 and gotten police help.*)

PART **9** **Indirect Speech
and Embedded Questions**

UNIT
24 **Direct and Indirect Speech**
TRUTH AND LIES

UNIT
25 **Tense Changes in Indirect Speech**
EXTREME WEATHER

UNIT
26 **Indirect Instructions, Commands, Requests, Invitations**
HEALTH ISSUES

UNIT
27 **Indirect Questions**
JOB INTERVIEWS

UNIT
28 **Sentences with Embedded Questions**
TIPPING AROUND THE WORLD

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

UNIT 24

OVERVIEW

GRAMMAR Direct and Indirect Speech

Students will learn and practice the uses and forms of direct and indirect speech.

THEME Truth and Lies

Unit 24 focuses on language that we use to talk about lies that people often tell to avoid hurting feelings or going through unpleasant situations.

To some people, there is a difference between a lie and a *white lie*, a simple untruth told to avoid hurting the feelings of another person. Some people simply avoid saying what they really think; if another person asks, “Do you like my new hairstyle?” the first person will answer, “It’s really modern” or “It’s an interesting new trend,” rather than giving a completely honest answer. Other people lie to avoid an unpleasant truth or situation: They might tell a bill collector that the check is in the mail even though it has not yet been sent at all.

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 376–377)

- To encourage students to read with a purpose, write these questions on the board:
 1. What is unusual about the title of this reading? (The words truth and lying have opposite meanings.)
 2. What excuses are given for telling white lies? (to avoid an unpleasant situation, to be polite, to protect someone’s feelings, to appear nicer or more interesting, to feel better, and to get something fast)
 3. Why is it difficult to recognize a lie? (Body language doesn’t usually reveal dishonesty.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. What white lies have you told recently? Why did you decide against telling the truth?
 2. Under some circumstances, people decide not to tell the truth at all and feel good about the decision. Is it, for example, good to tell a person who is very ill that she or he is dying? What other circumstances might make people consider not telling the whole story?

GRAMMAR CHARTS (page 378)

- Remind students that a person’s words can be reported as direct speech or indirect speech. Direct speech (the exact words of the person) requires quotation marks.

- Point out these three things about indirect speech:

1. It sometimes requires a change in verb form.
2. It does not need quotation marks.
3. It often includes *that* as a clause introducer for the indirect statement (the reworded quotation).

GRAMMAR NOTES (pages 379–380)

Note 1 Direct Speech

- Point out that direct speech is a quotation; therefore, you need to tell who said the words. Another person's exact words always require quotation marks. Remind students to follow the punctuation rules for direct speech in Appendix 27, page A-13.
- To help clarify, write an example and draw a diagram on the board:
He said, "It's raining."

Direct Speech
_____ use exact words
_____ use quotation marks

Note 2 Indirect Speech

- Point out that in indirect speech we do not use the exact words the speaker said, so we don't use quotation marks.
- Write a new example and draw a new diagram on the board:
He said (that) it's raining.

Indirect Speech
_____ don't use exact words
_____ don't use quotation marks
_____ you can use that

Note 3 Reporting Verbs

- Write new examples on the board:
Sam told Sally that he got a new job.
Sam said to Sally that he got a new job.
Sam said, "Sally, I got a new job."
Sam said that he got a new job.
- Use the examples on the board to point out the similarities between *say* and *tell*. They mean essentially the same thing. However, *tell* [someone] is followed by the name of the listener or a personal pronoun (*me / you / him / her / us / them*). *Say* [to someone] (that is, to the listener) is

less common. *Say* is usually used alone. Thus, if the listener is mentioned, it is more common to use *tell*.

Note 4 Change of Tense in Indirect Speech

- Point out that in indirect speech the verb form often changes when the reporting verb is in the past. This is especially true when the statement was made some time ago. Write on the board:

I met Jake yesterday. He said, "Jim is a great guy."

I met Jake yesterday. He said that Jim was a great guy.

- Quick teacher-directed drill:

T: I talked to my mother three weeks ago. I said, "I'm coming to see you!" (ask students) What did I say?

SS: You said you were coming to see her.

T: I told her, "You sound happy!" What did I tell her?

SS: You told her she sounded happy.

T: She told me, "I've bought a new car!" What did she tell me?

