



VOYAGES

2

Teacher's Resource Manual

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1

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2

The Past and Past Experiences

Childhood; personal events in the past; historical events; changing roles of men and women; pioneers and explorers

Sequencing events; asking about the past; talking about past experiences; comparing past and present; describing personal life events; asking for confirmation about past events; reading a short magazine article; discussing historical events and achievements; writing a simple autobiography

3

Invitations and Messages

Homesickness; holidays; phone use; invitations; responses; leisure activities; reminiscing; the right thing to do in social situations

Talking about possibility; issuing invitations; accepting and declining invitations orally and in writing; leaving and taking a telephone message; writing down a message from an answering machine; talking about ongoing past activities; reading for general and specific information; talking about the right thing to do in social situations

4

Culture and Personality

Variations Excuses; classroom behavior; school policies; abilities; personality types; academic goals; interests; learning styles

Making excuses; comparing classroom behaviors in different cultures; reading about and discussing school policies; identifying personality types; identifying abilities and talents; talking about personal and academic goals; making predictions about the future; discussing learning styles; writing about future goals

5

A Town in the United States

Directions; the neighborhood; holidays; community resources; past and present; comparing two cities; the ideal city

Talking about places in a neighborhood; asking for and giving directions; comparing two places in a town or city; reading for specific information; talking about holidays; talking about past habits and customs; writing a journal entry; describing differences between two cities

6

Healthy Living Today

Home remedies; doctors' appointments; health advice; preventive and alternative medicine; healthy living; nutrition

Talking about health problems and remedies; making suggestions; making a doctor's appointment; giving advice; discussing a healthy diet; talking about food; planning a balanced meal; listening to advice and taking notes about a healthy diet; reading about alternative medicine; writing a short report

7

The Price of Convenience and Comfort

Stores and shopping; exchanging and returning; advertising; consumer scams

Talking about purchases; writing a letter of complaint; exchanging a purchase; comparing features of stores and items; making a catalog purchase; giving reasons for returning a purchase; analyzing an ad; writing an ad

8

Money Matters

Credit cards; opening a checking account; the American consumer

Talking about budgets; talking about past actions; opening a checking account; calling an account information line; recording information in a check register; comparing budgets; interpreting a pie chart; listening to a radio broadcast for specific details; making a food budget; reading a newspaper article

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Conflict on the job; employment ads; job search strategies; the résumé

Asking for and writing a letter of recommendation; matching skills and qualities with job requirements; reading employment ads; discussing desirable jobs; calling about an advertised job; identifying parts of a résumé; writing an employment ad

10

What the Future Holds

Predictions; memories; future plans and goals

Talking about predictions; making promises; talking about future goals and possibilities; sharing memories; predicting future events; talking about future plans

Grammar and Pronunciation

Communication Skills

LISTENING AND SPEAKING

READING AND WRITING

- Simple present *vs.* present continuous; affirmative and negative tag questions and short responses: *do/does* and *is/are*
- Tag questions

Make introductions; ask for personal information; talk about everyday activities; talk about appropriate classroom behavior; confirm a statement; engage in small talk; discuss traditions and customs

Read for specific information; set up a personal journal

- Simple past: regular/irregular verbs; affirmative and negative statements; *yes/no, Wh-*, past tag questions and responses
- Irregular verbs: the present and past forms

Sequence events; ask about the past; compare the past and present; describe personal life events; ask for confirmation; discuss historical events and achievements

Write a paragraph; make a time line; read a short magazine article; write a simple autobiography; revise written material

- Modals: *can, could, may, might, should* and their negatives; past continuous: affirmative statements and *yes/no* questions and responses
- Reduced syllables

Talk about possibility; invite someone by phone; accept and decline an invitation orally; leave and take a telephone message; talk about ongoing past activities; talk about the right thing to do in social situations

Write a message from an answering machine; write predictions; write an invitation and a response to an invitation; read a newspaper article

- Modals: *have to, had to, must* and their negatives, *may* (permission); object pronouns; future with *going to*
- Minimal pairs: [b] [p]

Make excuses; compare classroom behavior in different cultures; discuss school policies; talk about personal and academic goals; make future predictions; discuss learning styles

Read about school policies; write about goals; complete a learning style questionnaire; identify personality types; describe yourself in writing

- Comparative adjectives: regular and irregular; *used to*: affirmative and negative statements and *yes/no* questions and short responses
- Minimal pairs: [b] [v]

Talk about places in a neighborhood; ask for and give directions; compare two places in a town or city; talk about holidays; talk about past habits and customs; describe differences between two cities

Write a paragraph; read for specific information; write a journal entry about goals

- Imperatives: affirmative and negative; verbs followed by infinitives
- Statement or question?

Talk about health problems and remedies; make suggestions; make a doctor's appointment; give advice; discuss a healthy diet; talk about preferences, likes, and dislikes in food; listen to advice about a healthy diet

Take notes; read about alternative medicine; write a short report; read and answer letters asking for advice; write about an illness or accident

- Compound sentences: *and, or, but, so*; superlative adjectives: regular and irregular; comparisons with *as . . . as*
- Minimal pairs: [b] [d]

Talk about purchases; exchange a purchase; compare features of stores and items; make a catalog purchase; give reasons for returning a purchase; role play business transactions; listen to television ads

Write a letter of complaint; analyze an ad; write an ad for a school; write about fashion, television ads, desirable products, and comparing stores

- Present perfect: statements with *already, yet*, with *have/has* questions and responses; *too/either*; contractions
- Full forms and contractions with *have*

Talk about budgets; talk about past actions; open a checking account; call an account information line; listen to a radio broadcast for specific details; listen to information about budgets

Record information in a check register; compare and make budgets; write about learning English, credit cards, and saving money; make a "to do" list

- Complex sentences with *before, after, when, because*
- Minimal pairs: [θ] *thank* / [t] *tank*

Ask for a letter of recommendation; discuss desirable jobs; call about an advertised job; listen for information about a job and a job interview; role play an interview

Write a letter of recommendation; read and write employment ads; write about skills and abilities; read about careers

- Simple future: *will*; *will* with *yes/no* questions and responses; real conditional: *if*-clauses; possessive pronouns
- Contractions with *will*

Talk about predictions; make promises; talk about future goals and possibilities; share memories; predict future events; talk about superstitions

Write about predictions, superstitions, and goals

Introduction

Welcome to *VOYAGES*. This five-level course gives adult and young-adult learners a comprehensive set of communication skills in the English language. Throughout each level, language is natural and authentic, and contextualized in lively, interesting situations with which your students can easily identify. The lessons in *VOYAGES* presuppose that its users are motivated by factors typical of adults, making the series appropriate for students who are high school age and older. Each lesson challenges students by capitalizing on what they know or have learned, and by encouraging them to stretch just a little beyond their current stage of language development. With each new step, students are given a firm grammatical basis on which to build their communication skills.

THE COMPONENTS OF *VOYAGES*

Each of the five levels of *VOYAGES* includes four components to make your students' learning experience interesting and successful.

1. The *Student Books* consist of ten units each. Each unit is divided into three separate lessons. Lessons 1 and 2 introduce new language through dialogs, readings, conversation practice, and task-based activities. Grammar is treated inductively as students first use new structures to complete simple communication tasks, and subsequently have their attention drawn to those structures. Lesson 3 integrates and expands the functions and structures taught in Lessons 1 and 2, and directs the students toward a more personalized use of English. At the end of each unit all grammar, vocabulary, and communication skills are summarized. Each level provides enough activities for approximately sixty class sessions of 50 minutes each. The material can be extended to ninety class sessions by using corresponding *Workbook* exercises and activities suggested in the *Teacher's Resource Manuals*.

One of the innovative features of *VOYAGES* is a series of exercises called "Strategies for Success," found at the end of each unit in Books 1 through 4. These sections are designed to encourage students to

- do something on their own, beyond the classroom, to improve their skills;

- become aware of some of the techniques that successful language learners have used to achieve their highest potential;
- work with another student, a learning partner, in a cooperative venture to practice English and reflect on their learning; and
- write entries in a personal journal to reinforce their English skills, and, starting in Book 2, to reflect on their learning styles, their strategy use, and their progress in English.

Your encouragement and guidance of your students is an important factor in making the "Strategies for Success" exercises doable and practical. Research has found that if students are simply told to do these exercises *if they want to*, only a very small number of students will do so. So what is needed is your conviction that

- students can gain significantly from performing self-help exercises outside the classroom;
- making some effort on their own—without the teacher there for every step—develops students' autonomy and pride in their accomplishments;
- doing the exercises in a low-risk setting with a learning partner will increase their motivation to learn English;
- writing in a personal journal helps to reinforce language skills.

In other words, if you convey your own positive outlook on strategy training and help your students to get started, they will be interested and challenged to perform the exercises.


2. The *Teacher's Resource Manuals* provide clear procedures for teaching each page of the *Student Book*. First, an overview lists the topics, grammar, and communication skills covered in each unit. Then, step-by-step instructions for delivering classroom lessons are given. Also included are explanations of grammar points, pronunciation pointers, information on cultural topics, tapescripts, answers for each exercise, optional activities for further practice, and specific suggestions for implementing the "Strategies for Success" modules.

Each *Teacher's Manual* for levels 1–4 includes a set of tests: one mid-term (covering units 1–5) and one


final (covering units 1–10). Each test is accompanied by directions to the teacher for administration and scoring. A unique feature of the Student Placement and Evaluation Test is that it includes sections on spontaneous oral and written production.

The *Teacher's Resource Manuals* are designed so that teachers new to the field will find all the information they need to become immediately successful in the classroom. More experienced teachers will find a wealth of suggestions to add to their repertoires.

3. The *Workbooks* include a variety of exercises to be used either for homework or for extra classroom practice. The exercises strengthen the students' competence in English and provide additional interest and motivation. The answers to the *Workbook* exercises are provided at the end of each unit of the *Teacher's Resource Manual*.

4. The *Audio Programs* contain recordings of dialogs, listening-comprehension exercises, and other exercises for which hearing examples and models can enhance students' learning. Exercises are recorded at normal conversational speed, using a variety of native speakers of English, so that students can build their listening skills and practice correct pronunciation. Recorded exercises are indicated in the *Student Book* with a  symbol.

5. The *Companion Website* is an online feature new to the **VOYAGES** program. Ten online units accompany the *Student Book*. Each unit consists of clearly stated activity "Objectives"; "Web" activities that facilitate exploration of unit themes within a multisensory learning environment; "E-mail" activities that prompt students to "talk" about unit themes by corresponding to a pen pal, encouraging students to use unit vocabulary and grammatical structures in a meaningful context; "Grammar" activities that feature instant scoring and feedback so students will recognize their strengths and weaknesses immediately. The site also features a "Teacher Notes" section, which includes Vocabulary, Wrap Up, and Putting It Together sections, and additional links to help facilitate student learning. The entire *Teacher's Resource Manual* is available online for download. Navigating through the website is simplified through easily identified buttons. The "Preferences" button helps to manage student performance by having students e-mail all of their answers to the teacher and to themselves for follow-up activities. The "Help" button provides support to the companion website. The "Feedback"

button allows for better maintenance of the site through teachers' and students' feedback. Online activities are indicated in the *Student Book* with a  symbol.

FEATURES OF THE **VOYAGES** **STUDENT BOOK**

Each lesson opens with an attractive illustration and a presentation of an authentic conversation or reading.

- Exercises provide students with varied, interesting tasks that are authentic, creative, and interactive.
- New vocabulary in the unit is systematically practiced in a section called "Word Bag."
- Sections called "Hear It. Say It." focus on pronunciation.
- Special new sections labeled "Strategies for Success" show students how to use learning strategies outside the classroom.
- Another new feature, an "Online" section, introduces students to simple Internet activities.
- Sprinkled through the units are various cultural notes and information pieces.
- The "Wrap Up" exercise is a personalized activity that culminates each unit.
- Two new self-check sections at the end of each unit help students to evaluate their learning ("Checkpoint") and to think about their learning modalities ("Learning Preferences").
- Summary pages at the very end of each unit summarize the vocabulary, grammar, and communication skills covered in that unit.

FEATURES OF THE **VOYAGES** **TEACHER'S RESOURCE MANUAL**

- A Unit Overview listing (a) topics, grammar, and communication skills and (b) skills standards using CASAS and SCANS competencies.
- Step-by-step, explicit instructions for taking students through each exercise.
- An Answer Key for each exercise.
- Tapescripts for all audiotaped material.
- Answers to Workbook exercises.

- All the materials for the mid-term test (see Unit 5) and for the final test (see Unit 10). These include:
 - (a) photocopy-ready student test pages
 - (b) complete directions for administration
 - (c) tapescripts for listening comprehension sections
 - (d) instructions for scoring and a scoring summary sheet
 - (e) answer sheets and answer keys.

BACKGROUND ON SCANS AND CASAS

The SCANS and CASAS skill standards are career and vocational goals advocated by the federal government and by the State of California to prepare students for the demands and challenges of the workplace. These skills standards constitute a progressive series of levels of proficiency in language and communicative functions, as well as a general introduction to the technological and interpersonal demands of the international workplace.

In 1990 the Secretary of Labor appointed a group called the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine the skills people need to succeed. The commission was composed of 30 representatives of education, business, labor, and state government. It was charged with defining a common core of skills that constitute job readiness in the current economic environment.

Under separate auspices, the State of California appointed an advisory committee in 1983 to help improve education in its primary and secondary school system. In 1988 the state superintendent of public instruction broadened the scope of this initiative, appointing an adult education advisory committee as well. Their report, entitled *Adult Education for the 21st Century: Strategic Plan to Meet California's Long-Term Adult Education Needs*, extends California's educational mandates to include ESL programs for adults. The criteria in the *Strategic Plan* form the foundation of *English-as-a-second-language Model Standards for Adult Education Programs*.

The Comprehensive Adult Student Assessment System (CASAS) is a widely used system for assessing adult basic skills within a functional context. It has been approved and validated by the

U.S. Department of Education in the area of adult literacy. CASAS provides a framework for implementing quality programs with a built-in standardized accountability system for reporting results. The assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family.

Each *VOYAGES Teacher's Resource Manual* displays a Skill Standards Overview at the beginning of every unit so that educators and administrators can determine at a glance which competencies and skill standards are addressed within a particular unit of the *Student Book*.

THE VOYAGES APPROACH

VOYAGES features the best of what has come to be known as "communicative language teaching," including recent developments in creating interactive, learner-centered classrooms. *VOYAGES* provides students with natural, meaningful contexts in which to practice the communicative functions of the language. As such, it emphasizes the internalization of language structures and functions through practice in using the language from the very first day. *VOYAGES* deemphasizes the use of grammar rule memorization, overlearning, translation, and teacher-centered activities. When grammar practice and explanations occur, they are kept simple and are always embedded in real, communicative contexts.

VOYAGES emphasizes practice in all four language skills. In the process of helping students to acquire their new language, the teacher acts as a facilitator and guide in a student-centered classroom. The ultimate goal of this series is to provide students with the fluency needed to use English in unrehearsed situations outside the classroom. How is this goal achieved?

1. By presenting language in meaningful, communicative, and functional contexts.

VOYAGES emphasizes using language functions in meaningful, communicative contexts and not using individual structures, forms, or sounds in isolation. Dialogs are used not for rote memorization, but for adaptation to pair and small-group work. And rather than focusing on

mastery through memorization, “overlearning,” and drilling, *VOYAGES* places emphasis on students’ attempts to communicate spontaneously, even if those attempts have errors in them. Students are encouraged to take risks and to use a trial-and-error approach as they try out their new language. Class work is learner-directed so that students gain confidence and eventually attain fluency and accuracy in the language.

