

UNIT 46

Gerunds: Subject and Object

Illustration

Pre-reading Questions

Have the students look at the cartoon. Ask these questions:

What is the woman doing? (*Jogging/Running and smoking.*)
How does she look? (*Sick/Hot.*)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus

Have students look at the speech bubble text. Ask:

What kind of word is **jogging**? (*A gerund.*)
Is it the subject or the object of the sentence? (*It's the object.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put these sentence stems on the board under the category of "Ways to Stay Healthy."

WAYS TO STAY HEALTHY

_____ is a great form exercise.

_____ is bad for your health.

I enjoy _____.

I hate _____.

Have students brainstorm ideas and put their responses on the board. How many people agree with each statement?

EXAMPLES:

Ten students think running is a great form of exercise.

Twenty students hate trying to lose weight.

etc.

Optional Writing Activity

Ask students to write a journal entry about their attitudes towards physical fitness. They should try to use some of these verbs plus gerunds:

enjoy	appreciate	avoid	can't stand	consider	detest	dislike
feel like	give up	imagine	keep	love	mind	practice
prefer	quit	regret	resent	resist	risk	

EXAMPLE:

I think physical fitness is important, and I enjoy working out several times a week . . .

UNIT 47

Gerunds after Prepositions

Illustration

Culture Notes

Many colleges, universities, and high schools in the United States have a **Student Council**—a group of students (often elected) to represent the interests of the entire student body. The student council is the “voice” of the students. Students who have concerns or complaints can bring these issues to the Student Council, who then tries to resolve the issues with the school administration. In addition to its representative function, the Student Council also plans social events.

A **campus** is the grounds and buildings (classrooms, administrative offices, library, dormitories, gym, athletic field, etc.) of a university or college. In the United States, many campuses are located outside of a town with a lot of grass and trees between the buildings.

Pre-reading Questions

Have students look at the illustration. Ask these questions:

- What is this? (*A notice and photograph.*)
- Where do you think you can find a notice like this? (*On a bulletin board.*)
- Who do you think is in the photo? (*Students/Friends.*)
- Where are they? (*Outside/At school/On a school campus/In a park.*)
- How do they look? (*Happy/Friendly.*)

Have students read the notice and do the **Check Point**. Check their answers.

Grammar Focus Point

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

- How many prepositions are there? (*Three.*)
- What are they? (*In, of, to.*)
- How many gerunds are there? (*Four.*)
- What are they? (*Improving, hearing, finding, seeing.*)
- Which preposition goes with the gerund **finding**? (*Of.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Culture Notes for Exercise 2

Many colleges and universities in the United States have *spring breaks* (usually one to two weeks off in March or April.) In addition there are *winter breaks* (usually in December and January) and *summer breaks* (usually three months from some time in May or June to some time in September.) Many colleges have a summer session, though most students do not attend.

Optional Communication Activity

Put some of these verb + preposition and adjective + preposition combinations on the board:

advise against	afraid of	approve of
believe in	bored with	choose between
complain about	count on	excited about
happy about	interested in	look forward to
object to	pay for	plan on
talk about	tired of	wonder about
worry about		

Have students work in small groups. Ask them to imagine that they are members of the student council for their school. They should come up with a list of suggested improvements for the school. Then have the groups report back to the class using some of the verb + preposition and adjective + preposition combinations from the board (or Appendices 7 and 8 on page 338 in their books).

EXAMPLE:

We're bored with having the same choice of food in the cafeteria. We think there should be more types of food.

Optional Writing Activity

Ask students to write a short letter to a friend about school or a job. Have them use some of the verb + preposition and adjective + preposition combinations from Appendices 7 and 8 on page 338 in their books.

EXAMPLE:

Dear Sonia,
How are you? I'm fine but very busy. I've been taking classes at a language institute since September. Classes are good, but I'm looking forward to taking a break . . .

UNIT 48

Infinitives after Certain Verbs

Illustration

Culture Notes

Many newspapers and magazines have **advice columns** like “Ask Annie.” People write to the columnist asking for personal advice about problems with their family, friends, health, romantic lives, or jobs. The writer usually does not sign the letter with his or her real name. Often, as in the letter to Annie, the person makes up a name that somehow relates to the problem. The columnist publishes and answers some of these letters (see Exercise 1 on page 208). Ask the students if newspapers in their countries have advice columns.

Pre-reading Questions

Have students look at the illustration. Ask these questions:

- Where does this article come from? (*A newspaper.*)
- What is it? (*A letter.*)
- What type of letter do you think it is? (*A letter asking for advice.*)
- Who is the woman in the photograph? (*Annie / The person who writes the column / The person who answers the letters.*)
- How does she look? (*Friendly / Kind / Nice.*)
- Who signed the letter? (*Impatient.*)
- Is that the writer’s real name? (*No.*)
- Why doesn’t the writer use his or her real name? (*The writer doesn’t want anyone to know who sent the letter.*)

Have students read the letter and do the Check Point. Check their answers.