SS: She told you that she had bought a new car.

- Draw attention to the *Be Careful!* note. Point out that the simple present stays simple present when the reporting verb is in the simple present. This is often used in newspapers. Write an example on the board: Psychologists say that lying shows a lack of control.

Note 5 Optional Change of Tense in Indirect Speech

- Remind students that for a newly made statement, an unchanging fact, or a general truth we do not need to change the tense.
- Write the following statements on the board and have students report them. (1. *He just said (that) he is aware of the problem.* 2. *She said (that) she likes fish.* 3. *The astronauts said (that) the earth is round.*)
 1. He just said, "I'm aware of the problem."
 2. She said, "I like fish."
 3. The astronauts said, "The Earth is round."

Note 6 Other Changes in Indirect Speech

- Write the following statements on the board and have students report them. (1. Kate told Brad (that) her car had broken down. 2. John told them (that) their meeting was at 10. 3. Sally said (that) she had a party.)
 1. Kate told Brad, "My car broke down."
 2. John told them, "Our meeting is at 10."
 3. Sally said, "I have a party."

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Write the following three proverbs about honesty on the board:
 Honesty is always the best policy.
 The truth will out. (*You may have to explain that this is a short way of saying that the truth will come out.*)
 A person who always tells the truth doesn't have to remember as much as a person who lies.
- Have students work in small groups to discuss the meaning of these proverbs. Then have them discuss which ones they agree or disagree with. Encourage them to support their reasons with examples.
- Finally, have the groups report their findings to the class using indirect speech (*Marcus said that he agrees with . . . , but Alma said that she . . .*).

SPEAKING AND WRITING

- Have students identify three political issues. They can decide to use campus issues, like the need for emergency phone stations; local issues, like changes in parking regulations; or global concerns, like global warming or the spread of AIDS.
- Have groups of students make survey statements about each of the chosen issues. (*Parking should be free on Sundays.*)
- Then send students out with survey forms to interview three people each with answers such as: *agree strongly, have no opinion, disagree somewhat, and disagree strongly.*
- Have them write up the responses they gathered and report them to the class in indirect speech. Tally the responses. Summarize the responses with indirect speech (*Most of the people in our survey said that they. . .*).

UNIT 25

OVERVIEW

GRAMMAR Tense Changes in Indirect Speech

Students will learn and practice the tense changes in indirect speech.

THEME Extreme Weather

Unit 25 focuses on language that we use to talk about people's experiences with extreme weather conditions.

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 392–393)

- To encourage students to read with a purpose, write these questions on the board or make copies of the questions and distribute them to students:
 1. Why are tornados so powerful? (They occur without much warning, they move quickly across land and water, and they have powerful winds.)
 2. Why did people who lived through the Great Tri-State Tornado of 1925 remember the event so well? (The tornado left a lot of death and destruction.)
 3. Are tornados in the state of Missouri unusual? (no)
 4. How was the tornado of 2011 different from the tornado of 1925? (In 2011, it took only minutes for people to find out about the tornado; in 1925, it took days.)
 5. Why is there less devastation from tornados nowadays than in the past? (Because of the advances in science, technology, and communication.)
- To get students to share their ideas on the reading, have them discuss the following questions in small groups.
 1. What kinds of extreme weather events or natural disasters are common in your country? When was the last time a disaster hit your country? What kind of destruction did it cause?
 2. What kinds of things can people do to prepare for and/or prevent natural disasters?

GRAMMAR CHARTS (page 395)

- Point out that moving from direct to indirect speech is moving one step into the past.
- Write the column heads *Direct Speech* and *Indirect Speech* on the board. Then add the first column of verbs and have students supply their equivalent in indirect speech. Complete the second column as you get feedback from students.

Direct Speech

is
are
move
moved
am looking
have looked
will stay
can go
may stay
have to go
must visit

Indirect Speech

(was)
(were)
(moved)
(had moved)
(was looking)
(had looked)
(would stay)
(could go)
(might stay)
(had to go)
(had to visit)

- Point out that the only verbs that do not change are those that don't really have another form, like past modals. Add to the verbs on the board:

should go	remains	should go	ought to go	remains	ought to go
could go	remains	could go	would go	remains	would go
might go	remains	might go			

- Point out that past perfect verbs and present and past unreal conditionals have no further past form to move to, so they stay the same: Add to the verbs on the board:

had seen remains had seen

- Elicit a present unreal conditional sentence from a student and report it. For example: S: *If I had time, I would go.*

T: *[Student's name] said that if he/she had time, he/she would go.*

- Do the same with the past unreal conditional.
- Do not erase the lists on the board.