Grammatical structures have their place in *VOYAGES* too, but not as isolated patterns for analysis and rule memorization. Instead, all structures are taught within a functional and communicative context. As students progress through units that are grammatically sequenced, they practice functional language that enables them to accomplish specific communication goals. In this way, students have a chance to use the language at the same time as they learn about its structures and functions.

Each unit helps students do things with the language they are learning—to use the natural functions of language in familiar, meaningful contexts. For example, they may learn to greet someone (“Hello. How are you?”), to ask for information (“What time is it?”), to make a suggestion (“Let’s go to a movie tonight”), to give an opinion (“I think he’s happy because he doesn’t have to get up early”), and so on.

VOYAGES provides a wide range of opportunities for English language practice. This is achieved through student/teacher interaction and a great deal of pair and small-group work in which students expand on structural and functional models and thus gradually learn to express themselves creatively.

2. By encouraging the integration of all four language skills.

Certain language teaching methods defer teaching reading and writing until speech is mastered. *VOYAGES* advocates the use of all four language skills—listening, speaking, reading, and writing—from the very first lesson. Each unit includes activities in each of these skills areas. Emphasis is placed on listening activities as one of the main sources of comprehensible input for the student; therefore, tape recordings and tapescripts with meaningful and communicative contexts are provided for every lesson. The natural interrelationship of the four skills is exploited and

developed. For example, a spoken answer follows a spoken question, a written response may follow the reading of a letter, and so on.

3. By focusing on student-centered learning with the teacher as facilitator.

VOYAGES encourages teachers to be more the facilitators of the students’ language acquisition process and less the directors of a language class—to be less directive, but no less effective. This means motivating students to grasp the language through their own involvement in a meaningful and communicative process, which necessarily involves risk-taking and trial and error.

VOYAGES is a student-centered series; it focuses on student “ownership” of the English they are learning from the very first lesson. Once students have been initially exposed to correct language models, they are expected to take the lead in using them. For example, in the *Teacher’s Resource Manual*, the students, not the teacher, ask the questions, write the answers on the board, give the dictations, and so on. Exercise instructions frequently specify that students work in pairs or small groups not only to practice a given conversation pattern but also to expand on it creatively. The teacher’s role is generally that of a facilitator and monitor of the language learning and acquisition process. Of course, you are expected to be in charge of the overall syllabus and how it flows, but you need not direct all the activities at all times.

Above all, *VOYAGES* encourages students to communicate creatively. Lesson 3 of every unit has student-centered activities that motivate the students to integrate and apply in an original manner the skills and content they’ve learned in Lessons 1 and 2. For example, exercises have students “Write a postcard . . .,” “Interview a classmate . . .,” and so on.

4. By assigning a secondary role to structural information and a minor role to translation.

In *Getting Started*, structural (communicative) information is summarized at the end of each unit because research has demonstrated that students should first receive meaningful and communicative practice in the target language. Translation of vocabulary items or whole phrases and structures into a student’s native language should be resorted to only if other means, such as paraphrasing,

gesturing, and using visuals and diagrams, have failed to get the message across. In this way, students won't come to depend on their native language as a crutch. Research shows that frequent or excessive translation can markedly slow students' progress.

GUIDELINES AND SUGGESTIONS FOR USING VOYAGES

The following are some guidelines and suggestions for using *VOYAGES* by skill area, with additional notes on grammar and vocabulary. More specific tips on classroom activities in all of these areas are provided in the *Teacher's Resource Manuals*.

Listening

All of the listening activities in *VOYAGES* are recorded on cassette, with tapescripts in the *Teacher's Resource Manual*. As a general rule, use the following procedure for listening exercises.

1. Preview the context of the listening exercise by discussing where the conversation takes place, who the speakers are, and the purpose of the conversation. You might write new vocabulary items on the board and check to see if your students understand them. It is important, though, to remind students that the usual goal of a listening activity is to remember not the specific words or structures, but the main idea(s).
2. Make sure that students know exactly what they are expected to listen for: grammatical cues, particular vocabulary items, specific information, overall meaning, or all of these? Before you begin, be sure to give students an opportunity to ask you any questions about the exercise.
3. Play the cassette or read the tapescript (in a normal, conversational tone) as many times as you think necessary. Students often gain "comprehension confidence" through repetition of material.
4. Allow the students time to give their responses to a listening activity. The recordings leave ample pauses for this purpose. Students respond by writing the answers in their books, on separate paper, or on the board, or by answering orally.
5. Sometimes it's necessary to play the cassette or read the tapescript one more time after students have completed all aspects of the exercise. In this way, students can check or verify their answers.

Speaking

There are many different kinds of speaking activities in *VOYAGES*. They range from choral repetition and other forms of teacher-student practice, to student-student practice, to free, creative conversation. In each case, the *Teacher's Resource Manual* provides detailed suggestions on how to proceed.

As a rule, follow these general guidelines for all speaking activities.

1. Make sure your students understand what they are saying. This means that you may need to preview vocabulary, grammar, or context cues. In some cases, students will be practicing phrases whose component parts they may not completely understand. For example, in Unit 1, Lesson 1, they are taught to use "How are you?" as a formula, without necessarily understanding question formation or verb inversion. At the beginning of the book, the main thing is that they understand what they are asking when they say "How are you?" One way of ensuring that they understand meaning is to allow for or provide a native language translation of the question.
2. Know how and when (if at all) to correct pronunciation and grammar errors. You do not need to correct every single error that a student makes. If you overcorrect, your students will become discouraged and will stop trying to make an effort to speak; if you undercorrect, they may learn incorrect forms of language. Your job is to find the optimal point in between. Here are some points to bear in mind.

Focus on errors that affect meaning, not on those that only affect form. For example, a student who pronounces the word *that* so that it sounds like "dat" will still be perfectly understood when he or she says, "Dat's all right." Likewise, a student who says, "They always walks home from school" will be perfectly understood. Research shows that most errors of this type are eliminated by the student over time through natural exposure to the correct forms.

Give students a chance to discover and correct their own errors. For example, if a student says "Eats good" for "It's good," you might say, "You've made a slight mistake. Try it again." If the student still can't discover the error, then simply point it out for him or her by saying "What's good? Tell me again."

Never stop a student in mid-conversation to correct an error; instead, repeat or rephrase correctly what the student has said. For example, if the student says, “I need a pain to fry this,” you might say, “Right! A pan is just what you need.”

3. Pronunciation is specifically addressed in each unit in sections labeled “See It. Hear It.” Explicit directions for teaching these pronunciation exercises are given in the *Teacher’s Resource Manual*. Here are some general guidelines for teaching pronunciation.

- Pronunciation is a psychomotor skill, so students need plenty of practice to improve their pronunciation. Don’t be afraid to have them do this practice in the form of drills, both choral and individual. But keep these drills “short and sweet”—if they go on too long, pronunciation exercises become boring!
- Feel free to use the audiotape for pronunciation exercises. Even if your own English is very good, it gives students another voice to listen to.
- Some students might be afraid to speak out and do pronunciation exercises. You will need to encourage these students and praise them even for little attempts to speak. Don’t ever scold or make them feel ashamed of their own pronunciation.
- You can do little unplanned pronunciation drills (for just a few seconds at a time) when an English sound or an intonation, stress, or rhythm pattern needs to be worked on. Don’t save all your pronunciation teaching for the “See It. Hear it.” sections.
- Finally, remember that 99 out of 100 adult learners of English will retain a bit of an accent even when they become “advanced” learners. So, ultimately your students’ goal in pronunciation should be clear, comprehensible articulation, even if a little of their own accent still remains. In this day of international varieties of English, there are many different acceptable standards of pronunciation.

Reading

Reading is an important part of communication in a new language. Through reading, students receive language input in the form of vocabulary and grammar. They are able to use the new words and structures thus acquired when they speak,

listen, and write. In this series, readings are frequently combined with listening exercises: students read along in their books as the teacher plays a cassette or reads a passage aloud.

Once students have learned the alphabet and basic sound-symbol relationships, learning to read means learning to comprehend increasingly more complex structures and new vocabulary. The readings gradually increase in length and complexity from book to book. They range, for example, from single words and phrases on a sign, to postcard messages, to newspaper articles.

Here are some guidelines and suggestions for conducting reading activities.

1. Help students use pre-reading techniques, such as making predictions about what they are about to read, guessing at main ideas and unknown words and phrases, and mapping out the ideas in graphic form. Where appropriate, summarize the passage for the students before they actually read it.
2. Have students relate the main idea and other topics in the reading to their own experiences and surroundings.
3. Emphasize that students should read by phrases and larger word groups rather than just word by word.
4. Discourage students from looking up every new word in their dictionaries. Instead teach them how to get the meaning from the surrounding context. Other ways of providing meanings are through visuals, gestures, and realia, or through peer information exchanges. You can also rephrase unknown concepts in more familiar terms.
5. Show students how to scan reading passages for specific information and how to skim for general or main ideas.
6. Explain that different reading passages may require different reading strategies. For example, reading a sequence of information, such as a recipe, requires slower reading than scanning a short letter.

Writing

This series leads students from the early stages of mechanical writing to the expression of their own ideas on paper. Writing activities include copying,

filling in blanks, dictations, sentence transformations, answering questions, and controlled-to-free paragraph writing. Many of the writing exercises are linked to listening tasks—students write down parts of conversations or discourses that they hear.

Bear in mind these points when you teach writing.

1. During the early stages of writing practice, provide a standard model of cursive writing for the students to imitate. If all class members shape and connect their letters in a similar fashion, it will be easy for you to recognize and correct their work and for them to read each other's writing.

2. When students are expected to write based on a spoken stimulus, make sure that what they hear is audible and repeated until everyone has had ample opportunity to complete the exercise.

3. When students are required to produce words, phrases, or sentences in written form, provide examples on the board and answer any questions they may have about the process.

4. Model and help students identify key elements used in writing sentences and paragraphs, such as sentence subject + verb + object, the paragraph topic, and supporting sentences. Make sure that students include these key elements when they write their own sentences and paragraphs.

5. Encourage students to write on their own. Have them keep separate notebooks or journals in which they can write down new words, events, ideas, or questions as they arise. Students' entries can include the following:

- Lists of new words and idiomatic expressions. When students encounter items whose meanings they don't know, they can jot them down and then search for the definitions, either by asking someone who knows (the teacher) or by looking in a dictionary. Then they can write down the definitions for later study or reference.
- Simple descriptions. Students can write down their personal descriptions of objects, people, scenes, and events they encounter.
- Diary entries. On a daily basis, students can record events, for example, something they do to improve their English. (This should probably be an event other than the usual English class.) They can also record their feelings, for example, about learning English.

6. As students begin to write actual discourse, guide them through a pre-writing stage. For example:

- Discuss the topic to be written about. Include brainstorming to generate ideas about the topic.
- Gather visuals and other information about the topic from sources such as magazines or encyclopedias.
- If possible, read over a model of the topic with them. For example, if they are supposed to write a paragraph describing someone, read a description of a famous person from a magazine or encyclopedia.
- Have students take notes about the topic. Then help them plan and write an outline of the discourse.

7. Point out to students that risk-taking and trial and error are important in the writing process, just as they are in speaking. Have them write drafts that focus on ideas rather than on the language itself. Remind them that at this stage they should not worry about being perfect in grammar, spelling, or punctuation. For input in the revising process, have them share their drafts with each other and with you. Be careful not to overcorrect. Follow the same general principles for correcting students' errors as mentioned earlier in **Speaking**.

Grammar

In this series, grammar has an ancillary or subordinate role to the communicative functions of language. As the students progress through units that are grammatically sequenced, they are actually practicing functional language that enables them to accomplish specific communication goals. Grammar is not the primary goal; communication is. Of course, grammar plays a necessary part in achieving that goal. Students absorb grammatical principles inductively. Conscious attention to grammatical forms comes only after students have practiced these forms in a meaningful or communicative context.

Some points to bear in mind:

- It is important to point out to your students that in this program rule memorization is not important and that their ability to apply grammar rules will come automatically as they practice communicating in English.

- Avoid using a lot of grammatical terminology. A few useful labels for students to know after they have practiced certain forms are terms such as “sentence,” “phrase,” “subject,” “object,” and “noun.”
- If you do give grammatical explanations, use simple charts or boxes to illustrate a given point. Feel free to use the students’ native language to explain grammar.
- Do not test students on their ability to verbalize rules; test them, rather, on their use of the language to express meaning and to communicate.
- As suggested in the *Teacher’s Resource Manual*, play vocabulary games with your students. Crossword puzzles, Hangman, and other games are enjoyable activities for learning vocabulary.
- Test students’ knowledge of and ability to use vocabulary only within a context. For example, don’t simply have them match unrelated words with definitions or write definitions for unrelated words.

Vocabulary

The acquisition of vocabulary is a key to language development. Knowing the meanings of words enables students to attempt and succeed at communicating ideas. Vocabulary is the key to communication when we speak, listen, read, or write. All exercises and activities in the series focus on students’ recognition and production of vocabulary. Through reading and listening activities, students acquire receptive vocabulary. Through speaking, writing, and grammar activities, they learn to use vocabulary productively.

Here are some suggestions and guidelines for teaching vocabulary.

- Discourage your students from memorizing lists of isolated and unrelated words. Rather, have them practice new words in meaningful contexts.
- Don’t teach each and every word in a lesson; encourage students to guess the meanings of unknown words or to try to determine the meanings from the surrounding context.
- Explain unknown words with words already understood by the students or with gestures, mime, realia, and visuals such as photos, pictures, graphics, and diagrams.
- Allow students to consult with peers to compare and share word meanings.
- At this point, have students use dictionaries for word meanings they still don’t know.
- For terms students still do not understand, allow for native language translation.
- For at-home and in-class study and reference, have students keep written logs and make audiotapes of new words and their definitions.

Internet Skills

Using the Internet is a skill that needs to be learned in today’s technological society. English students greatly benefit from this multisensory environment, especially with the use of the Web and e-mail. The *VOYAGES Companion Website* provides unit-specific, student-directed activities that will propel them into using the English language. Although it is possible for students to work independently on the activities, all of the activities are designed for supervised work.

Managing student work is accomplished with the “Preferences” option. When clicking on the “Preferences” button, students have the option to select people to whom their completed assignments will be mailed, i.e., the teacher and themselves. It is most efficient for students to send their grammar answers to you, and their e-mail and Web answers to themselves.

Grading student work is done differently among the three types of activities. The Web activities involve many open-ended answers, so assignments are designed to be concluded with a wrap-up discussion and a culminating activity; both are provided in the “Teacher Notes” section of each unit. Student participation is stressed. E-mail activities are best managed by having students create a portfolio of their messages. Create grading criteria for your students’ work, and make those standards clear to them. Meet regularly with students to review their progress. Students will be graded against their own past work, rather than against the work of their classmates. Grammar activities are scored online and students are encouraged to go back to the unit when they answer incorrectly.

Prior to initiating student activities, familiarize yourself with the *Companion Website*. All of the Internet activities and the Teacher Notes are online

and can be accessed using the Prentice Hall URL http://www.prenhall.com/brown_activities. Help is provided online.

Once you feel comfortable with the companion website, conduct an online orientation for students to learn how to navigate the website. Provide instruction on how to use e-mail and the Web, and introduce necessary Internet vocabulary (See Unit 1 online Teacher Notes).

During the orientation, have students choose their assignment preferences by clicking on the *Preferences* button.

Here are some tips for integrating the online activities into your classroom.

1. Review the lesson objectives and directions with students prior to each unit activity. Upon

completion of the online activities, students must send their work to their chosen preferences.