Grammar Point Focus

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

- How many infinitives are there? (*Three.*)
- What are they? (*To marry, to think, to wait.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put some of these verbs on the board (or ask students to look at Appendices 4 and 5 on page 338 of their books):

advise	appear	ask	attempt	
can't afford	choose	decide	deserve	
expect	get	help	hope	learn
need	promise	refuse	seem	
tell	urge	wait	want	

If possible, bring in, or have students bring in, some real advice column letters. (The letters can be in a language other than English if all the students speak that language.) Alternatively, they can use the letter on page 206. Have the students work in small groups to discuss one of the letters. Ask them to use the verbs on the board in their discussion. What do they think of the problem? What should the people do?

EXAMPLE:

A: I think "Impatient" needs to slow down.

B: I think he needs to meet some other women before making a decision.
etc.

Optional Writing Activity

Ask students to write a letter to "Ask Annie." Tell them they can use their imagination as they ask Annie for advice. They should use some of the verbs from Appendices 4 and 5 on page 338 of their books. Tell them not to sign the letters with their real names, but to make up a name like "Impatient."

As a follow up activity, collect the letters, mix them up, and redistribute them to the class. Have the students write a response to the letter, again, using the verbs from Appendices 4 and 5. You may wish to "publish" some of the letters to share with the entire class.

UNIT 49

Infinitives after Certain Adjectives and Certain Nouns

Illustration

Background Notes

The photograph shows a young man standing in front of a **McDonald's** restaurant in Tokyo, Japan. McDonald's is the best known of all multinational fast-food restaurant chains. It is recognizable from its "Golden Arch" (the gold-colored letter **M**) as seen in the photo. The first McDonald's opened in 1955 in the state of Illinois in the United States. Today there are more than 26,000 McDonald's restaurants in 120 countries around the world. Hamburgers, French fries, and sodas are probably the most common orders. People give their order at a counter, and then carry their food on trays to a table, or they take the food out to eat outside (like the man in the photo) or at home. Many people like the convenience, predictability, and relatively low prices of fast-food chains like McDonald's. (The average adult in the United States visits a fast-food restaurant six times a month.) However, many people complain about the unhealthiness of the food and the fact that you can find the same restaurant all over the world.

Pre-reading Questions

Have students look at the illustration. Ask these questions:

- What is the man doing? (*Eating and drinking.*)
- What is he eating? (*French fries.*)
- What do you think he's drinking? (*Soda.*)
- Where did he buy the food? (*At McDonald's / A fast-food restaurant.*)
- What country is he in? (*Japan.*)
- Have you ever eaten food from McDonald's? (*Answers will vary.*)
- Are there McDonald's or other fast-food restaurants in your country? If yes, what are they? (*Answers will vary.*)

Have students read the speech bubble text and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the speech bubble text. Ask:

- What part of speech is the word **hard**? (*An adjective.*)
- What part of speech is **to find**? (*The infinitive.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Background Notes for Exercise 2

Taco Bell is a fast-food restaurant chain that serves Mexican food such as tacos and enchiladas. The first Taco Bell opened in 1962 in the state of California in the United States. Today there are thousands of Taco Bells around the world.

Optional Communication Activity

Have students work in pairs to ask each other the questions from the fast-food questionnaire in Exercise 1 on page 212. Then have a class summary, and put their responses on the board.

EXAMPLE:

Ten students say they are likely to eat at a fast-food restaurant 1–3 times a week.
etc.

Optional Writing Activity

Ask students to write a paragraph about their opinion of fast-food restaurants like McDonald's. Remind them to use some infinitives after nouns and adjectives. They can use Appendix 9 on page 338 for help.

EXAMPLE:

I am upset to see a McDonald's wherever I go . . .

UNIT 50

Infinitives with *Too* and *Enough*

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

Where is the older couple? (*At home / In bed.*)

What were they doing before the younger man walked in? (*Reading.*)

Who do you think the man standing in the door is? (*Their son.*)

How old do you think he is? (*Answers will vary, but probably over 30 years old.*)

What do you think he wants? (*Answers will vary.*)

Have students read the cartoon caption and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the cartoon caption. Ask:

What is the infinitive? (*To get.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Culture Notes for Exercise 3 and 4

In Exercise 3, item 7 refers to a **curfew**. In many countries, including the United States, parents allow their children to go out at night, but they give them a curfew—a time they must be home. In addition, some communities have curfews forbidding young people below a certain age to be out without an adult past a certain time. The journal entry in Exercise 4 refers to a community curfew.