GRAMMAR NOTES (pages 396–398)**Notes 1–5**

- After going over the notes, use what you have written on the board during the presentation of the Grammar Charts for oral practice of all of these forms. Give your students a sentence and then ask them: "What did I say?" For example, "It's a nice day. What did I say?" (*You said it was a nice day.*) "He must leave this place. What did I say?" (*You said he had to leave this place.*)

OUT OF THE BOX ACTIVITIES**SPEAKING**

- On individual index cards, write statements using a variety of verb tenses and modals. Make as many cards as you have students. Examples:

My grandmother is sending me a check for a thousand dollars.

You can have my two free tickets to Hawaii for spring break.

You should pay the electricity bill as soon as possible.

You ought to get the windshield on your car fixed.

I'm going to start a new job tomorrow.

My family has to find a new place to live because of the fire in their building.

I have to write an essay for class tomorrow.

- Form groups of three students. Pass a card to each student. Student A picks up a card and reads it aloud. Student B asks, "What did she say?" Student C repeats the message using indirect speech and moving one step into the past whenever possible. Example:

A: My grandmother is sending me a check for a thousand dollars.

B: (to C) What did she say?

C: She said that her grandmother was sending her a check for a thousand dollars.

- When each group has finished with its cards, it can pass them along to another group of students.

READING, SPEAKING, AND LISTENING

- Have students look up news articles about events of the past. Possible topics are unusual weather conditions, a natural disaster like a forest fire or an earthquake, a crime that made headlines, or a sports event of some importance.
- Have students read the article and report back to the class about what happened.

LISTENING AND WRITING

- Many communities have storytellers' clubs. If there is one in your area, invite a member to class to tell stories, which the students can then write up using indirect speech.

UNIT 26

OVERVIEW

GRAMMAR Indirect Instructions, Commands, Advice, Requests, Invitations

Students will learn and practice how to give indirect instructions, commands, advice, requests, and invitations.

THEME Health Issues

Unit 26 focuses on language that we use to talk about insomnia and other health problems and tips to solve them.

Sleep disruption, according to psychologists, is a major reason for emotional and other mental disturbances. People who are deprived of sleep tend to be more nervous, hold more water in their bodies, and have more headaches. They are also more easily angered, frustrated, and moved to tears.

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 408–409)

- 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 the director of the Sleep Disorders Clinic? (Dr. William Ray)
 2. What is the topic of the interview? (sleep disorders, particularly insomnia)
 3. What is insomnia? (A problem with getting to sleep or staying asleep.)
 4. In Dr. Ray's opinion, why is insomnia a problem? (Because it can cause costly accidents.)
 5. Of all the recommendations Dr. Ray makes, choose one that you consider useful.
(Possible answers: Stop drinking coffee and cola later in the day, eat a high-carbohydrate snack before going to bed, exercise regularly but not just before going to bed)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. Are you a morning person or a night owl? When do you do your best studying?
Your best creative work?
 2. What happens to you when you are tired? Are you able to express yourself as well as usual? Are you as fast in the work you do?
 3. Have students, working in groups of three or four, find out how many hours of sleep the group averages per night. Do they think it is enough?

GRAMMAR CHARTS (page 410)

- After students study the charts, have them report the following statements: "Read the examples again." (*You said to read the examples again.*) "Can you open the door?" (*You asked us to open the door.*) "Why don't you write an example?" (*You told us to write an example.*)

- Then have students report instructions or requests that you gave or made since you walked into the classroom today. Challenge them to report as many as they can remember. (Examples: *You said to read the text. You asked us to do Exercise B. You told us to pay attention. You asked Pete to clean the board. You told us not to speak Japanese. You asked Brenda to lend you a pen. You told us to be silent.*)

GRAMMAR NOTES (page 411)

Note 1 Infinitive in Indirect Speech

- Point out that Appendix 19 on page 462, has a list of reporting verbs for giving instructions, commands, advice, requests, and invitations. Discuss which verbs are used for each purpose.
- Have pairs of students create at least two sentences for instructions, commands, advice, requests, and invitations. Have them share their sentences with their classmates. Examples:
 - A: Could you open the window?
 - B: She asked me if I could open the window.
 - A: Give me the pen.
 - B: He asked me to give him the pen.