2. Conclude the online activities by reviewing student answers and discussing any concerns as a class. Answers should also be written on the board. Tie the discussion to and follow up with the “Putting It Together” activity.

Exploring a new language is an exciting journey for students and teacher alike. Best wishes to you and your students as you open up for them new vistas of meaning and understanding in their linguistic voyages to effective communication across international borders.

Key to Pronunciation

PHONETIC SYMBOLS

Consonants			Vowels		
/p/	pen	lamp	/i/	be	street
/b/	bag	job	/ɪ/	in	big
/t/	teacher	light	/e/	age	space
/d/	do	bed	/ɛ/	desk	bread
/k/	clock	talk	/æ/	add	fast
/g/	go	egg	/ə/	but	rug
/f/	fix	off	/ɑ/	clock	father
/v/	very	live	/u/	you	school
/θ/	thank	bath	/ʊ/	book	would
/ð/	the	together	/o/	coat	code
/s/	sit	false	/ɔ/	bought	long
/z/	zip	please	/aɪ/	smile	nice
/ʃ/	show	wash	/oɪ/	boy	oil
/ʒ/	pleasure	beige	/aʊ/	town	out
/ç/	chair	watch			
/ʝ/	jacket	age			
/l/	light	fall			
/r/	room	for			
/m/	man	home			
/n/	news	clean			
/ŋ/		spring			
/w/	we				
/y/	you	million			
/h/	hand				

STRESS AND INTONATION

Statement: Hello. My name's Tony.

Yes/No question: Are you a new student?

Information question: Where are you from?

Statement with emphasis: That's right!

Pronunciation Guide to Names and Places used in Student Book 1

First Names

Ahmed	áməd
Albert	ælbərt
Alberto	ælbérto
Alexander	æləgzændər
Ali	áli
Alice	áeləs
Alicia	əlɪʃə or alísia
Amelia	əmíliə
Ana	áenə
Ann	æn
Annette	ənét
Ayerton	értən
Beatrice	bíətrɪs
Betty	béti
Charles	čarlz
David	dévid
Ed	əd
Emiliano	emiliáno
Gina	ǰínə
Graham	græm
Haile	háili
Han	han
Hannah	háenə
Harry	héri
Helen	hélən
Ivan	áivən
Jean (f)	ǰin
Jean (m)	žan
Jeff	ǰef
Jim	ǰim
John	ǰan
Karl	karl
Leonardo	liənárdo
Leslie	lésli
Lynn	lɪn
Marco	márko
Maria	maríə

Marie	marí
Mark	mark
Martin	mártɪn
Masoud	masúd
Nelson	nélsən
Oscar	áskər
Pablo	páblo
Pam	pæm
Robert	rábərt
Ronald	ránəld
Rosa	rósə
Sachiko	sačiko
Sandra	sændrə or sándrə
Shien Lin	šién lɪn
Sook	sok
Susan	súzən
Thomas	táməs
Tony	toni
Ts'ai	tsai
Valentina	væləntínə
Wei	we
Yon Mi	yanmí
Yumiko	yumíko

Last Names

Balewa	baléwa
Bell	bəl
Bonilla	boníya
Brennan	brénən
Brown	braun
Cohen	kóən
Columbus	kəlómbəs
Cook	kuk
Curie	kyúri
Ditmore	dítmɔr
Dobbins	dábɪnz
Dubois	dubwá
Earhart	erhart
Edison	edɪsən
Ferraro	fəráro
Garcia	garsíə
Gorki	górki
Gray	gré
Johnson	ǰánsən
Kasuga	kásugə
Lee	li
Li	li
Lun	lun
Montessori	mantəsóri
Pappas	páepəs
Poggi	póǰi
Polo	pólo
Price	prais
Ross	ras
Sanders	sændərs
Selassie	selási
Senna	sénə
Sibelius	síbélyus
Silva	sɪlvə
Sun	sun
Tereshkova	tereškóvə
Wang	wəŋ or wæŋ

Places

America	əmə'ɪɪkə
Argentina	ɑrʒənti'nə
Asia	éʒə
Barcelona	bɑrsəlónə
Beijing	bej'ɪŋ
Berlin	bərli'n
Brazil	brəz'ɪl
California	kælɪfórnɪə
China	čáinə
Colombia	kəlóm'bɪə
Eastview	ístviu
Europe	yú'rəp
Germany	ʒərməni
Grand Rapids	grænd ráepɪdz
Hartsdale	hártsdəl
Hollywood	háliwud
Hong Kong	haŋ kaŋ
Houston	hyústən
India	índiə
Italy	ítəli
Japan	ʒəpæn
Jersey	ʒérzi
Korea	koríə

Laguna Beach	ləgúnə bič
Los Angeles	lás ɛnʒəlɪs
Malaysia	mələjzə
Mazatlan	mazətlán
Mexico	méksɪkə
Mexico City	méksɪkə sítɪ
Middle East (the)	mɪdl íst
Moscow	másko
New York	nu yórk
Nigeria	naiʒírɪə
Pusan	pusán
Riverside	rívərsáɪd
Russia	rěšə
San Francisco	sæn frənsískə
Singapore	sɪŋəpɔr
Spain	spen
Texas	téksəs
Thailand	táɪlənd
Tokyo	tókiə
Westchester County	wéstčəstər kaúntɪ
United States (the)	yunɪtɪd stets

Nationalities and Languages

Chinese	čáiníz
Cuban	kyúbən
English	íŋglɪʃ
Mexican	méksɪkən
Peruvian	pəruviən
Portuguese	pɔrčəgíz
Spanish	spéɪnɪʃ

UNIT 1

Overview

TOPICS

- Introductions
- Greetings
- Forms of address
- Classroom behavior
- Customs
- Traditions
- Culture shock
- Current / ongoing activities

COMMUNICATION GOALS

Listening and Speaking

- Making introductions
- Asking for personal information
- Talking about everyday activities
- Talking about appropriate classroom behavior
- Confirming a statement
- Engaging in small talk
- Discussing traditions and customs

GRAMMAR

- Simple present *vs.* present continuous
- Affirmative and negative tag questions and short responses: *do/does, is/are*
- Tag questions

Reading and Writing

- Reading for specific information
- Setting up a personal journal

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Seeing things in the mind's eye

Knowing how to learn

Personal Qualities

Sociability—Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

Self-management

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Technology

Applies technology to task

Resources

Time—Selects goals/relevant activities, ranks them, allocates time, and prepares and follows schedules

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations

0.1.2 Identify or use appropriate language for information purposes

0.1.4 Identify or use appropriate language in general social situations

0.1.5 Identify or use appropriate classroom behavior

0.2.1 Respond appropriately to common personal information questions

0.2.4 Converse about daily and leisure activities and personal interests

2 Community Resources

2.7.2 Interpret information about ethnic groups, cultural groups, and language groups

2.7.3 Interpret information about social issues

5 Government and law

5.3.1 Interpret common laws and ordinances, and legal forms and documents

7 Learning to Learn

7.1.1 Identify and prioritize personal, education, and workplace goals

7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule

7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Students introduce themselves and a classmate. If your class is large, divide it to do the activity. Ask one student: *What is your name? What do you do on the weekend?* Write the answers on the board: *My name is Min. I ride my bicycle on the weekend.*
- Ask a second student to tell you about the first student. Then, the second student gives his or

her own name and tells the class about one of his or her own weekend activities. Write the student's personal information on the board in note form: *Carlos—plays tennis; Ying—watches TV; Igor—swims.* Continue until all students have introduced themselves and the person sitting next to them and you have written down each name and an activity.

PRESENTATION

I'm studying in California.

Note: You may wish to give your students large index cards to cover the conversations during the preparation and/or listening tasks. They can keep the cards in their books.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the scene. Prompt them with questions about where the people are, who they might be, and what they are doing. Do not focus on grammatical accuracy, but try to elicit responses in the present continuous by asking such questions as: *What's the man doing in the water? (He's surfing).*
- **Personalize the situation.** Ask the students what they like to do at the beach. Write relevant vocabulary on the board.
- **Focus on selected items.** Tell the students that they will hear a conversation between several of the characters who will appear throughout this book. On the board, write the names of the characters in this dialog and pronounce them: *Nelson, Pablo, Oscar, Ivan, Mr. Garcia, Mrs. Brennan.*
- **Set the listening task.** Put the listening questions on the board: *Who are the two people talking to each other? Who is surfing? Who is playing volleyball? (Nelson and Pablo; Oscar; Ivan and Oscar's uncle, Mr. Garcia)*

- Play the cassette while students do the activity. Ask for their answers, and write them all (correct and incorrect) on the board. Play the cassette again while students read along and check.

Note: For all listening activities, play the cassette a third or fourth time if the students are having difficulty. If the tasks are too easy, do not allow students to read along when they check their answers.

- **Check the listening task.** After checking the answers, ask what else the students remember about the characters: *Nelson is studying English in California. Pablo is planning to study in the United States.* Ask why Pablo is glad to meet Nelson. (*Pablo wants to learn about Nelson's school.*) Ask who else Pablo can talk to about the school. (*Ivan and the teacher, Mrs. Brennan.*)
- **Play or read the conversation aloud with pauses.** Have the students listen and repeat each line using natural speed and intonation.
- **Engage the students in pair work.** In pairs, the students ask each other how they found out about their school.
- **Circulate and monitor progress.** Encourage the students to give detailed responses. Ask several volunteers to write their partners' information on the board and report it to the class.

UNIT 1

Lesson 1

In this lesson, you will

- make formal and informal introductions.
- describe actions in progress.
- ask a new acquaintance about himself or herself.
- talk about appropriate classroom behavior.

I'm studying in California.

 Look at the picture. Then listen as you read the conversation.



Nelson: We're having great weather, aren't we?

Pablo: We sure are. By the way, I'm Pablo Bonilla.

Nelson: Hello. I'm Nelson. Nelson Balewa.

Pablo: What do you do, Nelson?

Nelson: I'm a student. I'm studying in California.

Pablo: Really? Am I glad to meet you! I'm looking for a school in California.

Nelson: Why don't you try our school? My friends and I can help you apply.

Pablo: That would be great!

Nelson: My friend Oscar is over there surfing. He's from Spain. And Ivan is from Russia. He's playing volleyball with Oscar's uncle. Come on, I'll introduce you.

Nelson: Mr. Garcia, Ivan. I'd like you to meet Pablo Bonilla.

Mr. Garcia: It's a pleasure to meet you, Pablo.

Pablo: How do you do, Mr. Garcia?

Ivan: Hi, Pablo.

Pablo: Hi.

Nelson: Pablo is planning to study in the United States. He has questions about our school.

Ivan: We'll be happy to help you, Pablo. You can also call Mrs. Brennan, our teacher.

Pablo: Thanks. I'll do that!

Pair Ask your partner: *How did you find out about our school?*

1 I'd like you to meet . . .

 Listen to the conversations. Which introduction is more formal? Which is informal? Why do you think one is formal, the other informal?



Ivan: Hey, Gina! This is Pablo. He's a new student.

Gina: Hi, Pablo.

Pablo: Hi. Nice to meet you. What's your name again?

Gina: It's really Regina, but everybody calls me Gina.

Ivan: Mrs. Brennan, I'd like you to meet Pablo Bonilla. He's a new student. Pablo, this is Mrs. Brennan, our English teacher.

Mrs. Brennan: Oh, yes. How do you do, Pablo?

Pablo: Fine, thank you. It's a pleasure to meet you, Mrs. Brennan.

Mixer Work with a partner. Walk around the room. Introduce your partner to other students. Practice both formal and informal introductions.

2 Everybody calls me . . .

Pair Practice these questions with your teacher. Then ask your partner.

1. What's your first name?
2. Does your name have a special meaning? Why did your parents choose this name?
3. Do you like your name?
4. Do you have a nickname?
5. What name do you want to be called?
6. What is your favorite name? Why?
7. What is the most popular name in your country?

Did you know that . . . ?

In the United States, it is correct to shake hands firmly and to look at the person when you are introduced.

Tell the class about your partner.

1 I'd like you to meet . . .

► **Listening** ► **Speaking** ► **Reading**

- Elicit the meaning of *formal* and *informal*. Ask what the people in each picture are doing. Supply vocabulary for the gestures as needed. Elicit opinions about which picture is formal and which is informal.
- Tell the class to listen for which introduction is informal. Play the cassette while the students read along. Elicit that the first introduction is informal. Ask for reasons why this is true. Compare the language: *Nice to meet you.* vs. *It's a pleasure to meet you.* Compare gestures: *waves or nods* vs. *handshakes*. Also compare the relationships between the people in each scene (*age and status differences*).
- Ask a student to read the *Did you know that . . . ?* paragraph at the bottom-right of the page. If your students are not used to shaking hands, go around the classroom demonstrating how to shake someone's hand with the appropriate amount of firmness and for an appropriate length of time. Draw the students' attention to the fact that when people shake hands, they also make eye contact. Have the students practice shaking hands and making eye contact while saying *hello*.
- Go through both conversations one line at a time with the class repeating. Divide the students into groups of three to practice the dialogs, taking turns so each has a chance to read all the parts. Encourage them to look up from the page when they speak, and to use natural intonation and appropriate gestures. Choose a few groups to perform their conversations.
- **Mixer.** In pairs, students take turns introducing their partners to another pair, first informally, then formally. Students should circulate, introducing their partners to several other pairs. Encourage role-playing in this activity, especially when making formal introductions: one pair of students can be the "parents" or "teachers" of one of the other students. Recap by having a few students perform their introductions.

2 Everybody calls me . . .

► **Listening** ► **Speaking**

- In this activity, students use a variety of question formats to ask for details about their partners' names. Practice pronunciation of the questions, modeling falling intonation for *Wh*-questions and rising intonation for *Yes/No* questions. Refer to the Pronunciation Guide at the beginning of this book. Demonstrate the intonation pattern with your voice and hands. Model the interview/report process by having the students ask you the questions and report the information to their classmates.
- **Pair.** In pairs, the students interview each other. If possible, pair two students who do not speak the same language. This makes learning their partners' information more interesting as well as more challenging; it also removes the temptation to use their native language.
- Tell the students to write their partners' names or nicknames on the board, then tell the class about their partners. This is especially helpful when learning names from other cultures.

3 Getting to know you.

► **Listening** ► **Speaking**

- Play the cassette as the students follow in their books. Elicit the difference between *What do you do?* and *Where do you work?* (*job or occupation vs. the place where you work*). Practice the questions as a class, using falling intonation for *Wh*-questions. In pairs, the students practice the conversation. As a class, brainstorm other questions. Write them on the board. Model by asking students some of the new questions.
- **Group.** Give the students name tags. In groups, students introduce themselves.
- **Pair.** Divide the groups into pairs. The partners interview each other using the questions in the book and others they have thought of.
- Ask the students to introduce their partner to the class and tell the most interesting thing(s) they have learned about him or her. If necessary, review making introductions.