Optional Writing Activity

Ask students to write a short essay on curfews. Do they agree with curfews? Why or why not? Who should decide the time of the curfew? Parents? School authorities? The government?

UNIT 51

Infinitives of Purpose

Illustration

Pre-reading Questions

Have the students look at the illustration. Ask these questions:

What is this? (An ad for an electronic organizer.)

What are some things an electronic organizer can do? (*Organize your schedule, store addresses and phone numbers, make lists, look up the time and date, look up words, do math calculations, do word processing.*)

Have students read the ad and do the **Check Point**. Check their answers.

Grammar Point Focus

Have students look at the ad. Ask:

How many infinitives of purpose are there in the ad? (Six.)

What are they? (To look up, to store, to add, to subtract, to write down, to look.)

When there are two verbs separated by and, do you have to repeat the to? (*No—Use me to add and subtract.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students reread the ad on page 218. Would they like to have an electronic organizer like the Datalator? Why or why not? What would they use it to do? What wouldn't they use it to do? Have a class discussion.

EXAMPLE:

A: I'd use it to keep a record of my appointments.

B: I wouldn't use it to add two plus two!

Optional Writing Activity

Ask students to write an ad for a new electronic gadget. They can describe a real item or invent one. Remind them to use the infinitive of purpose.

UNIT 52

Gerunds and Infinitives

Illustration

Pre-reading Questions

Have students look at the cartoon. Ask these questions:

- What are the two women talking about? (*The man.*)
- Does the man look unusual? (*Yes.*)
- What is he wearing? (*A shirt with flowers. Plaid shorts. Hiking boots. High socks.*)
- What's his name? (*Bob.*)

Have students read the cartoon and do the Check Point. Check their answers.

Grammar Point Focus

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

Is the word after **remember** a gerund or an infinitive? (*Infinitive.*)

Write these two sentences on the board:

1. I didn't remember meeting Bob.
2. I didn't remember to meet Bob.

Ask:

- Is the meaning of these two sentences the same or different? (*Different.*)
- True or False? In sentence 1, I met Bob. (*True.*)
- True or False? In sentence 2, I met Bob. (*False.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Have students work in small groups. Ask them to reread the memory tips in Exercise 2 on page 224 and to discuss these questions:

- Do you have trouble remembering people's names?
- Do you follow any of the expert's memory tips?
- What other things do you have trouble remembering?
- What tricks do you use to remember things?

EXAMPLE:

A: I sometimes forget to pay my rent.

B: Oh, I always make a note on my calendar when the rent is due.

Optional Writing Activity

Ask students to write a journal entry about a recent social activity. Ask them to include some of these verbs: *enjoy, feel good/nervous about, expect, forget, try, remember, stop*.

EXAMPLE:

Last Friday night I went to a party. I didn't expect to have a good time, but . . .

UNIT 53

Make, Have, Let, Help, and Get

Illustration

Pre-reading Questions

Have students look at the photograph. Ask these questions:

Where are these people? (*In a classroom / At school.*)

Who is the man? (*A teacher / Jaime Escalante.*)

Who are the two other people? (*Students.*)

How does the teacher look? (*Angry / Strict / Serious.*)

Background Notes

Jaime Escalante /'haɪ-mi es-kə'lən-teɪ/ was born in La Paz, Bolivia in 1930. He taught physics and mathematics in his country before moving to the United States. (See Exercise 2 on page 228 for more information about Escalante.)

Escalante, now retired, received many awards for his tremendous teaching success. He used unconventional methods to inspire his students to achieve the highest goals. Escalante and his students are the subject of the 1988 movie, *Stand and Deliver*. If available, you might want to recommend that your students watch the video.

Have students read the speech bubble text and do the **Check Point**. Check their answers.

Grammar Point Focus

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

What does **let** mean? (*Allow / Permit.*)

What does **make** mean? (*Force.*)

Charts

(See General Procedures and Suggestions)

Notes

(See General Procedures and Suggestions)

Exercises

(See General Procedures and Suggestions)

Optional Communication Activity

Put these verbs on the board:

Make Have Let Help Get

Have students work in small groups to discuss what parents *should make, have, let, and help* their teenage children do and what they should get their teenage children to do. Have the groups share their answers with the rest of the class and put them up on the board under the appropriate verb.

EXAMPLE:

I think parents should let their kids choose their own friends.

Optional Writing Activity

Ask students to write a journal entry about someone who helped them learn something (for example, a parent, other relative, teacher, or friend). What did the person get them to do that they never did before? How did this person help them? Did he or she let them make mistakes in order to learn?

EXAMPLE:

My uncle John helped me learn to ride a bike . . .