Note 2 Negative Infinitives

- Point out that *not* precedes the *to* of the infinitive.
- Have the students make negative instructions, commands, advice, requests, and invitations out of their sentences from the Note 1 activity.

OUT OF THE BOX ACTIVITIES

SPEAKING

- Form small groups. Have each group choose a different person to give advice to (a person looking for an apartment, someone buying a used car, a college student).
- Then have the group create a list of instructions and advice for that person using imperative statements like *find a good advisor*.
- Have the groups exchange lists and change the imperative statements to indirect instructions and commands: *They told me to find a good advisor*.

SPEAKING

- Brainstorm places where a person can get help in the community. The Chamber of Commerce helps new business owners; the tourism office helps tourists and businesses that are related to tourism; newspapers help people buy and sell things; various government entities (like social security offices, the post office, an unemployment office) give instructions and advice on many different topics. As a class, create a list of places to go and what to ask.
- Send pairs or small groups to different offices to get information, instructions, and advice.
- Have them report their findings to the class or make a poster that can be displayed in the classroom.

UNIT 27

OVERVIEW

GRAMMAR Indirect Questions

Students will learn and practice how to make and use indirect questions.

THEME Job Interviews

Unit 27 focuses on language that we use to talk about experiences with job interviews.

There are laws that prevent employers from asking specific kinds of questions of prospective employees so that all people have equal chances to get good jobs, regardless of age, religion, marital status, gender, and race. For example, without these laws, a woman of 40 who has five children to support might not get a job even if she is well-qualified because an employer might think she would miss a lot of work time because of her children's needs and might decide not to hire her for that imagined reason.

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 420–421)

- 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 a stress interview? (A type of job interview that features tough, tricky questions, long silences, and negative evaluations of the candidate.)
 2. What is its purpose? (The purpose is to determine whether a candidate can handle the kind of pressure that the job might include.)
 3. How did Melissa react to it? (She was shocked.)
 4. What disadvantage might it have for a company? (A good candidate for a job might decide he/she does not want to work for a company that would stress a candidate so much during an interview and refuse the job offer.)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. How can a person prepare for a stress interview? Do you think it helps to be prepared for a stress interview? How so?
 2. What kind of investigation into a company should any job applicant do? Why is it important to know about the company?
 3. Is it a good idea to send thank-you cards to people who have interviewed you when you are looking for a job? What is the effect of such a personal communication as thanking an interviewer for having taken the time to talk with you?

GRAMMAR CHARTS (pages 422–423)

- Explain the meaning of *spreadsheet* (a computer program that can show and calculate financial information).

- Write on the board:

He asked, “Did you have an interview?” —————> He asked if / whether (or not) she had had an interview.

Point out that *yes / no* questions that become indirect questions use *if* or *whether (or not)*.

- Write on the board:

Who told her about the job? —————> He asked who told her about the job.

- Point out that *who* and *what* can take the place of the subject, so no change in word order is required with these two *wh*- words.

- Write on the board:

Where did I work? —————> He asked where I worked.

What can the cook make with tomatoes? —————> The chef asks what the cook can make with tomatoes.

Point out that when the *wh*- word takes the place of part of the predicate, the helping verb (*do / did*) is dropped and any modal (such as *can* or *might*) moves to the regular sentence word order position after the subject.

GRAMMAR NOTES (pages 424–425)**Note 1 Indirect Questions**

- Have students ask each other two questions that start with *do you* and two that start with *are you*. Then go around the room having students report what they asked their partners. (*I asked my partner if he likes pizza. I asked my partner whether she is comfortable with spreadsheets.*)
- Follow a similar procedure with two questions in the simple past and two questions in the present perfect.