Grammar note: The conversation shows the difference between using the simple present tense for describing habitual actions or general states that are not expected to change (*I work as a . . .*) and using the present continuous for statements that are true at this time but that may change in the future (*Right now, I'm working at . . .*). The next activity also includes use of the present continuous for actions that are happening at the present moment (*She is listening*). Model and elaborate on this distinction by making statements about your students. Two kinds of prompts can be used: (1) Questions that generate a response using a specific tense: *Where does Anna live? Where is she living while she's at school? Anna lives in Mexico City, but right now she's living on campus.* (2) Questions or requests that are more open-ended and can be answered with either tense: *Can you tell me about Kenji's clothes?* or *Tell me about Kenji's clothes. (Kenji always wears blue jeans. Today, Kenji is wearing a cap.)*

4 What are they doing?

► **Listening** ► **Speaking** ► **Writing**

- Ask the class to describe the people and the objects in the picture. Write the relevant vocabulary on the board in note form.
- **Pair.** In pairs, students write complete sentences describing the behavior of each person in the picture. Ask pairs to write one of their sentences on the board. Go over the answers together. If there are any tense errors, elicit the correct forms.
- **Group.** Elicit the meaning of *appropriate classroom behavior*. Divide the board into two sections labeled **Appropriate** and **Inappropriate**. Elicit the meaning of *inappropriate*. In groups, the students decide which of

the behaviors illustrated are appropriate and which are inappropriate. Each group should also think of four more classroom behaviors, two appropriate and two inappropriate.

- As the groups report which of the six behaviors in the picture are appropriate and which are inappropriate, write each behavior in the correct section on the board, using the gerund form of the verb (*sleeping; listening attentively*). As each group reports additional behaviors, write them on the board. If it is appropriate for your class, point out that the words on the board are nouns (gerunds) and not present continuous verbs.

3 Getting to know you.

 Listen to the following conversation. Then practice it with a partner.

A: What do you do?

B: Right now I'm working at Ace Advertising.

B: I work as an assistant in an advertising agency.

A: Really? My sister works there.

A: Where do you work?

B: Oh? What's her name?

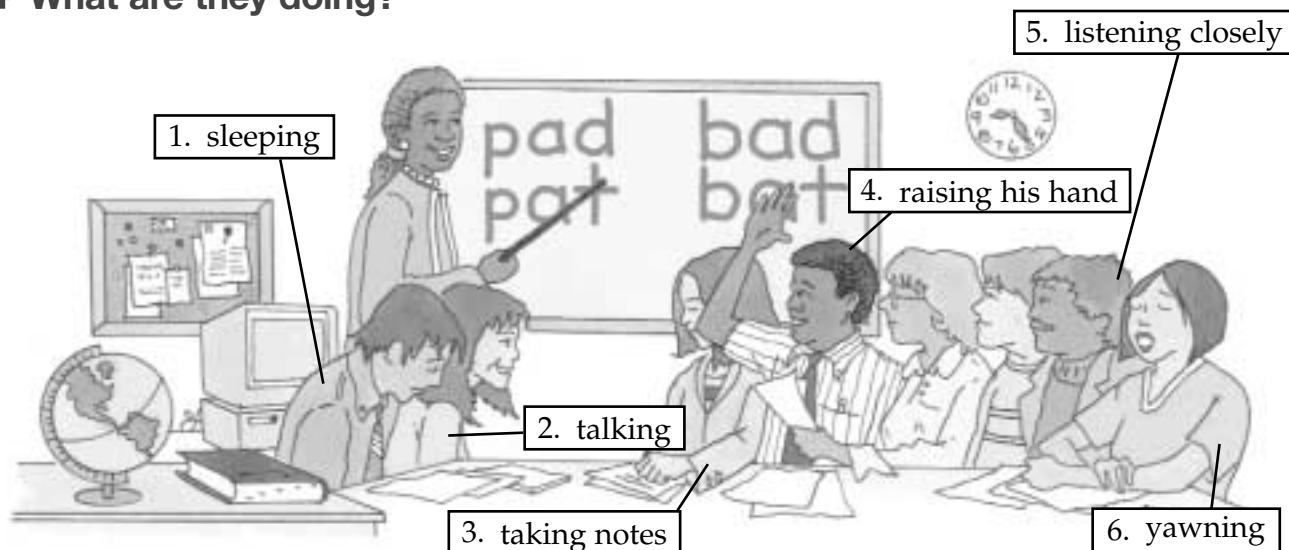
Group Work in groups of four. Write a nametag for yourself and introduce yourself to the other members of your group.

Pair Talk to a member of your group. Ask these questions. Then ask some questions of your own.

1. Where are you from?
2. Where do you work?
3. Where do you live?
4. What do you do in your free time?
5. Why did you decide to come to this school?
6. Why do you want to learn English?

Tell the class about your partner. Introduce him or her to a student in a different group.

4 What are they doing?



Pair What are the students doing? Write sentences telling what each is doing.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Group Decide which actions are appropriate classroom behavior and which are not. Discuss your answers with the class.

5 Are you looking for a new place to live?

Group Divide the class into two groups. Complete the chart with the names of members of your group.

Which student or students . . .	Names
1. is/are looking for a new place to live.	1.
2. is/are living alone.	2.
3. is/are working full time.	3.
4. is/are planning to take a trip.	4.

Class Compare your answers with those of the other group and complete the sentences.

1. ___ student(s) is/are looking for a new place to live.
2. ___ student(s) is/are living alone.
3. ___ student(s) is/are working full time.
4. ___ student(s) is/are planning to take a trip.

6 Oscar is swimming.

Pair Look at the two pictures. There are at least five differences between Picture A and Picture B. Can you find them? Mark each difference with an X.

Example:

Oscar and a man are swimming in A, but Oscar and two women are swimming in B.



A



B

In your notebook, write sentences comparing the two pictures.

5 Are you looking for a new place to live?

► **Listening** ► **Speaking**

- **Group.** Model the first sentence in the chart: *Are you looking for a new place to live?* In two groups, the students query the classmates in their group about doing the things listed and write their names in the chart. They can list more than one name for each item.
- **Class.** Both groups compare their results. After determining how many different classmates they found for each activity, they complete the sentences with numbers or with “no.” *Two students are . . . , or No students are . . .*
- Ask for volunteers to read the sentences aloud. This activity can be expanded by asking which students are doing a particular activity. This will generate both singular and plural present continuous forms.

6 Oscar is swimming.

► **Listening** ► **Speaking** ► **Writing**

- **Pair.** Write on the board *What is the difference between A and B?* In pairs, students find the differences between the pictures and mark them with an *X*.
- Elicit ways to describe the differences between two pictures. For your examples, you can use one of the differences in the activity, or you can draw simple stick figures on the board, such as a picture, labeled **A**, of two people swimming, and one, labeled **B**, of three people swimming.
- Use the prompt *In A . . .* (pausing and encouraging the students to complete the sentence) *a man is sitting in the chair. In B, he is not sitting in the chair.*
- Using your sentences as an example, model how to join them using *but* to show contrast. In their notebooks, the students write sentences describing the differences between the pictures.

Additional Activity See Unit 1 Appendix.

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Bring in a few souvenirs that you have collected from various places. If these souvenirs are unusual, the activity will be more interesting.
- Ask the students what we call things that we bring back from vacation (*souvenirs*). Ask the students where they think your souvenirs are from.
- Ask the students what kind of souvenirs they like to collect. Write their responses on the board. Ask what their most unusual souvenirs are.

PRESENTATION

Do you have anything to declare?


- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the picture, including the location and characters' names.
- **Personalize the situation.** Ask the students how they feel when they go through customs. Ask them to guess how the people in the picture are feeling (*relaxed* or *worried*). Predict why they might be feeling that way. Ask the students if they have ever had a bad experience going through customs.
- **Focus on selected items.** By pointing out specific items in the picture, elicit vocabulary that the students will need to understand and discuss the listening: *border, customs, officer, declare, piñata* /pinyata/ (a hollow papier-mâché container filled with candy, fruit, or toys, then suspended so that blindfolded people can take turns hitting it with a stick to release its contents).
- **Set the listening task.** Put the listening question on the board: *Why are the friends worried?* Play the cassette while the students, with the conversation still covered, listen and take notes.
- **Check the listening task.** Ask volunteers to write their responses on the board. Play the cassette again while students read along and check their answers. Ask students for more details about the situation. Write their responses on the board.
- **Engage the students in pair work.** In pairs, the students decide what the four friends should do about the problem with the piñata.
- **Circulate and monitor progress.** Following the discussion, have each pair present its solution to the class. Make sure the students are specific when they describe what they would do in this situation.

Lesson 2

In this lesson, you will

- use appropriate forms of address in formal situations.
- ask for confirmation.
- confirm a statement.
- engage in small talk.

Do you have anything to declare?

 The friends have a problem with the piñata. Listen to the conversation.



Nelson: I'm glad you're coming back with us, Pablo. You're going to like our school.

Pablo: I can't wait to get there.

Oscar: We're almost at the border, aren't we?

Ivan: Yes, we are, so you better put on your biggest smiles for the customs officer.

Nelson: Ah, good afternoon, sir. Nice day, isn't it?

Officer: Passports, please. How long were you in Mexico?

Nelson: A week.

Officer: Do you have anything to declare?

Nelson: Excuse me?

Officer: You're not bringing any fresh fruit or vegetables into the country, are you?

Nelson: Not exactly.

Officer: You're not joking with me, are you, young man?

Nelson: Oh, no, sir. You see, we have this piñata and . . .

Officer: Oh, I see. There's fruit in it, isn't there?

Nelson: Well . . . yes, I guess so.

Officer: Well, you're going to have to do something about that, aren't you?

Nelson: Yes, sir.

Pair With your partner, discuss what you would do about the problem with the piñata.

1 Word Bag: Forms of Address

Pair Decide which titles are used for men, which are for women, and which are for both men and women. Write them in the correct column. Add other titles you know.



1. Ms. or Mrs.



2. Mr.



3. Judge



4. Officer



5. Professor



6. Dr.

Men	Women	Both

2 Cultural Connection

Pair Look at some ways people greet each other. Write the word or phrase under each picture.



1. _____



2. _____



3. _____



4. _____

Group In groups of four, talk about which greetings are used in your country. Which ones are used in formal situations?

1 Word Bag: Forms of Address

► Reading ► Writing

- Review pronunciation of the titles, especially *Ms.* /mɪz/ *Mrs.* /mɪsɪz/ and *Dr.* /dɑktər/.
- **Pair.** In pairs, the students fill in the chart with titles that can be used for men, for women, and for both. Encourage them to add other titles that they know (*Miss* or religious or military titles).
- Go over the answers, asking when to use each title. Elicit that in most cultures, judges, police officers, professors, and doctors can be either men or women.
- Elicit the rules for using these forms with names. (In standard American English, titles are

used with family names when speaking to someone, and with family names or with full names when introducing someone.) If your students have generated *Sir* and *Ma'am*, explain that these are forms of address that are used only when we speak directly to a person. They are used alone, without names.

Usage note. *Ms.* is used for all women, single and married, just as *Mr.* is used for all men, single and married. If a woman wants to be called *Miss* or *Mrs.*, she will usually communicate that by the way she introduces herself or by the way she signs her name.

2 Cultural Connection

► Speaking ► Writing

- **Pair.** In pairs, the students label each picture with a word or phrase describing the gesture.

Answers

1. bowing
2. shaking hands
3. kissing (or hugging)
4. hugging (or kissing)

- Go over the answers as a class, eliciting present continuous forms by asking: *What are they doing in the first (second, third, fourth) picture?*

- **Group.** In culturally mixed groups of three or four, the students discuss which greetings are used in their countries and under what circumstances (in informal situations with close friends or family, or in more formal situations with casual acquaintances or strangers). Go over the responses as a class, and elicit additional situations in which formal and informal greetings are appropriate.

3 Hear it. Say it. 🎧

► **Listening** ► **Speaking** ► **Reading**

- Play the cassette. Students practice the dialog, chorally and in pairs. Elicit how the first three items are similar (affirmative statements *with negative tag questions, affirmative responses*) and

how the last three items are similar (negative statements *with affirmative tag questions, negative responses*).

4 You have something to declare, don't you?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Pair.** In pairs, students do the activity orally and then in writing. Check answers on the board.

Answers

- | | |
|-------------------|-----------------|
| 2. A: do you? | B: No, I don't. |
| 3. A: are you? | B: No, I'm not. |
| 4. A: aren't you? | B: Yes, I am. |
| 5. A: can't you? | B: Yes, I can. |
| 6. A: don't you? | B: Yes, I do. |

5 The food is good, isn't it?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- In this activity, students practice making *small talk*. Elicit that conversation topics at a party are often general or non-personal.
- **Pair.** Students fill in the tag questions, then question each other. Check as a class.
- Each pair builds up a conversation from one of the questions.

Answers

- | | |
|----------------|---------------|
| 1. isn't it? | 5. don't you? |
| 2. are there? | 6. do you? |
| 3. aren't you? | 7. is it? |
| 4. is it? | 8. don't you? |

6 Communication Activity, pages 121 and 122.

► **Listening** ► **Speaking** ► **Reading**

- **Preparation.** On the board, make a chart with cues similar to those in the activity. Elicit how to disagree with a tag question by using a response opposite to the statement: *You can sing, can't you?* (Agree: *Yes, I can.* Disagree: *No, I can't.*)
- **Activity.** Divide the class in two. Half uses the *Group 1* sheet and half uses the *Group 2* sheet. Students circulate, asking tag questions based

on the sheets. Students write in the name of the first person who agrees with the question in the square. The goal is to fill three squares in a row.

- **Wrap Up.** Confirm that the winner's information is correct by having him or her ask the questions again. If the questions or the information is not correct, the game continues until a winner is found.

WORKBOOK In class or for homework, assign Workbook Lesson 2.

3 Hear it. Say it.



Listen and repeat.

Tag Questions

- | | |
|---|---|
| 1. A: It's a nice day, isn't it?
B: Yes, it is. | 4. A: You don't study here, do you?
B: No, I don't. |
| 2. A: You're coming at seven, aren't you?
B: Yes, I am. | 5. A: He doesn't live here, does he?
B: No, he doesn't. |
| 3. A: She can do it, can't she?
B: Yes, she can. | 6. A: We're not having a test, are we?
B: No, we aren't. |

Pair Work with a partner. Take turns asking and answering the questions.

4 You have something to declare, don't you?

Pair The customs officer is checking Pablo's luggage. Add tag questions to each statement. Your partner will agree with you.

- | | |
|--|--|
| 1. A: It's a nice day today,
isn't it?
B: Yes, it is. | 4. A: You are from the United States,

B: _____ |
| 2. A: You don't have anything to declare,

B: _____ | 5. A: You can speak English,

B: _____ |
| 3. A: You aren't bringing any fruit home,

B: _____ | 6. A: You have all your suitcases,

B: _____ |

5 The food is good, isn't it?

Pair You are at a party. Add tag questions to the sentences to start a conversation. Your partner will agree. Then choose one and continue that conversation for as long as you can.

- | | |
|---|---|
| 1. The salad is delicious, _____? | 5. You live near here, _____? |
| 2. There aren't a lot of people here,
_____? | 6. You don't live here, _____? |
| 3. You're Pablo's friend, _____? | 7. The weather isn't very good,
_____? |
| 4. It isn't a big house, _____? | 8. You work with Ivan, _____? |

6 Communication Activity, pages 121 and 122.

Class Turn to pages 121 and 122 and follow your teacher's instructions.

Lesson 3

In this lesson, you will

- read for specific information.
- talk about everyday and ongoing activities.
- talk about traditions and customs.

From One Culture to Another

Many of our traditions and customs originated in another culture. Read the following article about one such tradition.

FRIDAY, SEPTEMBER 15, 2000

THE RIVERSIDE NEWS A-7

The Riverside News

Origins of the Piñata

The origins of the piñata are uncertain. Some experts believe that Marco Polo brought the piñata to Italy from Asia in the 12th century. The Chinese decorated cow or buffalo figures and covered them with paper. They then filled the figures with various types of seeds.

The tradition of breaking the piñata originated in Europe. In 16th-century Spain, hosts filled breakable pots with precious jewels and valuable jewelry. The guests were blindfolded and broke the pot to gather the treasures.



The game is now played in Mexico exactly the same way. However, piñatas are filled with candy and fruit instead of valuable rewards. Piñatas come in the form of stars, animals, fruits, and flowers. Some piñatas are used as practical jokes and filled with confetti or even flour.

Today piñatas can be found at parties in the United States. They represent part of a rich cultural heritage that the United States has received from cultures all over the world.

Read each statement and write the name of the country next to it.

COUNTRY

1. They filled the piñata with jewels and valuable adornments. _____
2. They decorated cow or buffalo figures and covered them with paper. _____
3. They fill the piñata with confetti or flour. _____
4. They filled the piñata with various types of seeds. _____
5. They fill the piñata with candy and fruit. _____

Class Are there any traditions or customs in your country that come from another country? Discuss them with the class.

Lesson 3

WARM UP

- Ask the students what their favorite kinds of food are. Write their responses on the board. Ask what countries these kinds of food are from, and list the countries on the board.
- Using local newspapers or telephone books, the students make lists of the different ethnic restaurants in your area. Compare the lists. If the students use the name of a country instead of the adjective form, elicit the correct form: *What is food from India called? (Indian food.)*

PRESENTATION

From One Culture to Another

- **Set the stage.** Ask what the friends brought back from Mexico (*a piñata*). Ask the students to guess where piñatas originally came from.
- **Personalize the situation.** If possible, bring in a real piñata. On the board, write vocabulary that may help the class understand the reading.
- **Focus on selected items.** Before reading, tell the students that we read for two types of information: general and specific. Elicit that *reading for general information* means looking for the main idea, and *reading for specific information* means looking for details. In this activity, the students will read for specific information.

Note: There are several ways to conduct the reading. Depending on your students' level, you may wish to first instruct the students to read silently and then to read again while you read the passage aloud. Alternatively, the silent reading or the reading-while-listening portion of the presentation can be omitted.

- **Set the reading task.** Put the following on the board: *Which countries have or had piñatas?* Elicit answers, and put the country names on the board. All the country names needed in the next activity should be in the list (*Italy, China, Spain, Mexico, the United States*).
- Next, students read for more specific information. First, they read the statements and then

discuss any unfamiliar vocabulary as a class. Then they read the statements and fill in the names of the country for each. Tell them to mark the places in the reading where they found their answers.

- **Check the reading task.** In groups or pairs, students compare their answers and where they found the specific information. Check as a class.

Answers

- | | |
|-----------|-----------|
| 1. Spain | 4. China |
| 2. China | 5. Mexico |
| 3. Mexico | |

- **Engage the students in class discussion.** If you have a world map, trace the route of the piñata by having volunteers mark the countries where piñatas developed as you read the passage again. Ask the students what traditions or customs in their countries come from other countries. Answers might include food, traditional clothing, holiday customs, dances, or musical styles. Modern "traditions" imported to many countries include blue jeans from the United States, pizza from Italy, and various food such as sushi and wontons from Asia.

1 What did you do with the fruit?

► **Listening** ► **Speaking**

- In this activity, the students listen to a conversation and answer questions without seeing the printed text. Begin by having the students retell the story of Oscar, Nelson, Ivan, and Pablo. They should be able to describe the situation (*crossing the border from Mexico to the United States*) and the problem that the friends had (*they had a piñata filled with fruit, but were not allowed to bring fruit into the U.S.*).
- Read the instructions. Have the students look at the answers and predict whether they will be listening for general or specific information (*specific*). Read the answers aloud for the students, eliciting that Mazatlan and Mexico City are both cities in Mexico. Elicit the meaning of *I sure do!* (*Yes!*). If students are unable to give the meaning of the phrase, do not provide it. The listening will provide the context for them to guess the meaning.
- Play the conversation and questions two or three times as students mark their answers. Go over the answers as a class, putting the students' answers on the board. Play the cassette again, stopping it to ask the students what they heard that helped them answer each question. To help students answer the last question, ask how Oscar feels about the piñata (*he wants to break it*), and why he feels that way (*because it caused problems for him*).

Answers

- 1) In Mazatlan.
- 2) Yes, he did.
- 3) He took out the fruit.
- 4) Oscar ate it.
- 5) He ate too much fruit and got sick.


2 The day after the party.

► **Listening** ► **Speaking** ► **Writing**

- This activity uses the simple present tense to describe habitual actions or behavior and the present continuous to describe actions or behavior occurring at the present time. (This is similar to the use of the tenses as presented in Lesson One, Activity 3.)
- Instruct the students to look at the pictures. Write the first half of the example sentence on the board, and ask the students which picture shows *Oscar usually gets up at 7 o'clock*. Ask the students what Oscar is doing today (*He's getting up at 8 o'clock today*). Write the second half of the example sentence on the board. Elicit that we use *but* to show different or contrasting information. Remind the students that the left side of each picture shows what the people usually do, and the right side shows what they are doing today.
- **Pair.** In pairs, the students use the cues to write sentences describing the pictures. Remind them to use *but* to connect the two clauses. After they finish, ask volunteers to write one of their sentences on the board. Review the answers as a class.

Additional Activity See Unit 1 Appendix.

1 What did you do with the fruit?

 Mrs. Brennan's students are having a party to start the new semester. They're breaking the piñata that Oscar, Nelson, Ivan, and Pablo brought back from Mexico. Listen to the conversation. Then listen to the questions and check (✓) the correct answers.

- | | |
|---|---|
| 1. <input type="checkbox"/> In Mazatlan. | <input type="checkbox"/> In Mexico City. |
| 2. <input type="checkbox"/> Yes, he did. | <input type="checkbox"/> No, he didn't. |
| 3. <input type="checkbox"/> He declared it in Customs. | <input type="checkbox"/> He took out the fruit. |
| 4. <input type="checkbox"/> Pablo ate it. | <input type="checkbox"/> Oscar ate it. |
| 5. <input type="checkbox"/> He ate too much fruit and got sick. | <input type="checkbox"/> He broke the piñata. |

Why does Oscar say, "I sure do"?

2 The day after the party

Pair What are the students doing right now? What do they usually do? Talk about these pictures, using the correct forms of the verbs.

Example:

Oscar usually **gets up** at 7 o'clock, but he's **getting up** at 8 o'clock today.



1. get up



3. have lunch/cafeteria



2. go to school/car



4. correct papers/evening

In your notebook, write sentences describing the pictures.

3 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Travel tips

Grammar: What's your grammar IQ?

E-mail: Making new friends

4 Wrap Up

People who are new to a country often have difficulties in the new culture. Some of these difficulties are listed in the chart. Check (✓) how difficult each one is or would be for you.

PROBLEMS	VERY DIFFICULT	A LITTLE DIFFICULT	NOT DIFFICULT
Being away from family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being able to communicate ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in making friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting used to new ways of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in degrees of formality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pair Look at your partner's chart. Ask tag questions based on his or her answers.

Example:

Being away from family and friends is a little difficult for you, isn't it?

Group Discuss your answers in groups of four. Rank the difficulties in order of importance. (1 is the most important; 8 is the least.) Share your list with the rest of the class.

Strategies for Success

- Practicing with a partner
- Reviewing tag questions
- Setting personal goals

1. With a new partner, practice making introductions and "small talk." Talk about occupations and the difficulties of living in a new culture.
2. Continuing with that partner, use as many tag questions as possible (for example, "You live on Franklin Street, don't you?" "You don't smoke, do you?").
3. Set up your journal for the course. In your first entry, write down at least five major goals that you will try to achieve during this course, such as "I will practice using the new vocabulary words from each unit in this book," "I will write in my journal at least once a week."

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

4 Wrap Up

► **Listening** ► **Speaking** ► **Reading**

- Students discuss the difficulties of being in a different culture. If you are not teaching in an English-speaking country, students should imagine they are in an English-speaking country.
- Read each problem, clarifying meaning as necessary. The students mark the chart, indicating their experience or prediction. When you have finished, elicit other difficulties. Each student contributes one for the last space on the chart.
- **Pair.** Model by eliciting an example question and response. Students exchange charts and ask for confirmation, using tag questions based on their partners' information.
- **Group.** In groups, the students rank the difficulties in order of importance. Model the process of ranking if needed. Encourage the students to give reasons. Then, each group shares its findings and writes its list on the board. Compare, looking for similarities and differences.

WORKBOOK In class or for homework, assign Workbook Lesson 3.

STRATEGIES FOR SUCCESS

1. Explain (for EFL/monolingual classes, in the students' native language) that:
 - a. these exercises are designed to help each person to become a more successful learner.
 - b. practicing techniques **outside of the classroom** will help them become better learners.
 - c. this week, the techniques are (1) practicing small talk; (2) reviewing tag questions; (3) setting personal goals.
2. Help each student find a Learning Partner. If you are using classroom time, pair students as usual. If students do this after class, the partner should be someone who can meet at a mutually agreed-upon time for 15 to 30 minutes.
3. For Exercise 1, demonstrate, with a few examples (such as, a question and answer about occupation, small talk about the weather, and a question about living in a new culture), how Learning Partners can practice talking with each other. Illustrate how partners can check each other's pronunciation and grammar.
4. For Exercise 2, demonstrate several tag questions that use the verb tenses in this lesson.
5. For Exercise 3, explain that a journal is like a personal diary, and that it's not always necessary to have perfect grammar in a journal. Make sure the students have a notebook that is easy to carry. Then, suggest possible **goals** they might write in their journals.
6. Encourage the students to recopy their goals onto a card that they can pin onto a bulletin board as a visual reminder.
7. Finally, encourage the students to report briefly on their success in following these strategies when they return to class. Save some time for selected reports and questions in the next class.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

listen more effectively? Exercise ____	read more easily? Exercise ____
speak more fluently? Exercise ____	write more clearly? Exercise ____

Which exercise did you like the most? ____ Why? _____

Which exercise did you like the least? ____ Why? _____

VOCABULARY

Verbs

apply
bow
break
bring back
build
choose
come back
declare
fill
find out
hug
kiss (on the cheeks)
laugh
learn

meet
plan
shake hands
spend
start
surf
wave
whisper
yawn

Adjectives

formal
informal
popular
special

Forms of Address

Dr.
Judge
Ms.
Mrs.
Mr.
Officer
Professor

Expressions

all over
any time
as a matter of fact
come on
I can't wait
I guess so
named after
not exactly

Nouns

border
culture
hole
nickname
passport
piñata
sandcastle
semester

▶ GRAMMAR SUMMARY

Simple Present Tense (Review)

I **study** in the library every day.
Oscar **is** from Spain.

Present Continuous Tense (Review)

He's **playing** volleyball.
Nelson and Oscar **are swimming**.

Present Tense: Tag Questions

Affirmative Statements	Negative Tags
You're a student,	aren't you?
Pablo is Mexican,	isn't he?
You like fruit,	don't you?
She speaks Chinese,	doesn't she?

Short Responses

Yes, I am. *or* No, I'm not.
Yes, he is. *or* No, he isn't.
Yes, I do. *or* No, I don't.
Yes, she does. *or* No, she doesn't.

Negative Statements	Affirmative Tags
You aren't from the United States,	are you?
Gina can't come to the party,	can she?
They aren't studying English,	are they?
You don't have anything to declare,	do you?

Short Responses

No, I'm not. *or* Yes, I am.
No, she can't. *or* Yes, she can.
No, they aren't. *or* Yes, they are.
No, I don't. *or* Yes, I do.

▶ COMMUNICATION SUMMARY

Asking for personal information

What's your name?
Where are you from?
What do you do?

Formal introductions

Mrs. Brennan, I'd like you to meet Pablo Bonilla.
Pablo, this is Mrs. Brennan, our English teacher.
How do you do?
Fine, thank you.
It's a pleasure to meet you.

Talking about ongoing and everyday activities

I'm studying English in the United States.
I usually exercise every day.

Greetings

Hello, my name's Pablo Bonilla.
Nice to meet you.

Making statements and asking for confirmation

It's a nice day, isn't it?
You aren't a student here, are you?

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Ask the students to use the simple present tense to write three sentences about themselves or their classmates. (Their sentences can be either affirmative or negative.) Recap by having the students read their sentences aloud to the class. Repeat this process with the present continuous.
- Next, tell the students to find a partner and exchange their lists of sentences with their partner. Instruct the students to ask their partners questions based on those sentences. Tell the partners to answer with short responses. For example, if Student A wrote *I live in the dorm*, Student B will ask *You live in the dorm, don't you?* Student A then answers *Yes, I do.*
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use that skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 1, Exercise 6 (p. 4)

Describing Pictures

- Bring in pictures from magazines, newspapers, or other sources and some adhesive tape. The pictures should be large enough so that the whole class can see them. Pictures with a lot of detail and action are best for this activity.
- This activity can be done in pairs or individually. Distribute one picture to each student or pair. The students write five sentences describing their pictures, using the present continuous. If they are working in pairs, one partner is the writer and the other partner suggests wording and monitors.
- Collect the pictures and tape them up at the front of the room. (If the pictures are too small to be seen when the students are seated, allow the students to get up to view them.) Also collect what the students have written, and redistribute the papers so that each student reads another student's sentences. One by one, the students read the descriptions aloud while the rest of the class tries to guess which picture goes with that description.
- The student who wrote the description tells the class if the guess is correct. To make the activity more challenging, use pictures that are similar to each other, so that the students will have to listen carefully to the descriptions.

Lesson 3, Exercise 2 (p. 9)

What Do I Usually Do?

- In pairs or small groups, the students create and act out brief scenarios that illustrate the difference between habitual actions or routines and actions in the present moment. The class must describe what the students are doing by correctly using the simple present tense and the present continuous.
- Model the activity by acting out your own scenario: *I usually wear a coat, but I'm not wearing one today.* Show that you are cold due to the lack of a coat. Ask the students to describe your usual habit and what you are doing today. Write their response on the board.
- Encourage creativity in the role play, such as using props or drawing background illustrations on the board. After each pair or group acts out a scenario, the rest of the class must describe the actions, using the simple present tense and the present continuous.

WORKBOOK ANSWER KEY Lesson 1, pp. 1-3

Exercise 1

You: Hello, I'm (your name) . You: *Pleased to meet you, Irene.*
What is *your* name? Irene: *Pleased to meet you, too.*
Irene: My name is Irene Artigas.

Exercise 2

Pablo: Hello, I'm Pablo. Pablo: Nice to meet you, Irene.
Irene: *Hello, Pablo. I'm Irene.* Irene: *Nice to meet you, too.*

Exercise 3

- | | | |
|--|--|--|
| 1. A: <i>Are the girls buying ice cream?</i>
B: <i>Yes, they are.</i> | 3. A: <i>Are Ivan and Mr. Garcia playing tennis?</i>
B: <i>No, they aren't.</i> | 5. A: <i>Are the boys building a tree house?</i>
B: <i>No, they aren't.</i> |
| 2. A: <i>Is the man reading a book?</i>
B: <i>No, he isn't.</i> | 4. A: <i>Is the woman listening to music?</i>
B: <i>Yes, she is.</i> | 6. A: <i>Is Oscar swimming in the ocean?</i>
B: <i>Yes, he is.</i> |

Exercise 4

- | | |
|--|---|
| 1. a. He's watching a soccer match.
b. Brazil is playing against France. | 4. a. They're watching <i>the Hit Parade</i> .
b. The band is playing music from the Top Ten Videos. |
| 2. a. She isn't watching TV.
b. She's listening to music. | 5. a. She is watching a movie.
b. The alien is attacking the city. |
| 3. a. They're watching <i>Sesame Street</i> .
b. Count Dracula is teaching numbers. | 6. a. They aren't watching the TV.
b. They are drinking coffee/talking. |

WORKBOOK ANSWER KEY Lesson 2, pp. 4-5

Exercise 1

Answers will vary.