Note 2 Indirect Yes / No Questions

- Write statements like the following on the board:
 1. He asked if she had gone.
 2. I asked you if you could help.
 3. She asked whether the students had failed the exam.
 4. They asked whether or not he wanted to come.
- Have students change the indirect *yes / no* questions to direct questions. (1. He asked, “Did she go?” or “Has she gone?” 2. I asked you, “Can you help?” 3. She asked, “Did the students fail the exam?” or “Have the students failed the exam?” 4. They asked, “Does he want to come?”)

Note 3 Indirect Wh- Questions

- Write on the board:

Who is that man? —————> I asked who that man was.

What does he want? —————> I asked what he wanted.

- Use the examples on the board to point out the statement word order (subject + verb) in the indirect questions.
- Have pairs take turns asking each other *wh-* questions (point out the *wh-* words on the board) and *yes / no* questions. (Example: *Where do you live? Do you like the area?*)
- Then call on students to tell the class the questions they were asked. (Example: *Mandy asked me where I lived. She also asked me if I liked the area.*)

Note 4 Form of Indirect Questions

- Point out that an indirect question is not a true question, so it does not need a question mark.
- Repeat the rule that *do*, *does*, and *did* are not needed in indirect questions because statement word order is used.
- Remind students that *be* changes word order in indirect questions.

OUT OF THE BOX ACTIVITIES**SPEAKING**

- Form groups of three. Prepare information cards, one for Student A and one for Student C.
 Student A's card says:
 I'm arriving at the airport at three o'clock on Thursday afternoon.
 Can you pick me up then?
 Do you have a bed for me so that I can stay overnight?
 Student C's card says:
 Which airline are you coming in on?
 Will you have a lot of baggage?
 How long are you going to stay with us?
- Set up the chairs so that Students A and C have their backs to each other and Student B is between them. Student A and C are talking on the phone, but they have a very bad connection. Student B is the operator, helping them to understand each other's questions.
 A: *I'm arriving at the airport at three o'clock on Thursday afternoon.*
 C: *(to B) What did he say?*
 B: *He said he's (or he was) arriving at the airport at three o'clock on Thursday.*
 C: *(to B) Ask him which airline he's coming in on.*
 B: *(to A) Which airline are you coming in on?*

- Continue until all the questions have been asked and answered. If you make each set of question cards slightly different (for example: *I'm arriving at the train station. Can you send a taxi for me? Can you reserve a hotel room for me?*), the groups can exchange cards and roles and do the activity again. Then everyone will have a chance to be Student B.

READING AND SPEAKING

- Bring in screenshots of help wanted ads online. Have students work in pairs to choose jobs that appeal to them (whether they are presently qualified for those jobs or not).
- Have them create a list of five questions for each job.
- Have them role-play the interviews in pairs.
- Then have two pairs join together and explain to each other (using indirect questions) what they asked.

UNIT 28

OVERVIEW

GRAMMAR Sentences with Embedded Questions

Students will learn and practice the use of embedded questions with *if* or *whether*, *wh-* words, and infinitives.

THEME Tipping Around the World

Unit 28 focuses on language that we use to talk about tipping customs.

Tipping for good service is a custom that is common in many places. However, both who is tipped and how much he or she is tipped vary significantly from place to place.

Most commonly, food servers, bartenders, and taxi drivers expect tips. Hotel housekeepers, doormen, hairstylists, manicurists, and delivery people may also expect tips. In the United States, tips for good service range from 10 to 20 percent.

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 437–438)

- 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 it use to be illegal to tip? (China)
 2. Where is a tip added to the bill? (Germany)
 3. Who did World Travel magazine interview? (Irene Frankel)
 4. What did she write? (She wrote a book about tipping customs.)
 5. Who was the book initially aimed at? (People from cultures where tipping is not a custom)
 6. Who did it turn out being aimed at in the end? (People traveling to the United States and people living there)
- To get students to share their ideas on the reading, have them discuss the following questions in pairs or small groups. Write the questions on the board if necessary.
 1. What are some tipping customs in your country? Do you follow them? Why or why not?
 2. When you travel, you may not know what the tipping customs are. What do you do about tipping? How do you feel about it?

GRAMMAR CHARTS (page 439)

- Point out that an embedded question is different from an indirect question: When you use an embedded question, you don't report what someone else said. You choose to ask a question in an indirect way. Write examples on the board:

Direct question: Where is the cat?

Embedded question: Do you know where the cat is?