- | | | |
|---|-----------------------------------|---------------------------|
| 1. Good morning, Ms. Brown. | 3. Good afternoon, Officer White. | 5. Good evening, Mrs. Ho. |
| 2. Good evening, Professor/Ms./Mrs. Garcia. | 4. Good morning, Dr. Salem. | 6. Good morning, _____ . |

Exercise 2

- | | | |
|--------------------|--------------------|--------------------|
| 1. d. aren't you? | 5. c. is she? | 9. b. is it? |
| 2. g. isn't he? | 6. i. can they? | 10. e. doesn't it? |
| 3. f. aren't we? | 7. a. doesn't she? | |
| 4. h. aren't they? | 8. j. do they? | |

Exercise 3

Wording will vary.

- | | | |
|---|---|--|
| 1. You can't bring <i>fresh fruit</i> into the United States, <i>can you?</i> | 5. The weather is <i>cold/hot/sunny/rainy</i> today, <i>isn't it?</i> | 8. People in the United States <i>shake hands</i> when they greet people, <i>don't they?</i> |
| 2. Learning English is <i>easy/hard</i> , <i>isn't it?</i> | 6. The opposite of old is <i>young</i> , <i>isn't it?</i> | 9. Your favorite color isn't <i>purple</i> , <i>is it?</i> |
| 3. Our teacher comes from <i>Chicago</i> , <i>doesn't he/she?</i> | 7. We don't have class on <i>Monday</i> , <i>do we?</i> | 10. One of the women is wearing a funny <i>sweatshirt</i> , <i>isn't she?</i> |
| 4. We can't <i>eat/talk/play music</i> in class, <i>can we?</i> | | |

Exercise 4

Answers will vary. Sample answers:

- | | | |
|---|---|--|
| 1. A: Excuse me. <i>You aren't from around here, are you?</i>
B: No, I'm from far, far away. | 3. A: Oh, <i>you don't live here, do you?</i>
B: No, I don't live here. I'm just visiting. | 5. A: <i>You have three eyes, don't you?</i>
B: As a matter of fact, I have four eyes, not three. |
| 2. A: I see. <i>You're from Hollywood, aren't you?</i>
B: No, actually I come from outer space, not Hollywood. | 4. A: Wow, <i>it's a long trip here, isn't it?</i>
B: Yes, it's a very long trip. | 6. A: <i>You're wearing a hat, aren't you?</i>
B: No, I'm not wearing a hat. That's my hair. |

Exercise 1

Answers will vary.

1. b. the origins of the piñata
2. c. how breaking the piñata began
3. b. China
4. b. Spain
5. c. flour
6. c. cultures all over the world

Exercise 2

Dear Renato,

Hi! I *am sitting* in English class right now. I *am waiting* for class to begin. I feel lonely and I *need* to write to you. I *have* a lot of friends in school, and I *like* them very much. But they aren't like old friends. They *don't understand* me like you do.

At the moment my teacher, Mrs. Brennan, *is writing* something on the board. Some other students *are reading*, and some *are talking*. I *am writing* to you in English because I *think* it's good practice for me.

Sincerely,
Tony

UNIT 2

Overview

TOPICS

- Childhood
- Personal events in the past
- Historical events
- Changing roles of men and women
- Pioneers and explorers

GRAMMAR

- Simple past: regular/irregular verbs
- Affirmative and negative statements
- *Yes/No, Wh-*, past tag questions and responses

COMMUNICATION GOALS

Listening and Speaking

- Sequencing events
- Asking about the past
- Describing personal life events
- Asking for confirmation
- Discussing historical events and achievements

Reading and Writing

- Writing a paragraph
- Making a time line
- Reading a short magazine article
- Writing a simple autobiography
- Revising written material

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Creative thinking

Seeing things in the mind's eye

Knowing how to learn

Personal Qualities

Self-esteem

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.1.3 Identify or use appropriate language to influence or persuade

2 Community Resources

2.7.3 Interpret information about ethnic groups, cultural groups, and language groups

5 Government and Law

5.2.1 Interpret information about U.S. history

5.2.3 Interpret information about world history

7 Learning to Learn

7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas

7.4.2 Take notes or write a summary or an outline

7.5.2 Identify or use strategies to develop a positive attitude and self-image, and self-esteem

7.5.6 Identify or use strategies for communicating more successfully

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- To orient the students to relating a sequence of events using the past tense, start the class by asking them basic questions about what they did yesterday, over the weekend, or at lunch the day before.
- Ask a few follow-up questions (*And what did you do next?*) to establish a sequence of events. Keep this discussion informal, and do not overtly identify the structures that you are eliciting.

PRESENTATION

You changed, didn't you?

- **Set the stage.** Instruct the students to cover the conversation and look only at the picture. Ask them to describe the scene and to guess what Yon Mi is thinking about.
- **Personalize the situation.** Ask the students what some of the problems are when the person you love is far away. Elicit some solutions to the problems. Write their responses on the board.
- **Focus on selected items.** Tell the students that Yon Mi has a difficult decision to make. Ask them what the problem might be. Write their predictions on the board.
- **Set the listening task.** Write the following on the board: *Who is Yon Mi thinking about? What does Yon Mi have to decide?* Play the cassette once while students listen to check their predictions. Ask them for their answers to the questions, and write them on the board. (*She's thinking about her boyfriend in Korea. She has to decide if she should go back to Korea and marry him, or if she should stay in the U.S.*)
- **Check the listening task.** Let the students uncover the conversation. Tell them to listen again for the answers. Play the cassette again while they follow along with the conversation. Ask the students if they want to add any information. Write any new responses on the board.
- **Play or read the conversation aloud with pauses.** Monitor the students' pronunciation of the past tense, especially regarding the additional syllable in the past tense forms *reminded* and *decided*. If time permits, the students can practice the conversation in pairs and then perform for the class.
- **Engage the students in pair work.** Write on the board: *What do you think Yon Mi should do?* Ask a few students what they think she should do. In pairs, the students discuss the question by stating their opinions and supporting them with reasons, using the information that they have learned about Yon Mi.
- **Circulate and monitor progress.** While the pairs are discussing the problem, make two columns on the board: **Stay in the U.S.** and **Go back to Korea and get married.** When the pairs finish their discussions, each student votes for one of the choices by going to the board and writing one reason under the column he or she agrees with. Recap as a class to find their overall opinion. If your class is large, take a class vote instead, and then ask for reasons for each decision, writing the responses on the board.

UNIT 2

Lesson 1

In this lesson, you will

- sequence events in chronological order.
- ask someone about the past.
- talk about past experiences.
- compare the past with the present.

You changed, didn't you?

 Look at the picture and listen to the conversation.



Yon Mi: Mrs. Brennan, yesterday I received a letter from my boyfriend in Korea.

Mrs. Brennan: What did he say?

Yon Mi: He asked me to come home. He said he missed me. He also reminded me of the things we did together last year.

Mrs. Brennan: Oh, what did you do? Did you spend a lot of time together?

Yon Mi: We explored the city and planned our future. He's lonely, Mrs. Brennan. He wants to get married soon.

Mrs. Brennan: Do you want to do that?

Yon Mi: I don't know. I wanted to marry him last year, but he wasn't ready. We decided to wait. Then I came to the United States, and now everything is different.

Mrs. Brennan: You changed, didn't you?

Yon Mi: Maybe I did. Two years ago, I wanted to get married more than anything, but now I'm not sure.

Pair What does Yon Mi have to decide? What do you think she should do? Discuss with your partner.

1 What happened?

What happened in Yon Mi's past? Number the sentences in the correct order.

- ___ Yon Mi decided to come to the United States to study.
- ___ Yon Mi wanted to get married.
- ___ Yon Mi's boyfriend wrote Yon Mi a letter saying he was now ready to get married.
- ___ Yon Mi's boyfriend said he didn't want to get married right away.
- ___ Yon Mi changed her mind about getting married.

In your notebook, write a paragraph telling the story in a logical time order. Use the following words: *First, Then, Next, Finally*. Begin your paragraph with "Poor Yon Mi. She can't decide what to do."

2 Please come home soon.

Pair Complete Han's letter. Use the correct forms of the past tense.

Examples:

Every night we talk on the phone for hours.
They eat lunch together every day.
I hurry home after work every day.

Last night we talked on the phone for hours.
They ate lunch together yesterday.
I hurried home two days ago.

November 10, ___

Dear Yon Mi,

Do you remember the happy things we did together last year? We often (eat) ate lunch together at that little cafe you (like) liked so much. One evening, we (have) ___ a serious talk on the phone. You (tell) ___ me how much you loved me and how you wanted to get married. We (talk) ___ for hours on the phone. Remember the day we (sing) ___ at that little karaoke club? I (be) ___ so proud of your

beautiful voice. I really miss those days when we (study) ___ in the library. You (worry) ___ about not passing your final exams, and you were very happy when you (get) ___ perfect grades! Most of all, Yon Mi, I remember the long, hot summer days when we (ride) ___ our bicycles all over the city. I (fall) ___ in love with you on those days! Please come home soon.

Love,
Han



1 What happened?

► Reading ► Writing

- Referring to the conversation, students put the events in order by numbering them 1–5. They should number them in the order in which they happened, which is different from the order in which Yon Mi described them to Mrs. Brennan. For example, the first thing Yon Mi mentions is that she received a letter, but this is one of the last things that happened. Recap answers as a class by asking questions that include the sequence words: *What happened first? What happened next? Then what happened?*

Answers

3, 1, 4, 2, 5

- To prepare the students to write, model the beginning of the paragraph by writing the first two sentences on the board. Students then combine the five sentences to form the rest of the paragraph, using the sequence words provided. Draw the students' attention to some of the features of a paragraph, such as indenting the beginning and writing each sentence immediately after the one before (not on a separate line). Also remind the students to leave margins at the sides of the page. Recap by having students write their paragraphs on the board or read them aloud. If appropriate for your class, you can show the students how to substitute *she* for *Yon Mi* and *her* for *Yon Mi's* in order to avoid repetition.

2 Please come home soon.

► Speaking ► Reading

- Read the example sentences aloud, with the students repeating them chorally, then individually. Point out that in English, some verbs have regular past tense forms (*talk/talked*), but some have irregular past tense forms (*eat/ate*). This activity uses many irregular past tense forms, and if the students don't know them, they should ask their partners.
- Pair.** In pairs, the students complete Han's letter, using the past tense form of the verbs in parentheses. Go over the first two answers as a model. The students should work without using dictionaries, trying to find the correct forms by sharing knowledge. After the students are finished, one partner puts a sentence on the board, and the other reads it aloud to the class. If there are incorrect forms, elicit the corrections from the class. Elicit the meaning of the idiom *to fall in love with someone* (*to start to love someone*).

Answers

- | | |
|-----------|------------|
| 1. ate | 7. was |
| 2. liked | 8. studied |
| 3. had | 9. worried |
| 4. told | 10. got |
| 5. talked | 11. rode |
| 6. sang | 12. fell |

Pronunciation note: None of the verbs in this activity requires adding an extra syllable when pronouncing the *-ed* ending.

Spelling note: Draw the students' attention to *studied* and *worried* and elicit the rule for spelling the past tense of verbs ending in *-y* (*change the -y to -i and then add -ed*).

3 Han fell in love with Yon Mi.

► **Listening** ► **Speaking** ► **Reading**

- **Pair.** Write the cue *They/eat dinner together* on the board. Then, write the example question and answer on the board, and ask two volunteers to read them aloud. Elicit that the question uses *did* with the simple (base) form of the verb. Write *Yon Mi/like the little cafe* on the board. Ask the students to form the question; write their response on the board (*Did Yon Mi like the little cafe?*). Ask the students to answer the question using the information from Han's letter. (*Yes, she did.*) Now write *Yon Mi/be happy about passing her exams* on the board. Elicit the question form *Was Yon Mi happy about passing her exams?* and write it on the board. Elicit that a *Yes/No* question with *be* does not use *did*.
- In pairs, the students ask and answer questions using the cues and the information in Han's letter. Recap as a class, each pair asking and answering one question from the activity.
- Write the cue *Where/go* on the board. Write the example question and answer on the board, and read them aloud as a class. Repeat with the cue *Enjoy/weather* (*Did you enjoy the weather? Yes, I did.*). Elicit that the word order for *Wh*-questions is the same as for *Yes/No* questions, with the addition of the *Wh*-word at the beginning of the sentence. Model by letting the students ask about your summer vacation, using the cues. In pairs or as a mixer, students ask their classmates about their summer vacations or trips. Circulate and monitor for content and form. Recap by having a few students report what their partners did on their vacations. If necessary, encourage use of past tense by using gestures or verbal cues.

4 Many years ago, there were farms here.

► **Reading** ► **Writing**

- **Group.** Before forming groups for the activity, review the vocabulary used in the activity (*smog* is a form of air pollution). Read the example aloud, eliciting why the plural verb is used (because the subjects are plural: *farms, factories*). In groups of three, students write pairs of sentences comparing the pictures of the past and the present. Each group writes one of the pairs of sentences on the board and reads it aloud.
- Ask the students to read aloud all the sentences that describe the past. Then ask them to read all the sentences that describe the present. Explain that one way to compare two things is to write several comparison sentences, as they just did.
- Another way to compare things is to tell about one thing, and then tell about the other. Elicit that the students are comparing how this place was in the past with how it is now.
- Working individually, students combine the information they gathered from the pictures and organize it into two paragraphs, one describing the past and the other describing the present. To prepare the students to write, model the beginnings of the paragraphs (*Many years ago . . . / Today . . .*) by writing them on the board. Also, review paragraph format, including indenting, margins, and beginning one sentence immediately after the one before.

3 Han fell in love with Yon Mi.

Pair Ask and answer questions based on Han's letter.

Example:

A: Did they eat dinner together?

B: No, they **didn't**, but they **ate** lunch together.

1. Yon Mi/love the disco
2. they/talk about getting married
3. Han/be proud of Yon Mi's dancing
4. they/study at Han's house
5. Yon Mi/cry when she got perfect grades
6. they/ride bicycles in the city

Take turns asking and answering questions about your summer vacation or trip. Use the following ideas and add some of your own.

How/get there Who/go with When/leave How long/stay
What/do Like/food Go/sightseeing Buy/souvenirs

Example:

A: Where did you go last summer?

B: I **went** to the Niagara Falls.

4 Many years ago, there were farms here.

Group Work in groups of three. Look at these pictures. Yon Mi's parents lived on a farm many years ago. Write sentences comparing the pictures. Follow the example.



many years ago/farm



today/factories

Example:

Many years ago, there were farms here. Today, there are factories.

1. little dirt roads/highways
2. fields/parking lots
3. farming equipment/trucks
4. a few people/hundreds of people
5. trees and flowers/smog and noise
6. animals/cars

In your notebook, write two paragraphs about the pictures. Start the first one with "Many years ago" and the second with "Today."

5 Hear it. Say it.


 Listen to the verbs. Check (✓) the verb you hear.

Irregular Verbs: The Present and Past Forms

- | | | | |
|--------------|-----------|-------------|----------|
| 1. () eat | () ate | 5. () meet | () met |
| 2. () find | () found | 6. () know | () knew |
| 3. () write | () wrote | 7. () take | () took |
| 4. () drink | () drank | 8. () ride | () rode |

Pair With a partner, practice pronouncing the present and past forms of the verbs above.

6 I got your letter.

 Listen to the message that Yon Mi left on her cousin's answering machine. Write *T (true)* in the blank if the information is true, *F (false)* if the information is not true.

- | | |
|------------------------------------|--|
| 1. ___ Han called Yon Mi. | 5. ___ Han wanted Yon Mi to go back to Korea. |
| 2. ___ Yon Mi is not eating well. | 6. ___ Yon Mi is not sleeping well. |
| 3. ___ Yon Mi has a new boyfriend. | 7. ___ Yon Mi has a new friend. |
| 4. ___ Yon Mi passed the test. | 8. ___ Yon Mi decided to study hotel management. |

7 When I was a child . . .

Pair Work with a partner. Ask each other questions about what you did when you were a child. Below are possible questions to ask. You may add more questions of your own.

1. Did you play outdoors a lot?
2. Did you ride a bike?
3. Did you visit your friends?
4. Did you like school?
5. Did you have a pet?
6. Did you get in trouble a lot?
7. Did you have fun when you were a child?

Did you know that . . . ?

In the United States, communities offer a wide variety of sports, recreational activities, and crafts after school. During summer vacations, children and teenagers can attend day camps and overnight camps.

Write a paragraph in your notebook about your childhood. Start with *When I was a child . . .* Use the questions above to help you. Add more information to make your paragraph more interesting.

5 Hear it. Say it.

► **Listening** ► **Speaking**

- Pronounce each pair of verbs and have the class repeat. Check pronunciation by calling out the number of a pair and then showing one or two fingers (to indicate the first or second word). This enables students to practice pronunciation without having the teacher's model.
- Play the cassette and have students mark their answers. Play it again while they check their answers. Ask volunteers to pronounce and then spell their answers.

Answers

- | | | |
|----------|----------|---------|
| 1. eat | 4. drink | 7. take |
| 2. found | 5. met | 8. ride |
| 3. wrote | 6. knew | |

- **Pair.** In pairs, the students practice pronouncing the verbs. Expand the activity by asking for sentences using the verbs in the appropriate tense.

Additional Activity See Unit 2 Appendix.

6 I got your letter.

► **Listening**

- The class will hear a message that Yon Mi left on her cousin's answering machine. They will listen for specific information to decide if the statements are true or false. As a class, read the statements. Play the cassette twice, with students first marking and then checking their

answers. Have individuals write answers on the board. Elicit the correct information for any false statement.

Answers

1. F 2. F 3. F 4. T 5. T 6. T 7. T 8. F

7 When I was a child . . .

► **Listening** ► **Speaking** ► **Writing**

- Ask a volunteer to read the *Did you know that . . . ?* paragraph. Explain vocabulary as necessary. Ask different students what they did as children during the summer. Write their activities on the board using past tense forms.
- **Pair.** The students use the past tense to learn real information about their classmates and to stimulate their own memories of childhood. This will prepare them for the writing activity.
- Read the questions, with the students repeating chorally, then individually. Elicit the pronunciation of the blended sound of *did you* /dɪdju/. Elicit that these are *Yes/No* questions and model their rising intonation. Elicit other questions students can ask their partners. Write them on the board as cues.
- Model the activity by asking individual students the questions. Encourage them to elaborate their answers. As they produce the past tense forms, write the simple (base) form of the verb and the past tense form on the board. In pairs, the students interview each other. Recap by asking the students to say one interesting thing their partners did as a child.
- **Writing** Instruct the students to write a paragraph about what was most interesting or important about their childhood, using the questions in the book and on the board as prompts if necessary. Students do not have to answer all the questions. Briefly review the features of paragraph format.

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Tell a brief story from your family history. Ask why the story is important. Then, ask the students if anyone has told them stories about their family history. In pairs, the students tell an important family story. Recap by asking several students to tell about their partner's story.

PRESENTATION

Do you remember . . . ?

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the scene. Put items on the board using present participle forms (*walking their dogs*). Students should identify Mrs. Brennan and predict that the man with her is her husband.
- **Personalize the situation.** Ask the students which parks they like to go to and why.
- **Focus on selected items.** Tell the students that Ann Brennan and her husband are talking about important events and decisions in their lives. On the board, write **Major personal life events**, and ask what kinds of events can change people's lives. As a prompt, remind the class that Ann and Jim are married, and ask what major event happened to both of them (*they got married*).
- **Set the listening task.** Put the following questions on the board: *What are Ann Brennan and her husband Jim remembering? What problem did they have?* Play the cassette while the students listen.
- **Check the listening task.** Ask for the students' responses. Write them on the board. (*The Brennans are remembering the year they met. She had a job in Berlin, but he left for the Middle East.*) Elicit that Yon Mi and her boyfriend have the same problem. Play the cassette again while students read the conversation and check their answers. Ask the students what Ann decided to do, and what happened afterward. (*She decided to stay in Berlin, and Jim went to the Middle East. Then he came back, and they got married.*) The answer is not explicit, so the students must put together pieces of information to infer what Ann's decision and the outcome were.
- **Play or read the conversation aloud with pauses.** Monitor for correct pronunciation of present and past tenses and of *do/did*. In pairs, the students practice the conversation. Ask a few pairs to perform.
- **Engage the students in pair work.** Have the students think of important decisions or events that occurred in their past, and the results that followed. Model the task by discussing something from your own life (perhaps the decision to become a teacher). Clarify that this was *a decision in the past* that influenced your life. Give the students time to write down their past decision or event. Make sure that all the ideas happened in the past, and are not statements of what the students would like to do.
- In pairs, the partners tell each other about an important event or decision they made, and how it changed their lives. The partners should ask for more details.
- **Circulate and monitor progress.** Encourage students to ask follow-up questions for clarification. Recap by having volunteers tell about their partners' events or decisions.

Lesson 2

In this lesson, you will

- describe major personal life events.
- describe historical events.
- ask for confirmation about past events.

Do you remember . . . ?

 Look at the picture and listen to the conversation.



Ann: Do you remember when we met in Berlin?

Jim: 1988. How could I forget it? Why?

Ann: I thought about it today. The Berlin Wall came down, Germany reunited, the Cold War ended. I remember all the excitement.

Jim: Yes, that was a memorable year.

Ann: We had a problem, remember? I had a job in Berlin, and you left for the Middle East. I thought I'd never see you again.

Jim: I had to leave. I came back though, didn't I?

Ann: Yes, you did, and we worked things out. My student has a similar problem. She told me her boyfriend wrote and said he misses her.

Jim: Does he want her to go back home?

Ann: Yes, he does. She still loves him, but she wants to finish the school year here. We were in the same situation, weren't we? I wanted to marry you, too, but I also wanted to stay in Germany.

Jim: I respected your decision, Ann. You're a strong woman. That's why I fell in love with you.

Ann: Gee, I hope that Yon Mi's boyfriend is as understanding as you were.

Pair Tell your partner about an important event or decision that changed your life.

1 Word Bag: Milestones

Number the pictures from 1 through 8 to show the order of events in this woman's life. Give her a name and write about her life, using the past tense. Add any information you wish.



get engaged



retire



go to school



get a job



get married



be born



graduate/college



be a parent

2 She wasn't born here, was she?

Pair Ask and answer questions about your descriptions in Exercise 1. Use past tag questions.

Examples:

She **wasn't** born here, **was she?**

Yes, she was.

or

No, she wasn't.

She **didn't** graduate last year, **did she?**

Yes, she did.

or

No, she didn't.

They **were** born in Singapore, **weren't they?**

Yes, they were.

or

No, they weren't.

They **retired** early, **didn't they?**

Yes, they did.

or

No, they didn't.

3 Your parents got married young, didn't they?

Pair Make guesses about events in the lives of your partner's family. Your partner will confirm or correct your guesses.

Examples:

Your mother was born in a large city, wasn't she?

Yes, she was.

Your parents got married young, didn't they?

No, they didn't. They got married when they were 30.

Report to the class about your partner's family.

1 Word Bag: Milestones

► Speaking ► Writing

- Elicit the meaning of the word *milestones* (*significant events in a person's life; the word comes from the custom of using stone markers to show distance on a road*). The students number the events in order. Recap as a class, using past tense statements and discussing differing opinions.
- Using the information in the picture, each student writes the story of the woman's life. Ask the students to give her a name, and, to encourage creativity, elicit the kinds of details that can be added to make their stories more interesting. (*They can give the woman's relatives' names, add details about the places and events in her life, and describe how she felt when these things happened.*) Briefly review the features of paragraph format. Students can finish the story in class or at home.

Answers (some variation is possible)

1. She was born.
2. She went to school.
3. She graduated from college.
4. She got a job.
5. She/They got engaged.
6. She/They got married.
7. She/They had a baby.
8. She/They retired.

2 She wasn't born here, was she?

► Listening ► Speaking

- Ask volunteers to read the example questions aloud. For each question, ask which answer the speaker expects (*a negative statement with an affirmative tag expects a negative answer; an affirmative statement with a negative tag expects an affirmative answer*). Elicit that we use the same auxiliary verb in the statement, tag question, and answer.
- **Pair.** In pairs, the students ask and answer questions about the woman's life. Encourage them to ask questions with which they expect both agreement and disagreement. Since the questions can include incorrect information, encourage creativity: *She had seventeen children, didn't she?* Recap by having several students ask other classmates their questions. Monitor for correct question format and appropriate responses.

3 Your parents got married young, didn't they?

► Listening ► Speaking

- **Pair.** Using the same tag question forms, the students make guesses about their partners' families. Go over the examples. Then, model the activity by asking the students a few questions about their families. Finally, let the students ask you about your family. Remind them to give real information. If a question suggests incorrect information, the person answering must give correct information, as in the second example.
- Following the activity, recap by asking the students to tell the class the most interesting thing they learned about their partners' family. The class can also use tag questions to ask follow-up questions.

4 Historical Highlights

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Introduce a time line by drawing one on the board. Mark four important events in local history, writing the date and a short description. The students ask about the events using the questions in the chart. Write the questions and responses on the board as a model for the group activity. Brainstorm events that students might write about. List vocabulary and past tense verb forms on the board: *earthquake, fire, discovered*.
- **Alternative presentation.** Find pictures showing the events you want to present. Make photocopied sets. Mark your time line with only the dates of the events. Distribute a set of pictures to each group. The students identify the events, order the pictures, and then add them to the time line on the board.
- Individually, the students mark their time lines with five important events in the history of their country or city, circling the most interesting event.
- **Group.** In this activity, the students learn about important historical events and practice talking about them to prepare for the writing task. In groups, the students discuss the event that each has chosen. As a class, the students report about the events that their partners described. Encourage the use of past tense.
- Individually, the students write about the history of their own countries or cities including all five events on their time lines. As a model, the students can dictate a paragraph based on the events you presented. Write the model paragraph on the board or on an overhead transparency, observing paragraph format. The paragraph should begin with a topic sentence that introduces the country or city the paragraph describes: *There were five very important events in Mazatlan's history.* The students can finish in class or as homework.

5 Information Gap Activity, pages 123 and 124.

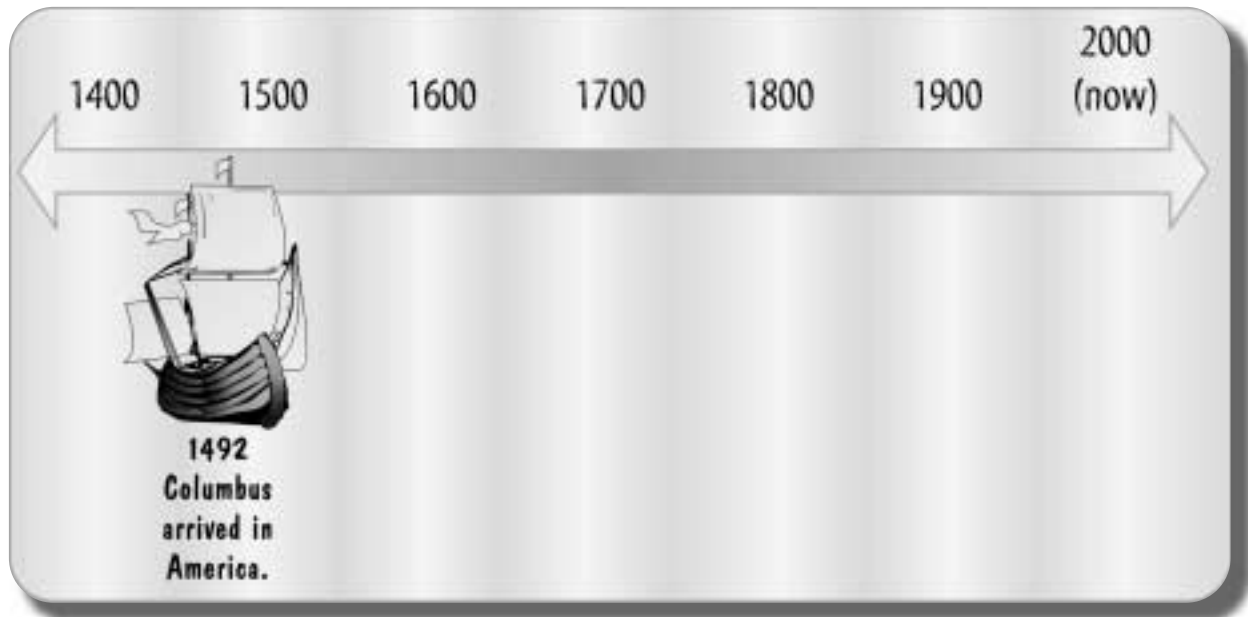
► **Listening** ► **Speaking**

- In all the information gap activities in this book, students work in pairs: Student A and Student B. Both students have the same chart or worksheet, but each is missing half the information. By asking and answering questions, both students can complete the chart.
- **Preparation.** Divide the class in half. Half turns to the **Student A** chart, and the other half turns to the **Student B** chart. Familiarize the students with the explorers' names and nationalities. Also present the column headings in the chart.
- **Activity.** Students complete the chart by asking their partners questions about the explorers. Read the questions in the *Useful Language* box.
- Repeat chorally, practicing falling intonation for *Wh-* questions. Review the way to say year numbers, using numbers different from those in the chart: *1237 = twelve thirty-seven*.
- Model the activity by asking the Student A group what they want to find out first (*when Leif Ericsson started his journey*). Have one Student A ask one Student B the appropriate question (*When did Leif Ericsson start his journey?*). Student B answers (*in 998*).
- The students find partners and ask questions to complete their charts. Students should not show anyone their charts.

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.

4 Historical Highlights

What are five important events in the history of your country, city, or town? When did they happen? Record the events on the TIME LINE. (Example: Columbus's arrival in America.)



Group Work in groups of three. Write the names of two classmates in columns A and B. Ask them about the events on their time lines. Use the questions on the left. Write your classmates' answers in the boxes under their names.

Questions	A.	B.
1. What was the event?		
2. What happened?		
3. When did it happen?		
4. Where did it happen?		
5. Why was it important for your country, city, or town?		

In your notebook, write a paragraph about the history of your country, city, or town. Use the events on your time line.

5 Information Gap Activity, pages 123 and 124.

Pair Turn to pages 123 and 124 and follow your teacher's instructions.

Lesson 3

In this lesson, you will

- read a short magazine article.
- write a simple autobiography.
- discuss historical achievements.

Women's Work

Women today have more choices than women in the past. Read Annette's story.



From Grandma to Me: The Changing Roles of Women by Annette Dobbins

My grandmother went to college in the 1920s, but most women then did not. In fact, many women did not even have jobs. Some women worked as teachers or secretaries, but very few thought of their jobs as "careers." Some exceptions were the airplane pilot Amelia Earhart and the physician and teacher Maria Montessori.