- Point out that questions are embedded in two ways: The whole question is embedded (*People will tell you what most customers do.*) or a *wh-* word + infinitive structure is used (*Does your book explain who to tip?*).

GRAMMAR NOTES (pages 440–442)**Note 1 Embedded Questions**

- Write the following examples on the board. (**Note:** You will be using these examples for Grammar Notes 1 through 6.)
 1. I wonder if I can pay by credit card.
 2. I don't know how much the bill is.
 3. Can you tell me where I should park?
 4. Do you know whether the park closes at six?
 5. I'm not sure who to ask.
- Have students study the examples and identify the embedded questions. Underline them as students read them aloud.
- Ask: "Which embedded questions are inside a statement?" (1, 2, and 5) "Which ones are inside another question?" (3 and 4)
- Draw attention to the *Be Careful!* note. Punctuation marks depend on whether the questions are embedded in statements or questions.
- Do not erase the examples on the board.

Note 2 Use of Sentences with Embedded Questions

- Be sure that students know the meaning of the term *service charge* (an amount of money that is added to the price of something in order to pay for extra services that you use when buying it).
- Point out that direct questions sometimes seem abrupt and impolite, but embedded questions are softer: *Can / Could you tell me . . . ? Would you mind telling me . . . ?*
- Direct attention to the examples on the board. Ask: "Which embedded questions express something you don't know?" (1, 2, and 5) "Which ones ask politely for information?" (3 and 4)
- Have students ask each other personal questions such as, "How old are you?" using the polite embedded question form. Their partners can then answer, "I'd rather not say."

Note 3 Common Phrases the Introduce Embedded Questions

- Direct attention to the examples on the board. Have students identify the phrases that are followed by embedded questions and read them aloud. (*I wonder . . . , I don't know . . . , Can you tell me . . . ? , Do you know . . . ? I'm not sure . . .*)
- Have students write some embedded questions about tipping using the question openers in this note.

Notes 4–5 Embedded Yes / No Questions and Embedded Wh- Questions

- Point out that embedded *yes / no* questions are like the indirect questions of Unit 27. The difference is that the verbs are more likely to be ones such as *know*, *wonder*, or *can't decide* rather than *say* or *tell*.
- Direct attention to the examples on the board. Ask: "Which examples include embedded *yes / no* questions?" (1 and 4) "What do embedded *yes / no* questions start with?" (if or whether) "Which examples include embedded *wh-* questions?" (2, 3, and 5) "What do embedded *wh-* questions start with?" (*wh-* words)

Note 6 Word Order in Embedded Questions

- Note that the rules for use of *do / does / did* are the same as for indirect questions.
- Point out that the word order changes for *wh-* questions are the same as for indirect questions.
- Direct attention to the examples on the board. Ask: "Which embedded questions use statement word order: subject + verb?" (1, 2, 3, and 4) Have students call out the subjects + verbs in the examples. (1. *I can pay*; 2. *the bill is*; 3. *I should park*; 4. *the park closes*)
- Remind students of word order changes with *be*.

Note 7

- Direct attention to the examples on the board. Ask: "Which example uses an infinitive in the embedded question?" (5)
- Have students identify the embedded questions that use the infinitive in the reading.
- Have students expand the embedded questions with infinitives into full questions. *Does your book explain who I should tip?* → *Does the book explain who to tip?*
- Draw attention to the *Be Careful!* note. Remind students not to use the infinitive after *if* or *why*.

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

- Point out that people who have jobs at information booths have to give information, advice, and guidance to others as part of their everyday work. As a class, discuss what a new interpreter at a tourist information office will have to ask the expert in order to give good answers to the questions.

- Have pairs of students write scripts, practice, and perform a role play with questions from foreign visitors about the distance to a tourist site, how long it takes to visit the site, what to take, whether there is any danger in visiting the site, etc. Tell students that these particular foreign visitors are very polite and don't want to risk offending anyone by asking questions too directly.

READING AND WRITING

- Have students collect tourist brochures. They might contact embassies or consulates to find information on tourist attractions they know well (a historical site, museum, palace, park, shrine, or gallery).
- Ask students to imagine that they are going to work at a tourist information booth. Have them write down questions with embedded questions inside that they might be asked.
- Have them share their questions with the class. Posting the brochures with the questions would make a nice display.