When my mother grew up, a few things had changed. More women went to college. Some of them got professional jobs, but many of them were still pursuing the "Mrs." degree. In other words, they were in college to find a husband. After marriage, most women stayed at home and took care of their children. However, many of these women became bored. Many housekeeping jobs, such as washing dishes and clothes, became much easier and took less time with new technology. As a result, women started looking for jobs. My

mother is a good example. She went back to college when I was in high school, and now she works as a marriage counselor.

My generation of women is very different. We are serious about our education and our careers. Best of all, we have more options. We can choose what we want to be. Some of us want to be like Amelia Earhart and Maria Montessori and become leaders in our field. Others want both a family and a career. Our husbands support our decisions. They share the housework with us. Because of these choices, it is a good time to be a woman. In fact, just the other day my grandmother told me that I'm lucky. I have a great husband, who helps me with the housework. She was going to her sailing lesson!

Pair Discuss these questions with a partner. Then share your ideas with the class.

1. What was a woman's life like when Annette's grandmother was young?
2. What is a "Mrs." degree? What does it mean?
3. What kinds of choices do women have today?
4. Have men's roles changed, too? How?
5. What do you think about the saying "A woman's place is in the home"?

Lesson 3

WARM UP

- Bring in pictures of both men and women in different occupations. Students identify the jobs. Write them on the board.
- Ask whether, in the students' countries, these jobs are usually held by men or women, and whether this situation is changing. Ask if the students think men or women usually do these jobs in the United States.

PRESENTATION

Women's Work

- **Set the stage.** Tell the students that in this reading activity, they will learn to identify, understand, and discuss a writer's ideas as well as their own, even though some of the vocabulary may be unfamiliar.
- **Personalize the situation.** Ask if any of the students read English newspapers or magazines. Elicit the topics they like. Ask what they do when they find words they don't understand. Do they stop and use their dictionaries? Do they keep reading for the general idea, trying to guess the new words? Do they look up the new words after they've finished? Tell the students that they will first read without their dictionaries so that they can learn ways to guess the meaning of words from the context.
- **Focus on selected items.** Write the title of the article on the board. Elicit the meaning of *roles*. Make two columns on the board, labeling them **Past** and **Present**. Brainstorm the differences between what women could do in the past and what they can do now. Write the students' ideas in the columns. Also discuss the effect that these changes have had on men's lives, and write these ideas on the board.
- **Set the reading task.** Go over the discussion questions before the students begin to read. Explain that the first four questions ask for specific information, but the fifth question asks students to discuss their opinions. Refer to the information on the board, relating it to questions 3 and 4. Point out that when they answer these questions, they should note the specific examples that the writer gives. For question 5, ask what *A woman's place is in the home* means. Do not ask for their opinions of this; just elicit the meaning (*A woman should stay at home and not work*).
- The students read the article silently without using their dictionaries.
- **Engage the students in pair work.** In pairs, the students answer the questions. There may be some unfamiliar words, but the pairs should be able to discuss the article anyway.
- **Check the reading task.** Recap by discussing the questions, asking where students found the answers. Ask for any unfamiliar words they do not know. Write them on the board, eliciting the meaning of as many as possible. Help the students find context clues that help explain a word's meaning. For example, the word *options* is defined by the sentence that follows it: . . . *we have more options. We can choose what we want to be. Options, therefore, means choices.* For any words that the class cannot figure out, give the definitions or have students use their dictionaries to find the meanings.

1 Who discovered radium?

► **Listening** ► **Speaking** ► **Reading**

- In this conversation, students listen for specific information about famous people. Before playing the cassette, set the scene: *Pablo is studying for a test; Nelson offers to help him.* Ask students to predict the subject of the test by looking at the questions (*history/famous people*). Read the questions and answers together, eliciting meanings for unfamiliar vocabulary. Ask if any students know the people or the answers to the questions. If they do, write their answers on the board, and the class can verify the answers when they listen.
- Play the cassette two or more times. After the students answer the questions, ask volunteers to write their answers on the board in complete sentences. Listen to the cassette again as the class verifies the answers. Ask what additional information the students heard, and write it on the board: *Ts'ai Lun was from China; Haile Selassie was Ethiopian; Emiliano Zapata was a revolutionary.*

Answers

1. b 2. a 3. a 4. c 5. a 6. b 7. a 8. c

- **Group.** The students ask each other *Wh*-questions using the information from the listening task. Elicit that the questions will be in the simple past tense. Elicit that the questions can be based on the person (*who*), on the person's discovery, invention, or occupation (*what*), on the place the person was from (*where*), or on the date (*when*). After the discussion, ask someone from each group to write several questions on the board, grouping them according to topic. This activity can be expanded by instructing the students to ask about other famous people or events they know about.

Grammar note: When the *Wh*-word beginning a question represents the subject of the answer, the question does not require DO-support: *Who discovered radium?* (*Marie Curie [discovered radium].*) If the *Wh*-word represents any part of the statement other than the subject, the question must have DO-support: *What did Marie Curie discover?* (*She discovered radium.*)

Additional Activity See Unit 2 Appendix.

2 Did you see any little green men on Mars?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

Cultural note: *Little green men* is a humorous term for Martians, imaginary inhabitants of the planet Mars.

- **Pair.** In pairs, the students prepare role-plays. One student is a newspaper reporter, and the other is one of the fictional people listed in the activity. Together, the partners create the questions for the interview and invent the details of the famous person's accomplishment. Before beginning, look at the cues as a class and brainstorm possible questions that the reporter could ask. Let the pairs write their interviews and act

them out for the class. Encourage the class to ask the "famous person" follow-up questions.

- Read the writing assignment to the class. Brainstorm the kinds of people that students could write about: *scientists, entertainers, authors, political figures.* Ask what kinds of information the students can find out about this person, keeping in mind that this is only a short, one- or two-paragraph composition. Review the resources that are available to your students: *the library, Internet, newspapers and magazines, books from other classes.*

1 Who discovered radium?



Listen to the conversation between Pablo and Nelson. Then see how well you listened.

- Marie Curie discovered radium in _____.
 - 1942
 - 1903
 - 1812
- Alexander Graham Bell made the first telephone call in _____.
 - 1876
 - 1886
 - 1776
- _____ invented the light bulb.
 - Thomas Edison
 - Albert Einstein
 - Jean Sibelius
- Ts'ai Lun invented paper in _____.
 - 1005
 - 150
 - 105
- Valentina Tereshkova was _____.
 - an astronaut
 - a scientist
 - an opera singer
- Haile Selassie was _____.
 - an inventor
 - an emperor
 - a race car driver
- Ayerton Senna was a race car driver from _____.
 - Brazil
 - Malaysia
 - Argentina
- Emiliano Zapata was _____.
 - Cuban
 - Peruvian
 - Mexican

Group Ask each other questions about famous people and events.

Examples:

Who **invented** the light bulb? What **did** Thomas Edison **invent**?

2 Did you see any little green men on Mars?

Pair You're a newspaper reporter. You are going to interview your partner, who is one of these famous people:

- an astronaut who returned from Mars
- an explorer who discovered an island
- a scientist who invented a cure for AIDS
- your own idea

Choose one. With your partner, write questions a reporter might ask this person. Begin your questions with the following:

Did/Do

Where did

Why did

How long did

Is/Are/Was/Were

When did

What did

Who

Work together to answer these questions. Present your interview to the class.

Choose a famous person you admire. Go to the library or do research on the Internet to get information about this person. In your notebook, write a paragraph about this person. Use his or her name as the title.

3 Online



Log onto http://www.prenhall.com/brown_activities

The Web: This day in history

Grammar: What's your grammar IQ?

E-mail: Childhood memories

4 Wrap Up

Think about the major events in your life. In your notebook, draw an enlarged version of this chart. Use the categories listed, and add some of your own. Complete the chart with as much information as you can.



Write your autobiography, using the information in your chart.

Pair Read your partner's autobiography and answer these questions.

1. Which parts of the autobiography are the most interesting?
2. Which parts do you have questions about? Do you need more information to help you understand some parts?
3. Did your partner use the past tense correctly? Did your partner use time expressions to order his or her autobiography?

Use the answers to these questions to suggest changes to your autobiography. Then read your autobiography to the class. Do they have any suggestions or questions?

Strategies for Success

- Revising writing
- Reading aloud
- Lowering anxiety

1. In Exercise 4 of Lesson 3, you wrote your autobiography. Now, revise your writing: correct any grammatical mistakes, change words if necessary, and check spelling and punctuation.
2. Read your revised autobiography to a partner. Try to use correct pronunciation, stress, and intonation. Make any final corrections or changes.
3. Talk with a partner about any fears or anxieties you have about speaking English. Are you afraid to make a mistake? Are you embarrassed about your English? How can you improve your confidence? Give each other ideas about how to lower your anxiety.

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

4 Wrap Up

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Discuss the web chart categories and brainstorm other events or times students can write about. Students fill in the chart with important information about life events. This can include dates, people, places, etc.
- Before the students begin to write, elicit the grammar points that they will use: simple past and present tenses and sequence words (Lesson One). Tell the class how long their finished compositions should be.
- **Pair.** The students read each others' papers, giving feedback using the discussion questions. The students should take notes about their partner's comments. After discussing each other's papers, students add or correct as necessary. The students read their papers to the class. Encourage the listeners to ask follow-up questions.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. Review the purpose of the **Strategies for Success** activities (See Unit 1). In this unit, the techniques are revising written work, reading aloud, and lowering anxiety.
2. For Exercise 1, use the board or a transparency to illustrate how to **revise** writing. Here is an example of a short paragraph with revisions in bold face:

When I ~~had~~ ^{was} twelve years ^{old}, I ~~begin~~ ^{began} learning English. I was not so good ^{at} speaking English. So I ~~fail~~ ^{failed} my English course. I also ~~begin~~ ^{began} playing baseball. I loved ~~play~~ ^{playing} baseball. I was a first baseman.
3. For Exercise 2, where students are asked to give each other **advice for improvement**, just show them how they can help each other improve their writing by correcting errors. Do not focus on rhetorical patterns; just have them focus on correct grammar.
4. To introduce Exercise 3, tell your students how you felt anxiety or fear when you were learning a second language. Tell them one or two things you did to improve your confidence (*positive self-talk, reminding yourself how much you **do** know*) and to lower your anxiety (*taking things one step at a time, reminding yourself that others usually support your efforts to use the language, taking some deep calming breaths*).
5. Suggest that selected students give brief reports in the next class, if time permits. Also if time permits, encourage the students to give you their autobiographies for you to read.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

listen more effectively? Exercise ____	read more easily? Exercise ____
speak more fluently? Exercise ____	write more clearly? Exercise ____

Which exercise did you like the most? ____ Why? _____

Which exercise did you like the least? ____ Why? _____

VOCABULARY

Nouns

Cold War
future
Middle East
relationship
souvenir
wedding

Past Time

Expressions
last year/week/
month
years ago
yesterday

Verbs

be born
discover
explore
get engaged/
married
graduate
invent
marry
miss
pass (a course)
receive

remind
reunite
smile
stay
worry

Adjectives

adventurous
beautiful
enlarged
exciting
important
lonely
similar
sure
wonderful

Expressions

at the same time
change someone's
mind
fall in love with
someone
have a baby
work things out

▶ **GRAMMAR SUMMARY**

Yes/No Question and Short Responses

Did you **play** outdoors a lot?

Yes, I did. *or No, I didn't.*

Information Questions and Responses

Where **did** you **go** on vacation?

We **went** to Mexico.

When did you **leave**?

We **left** two weeks ago.

Past Tag Questions and Short Responses

She wasn't born here, **was she**?

Yes, she was. *or No, she wasn't.*

You graduated last year, **didn't you**?

Yes, I did. *or No, I didn't.*

Present

am, is, are

become

come

do

eat

fall in love

feel

find

forget

get married

go

has, have

hurry

like

study

tell

worry

Past

was, were

became

came

did

ate

fell in love

felt

found

forgot

got married

went

had

hurried

liked

studied

worried

told

▶ **COMMUNICATION SUMMARY**

Sequencing events in chronological order

Poor Yon Mi! She can't decide what to do.

First, she and Han wanted to get married.

Then he changed his mind. Finally, she

decided to go to the United States to study.

Talking about the past

Yon Mi **received** a letter from her boyfriend.

Who **received** a letter from her parents?

Yon Mi **did**.

What **did** you **do when you were a child**?

I **played** outdoors a lot. I **went** to school.

Comparing the past with the present

Many years ago, there **were** farms here.

Today, there **are** factories.

Asking for confirmation about past events

John was born in 1973, **wasn't he**?

Yes, he was. *or No, he wasn't.*

They didn't get divorced, **did they**?

Yes, they did. *or No, they didn't.*

Describing historical events

Columbus arrived in America in 1492.

He started on his journey in Spain.

Talking about historical achievements

Who invented the telephone?

Alexander Graham Bell.

When did Ts'ai Lun invent paper?

In 105.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review, using the Grammar Summary. Instruct the students to write three sentences using one of the past tense verbs in the grammar summary. Ask for volunteers to read their sentences aloud. Tell them to exchange papers with a partner. The students must now ask *Yes/No* questions, information questions, and past tense tag questions based on their partners' sentences. (For example, if Student A writes *I studied English in high school*, Student B can ask *Did you study English in high school? Why did you study English? You studied English in high school, didn't you?*) The students should answer their partners' questions in order to practice the response forms.
- **Note:** If you wish to shorten the review process, you can instruct the students to just ask a *Yes/No* question based on their partners' first sentence, an information question based on the second, and a past tag question based on the third.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 1, Exercise 5 (p. 16)

Tic-Tac-Toe—past tense

- Write the simple (base) form of the verbs from the *Hear it. Say it.* activity on the board in a Tic-Tac-Toe grid: *eat, find, write, drink, meet, know, take, ride.* Also add one additional verb. If you prefer, you can substitute other verbs, such as those used in Han's letter.
- Split the students into two teams, X and O. The first team chooses one square, and one student from that team must make a sentence using the verb in its past tense form. The sentence must be grammatically correct, and the target word must be pronounced correctly. If the student gives a successful answer, erase the verb and write that team's mark in the square.

Example:

eat	drink	take
write	ride	know
find	meet	feel

- The teams take turns. A different student must speak on each turn, although he or she can get help from the team.
- The first team to get three squares in a row horizontally, vertically, or on a diagonal wins.

Lesson 3, Exercise 1 (p. 21)

Concentration

- Use the information from the listening activity to play the game *Concentration*. Make pairs of cards in which one card has a question and the other has the answer. For example, one card has the question *Who discovered radium?* and the other card has the answer, *Marie Curie.* The cards are laid out in a grid, face down on a table, or taped to the board.
- The class is divided into two teams. Each player, in turn, has a chance to choose a matching question and answer. If the player is successful, the cards are removed, and that team gets a point. If the cards do not match, they are turned face down again, and the other team has a turn. The team matching the most pairs wins. If your class is large, you can make several sets of cards, and have several games going at once.

WORKBOOK ANSWER KEY Lesson 1, pp. 7–9

Exercise 1

1. Ralph *got up* late.
2. He *took* a shower.
3. He *had* a healthy breakfast.
4. He *read* the newspaper.
5. He *did* his laundry.
6. He *went* to the gym. *or*
(5) He *went* to the gym.
(6) He *did* his laundry.
7. In the afternoon, he *met* his friend at the movies.
8. Ralph and his friend *ate* dinner at a Thai restaurant.

Exercise 2

1. went
2. drove
3. got
4. waited
5. sat
6. was
7. ate
8. talked
9. enjoyed
10. danced
11. got
12. felt

Exercise 3

1. Did Jean go to a concert?
No, she didn't.
2. Did Jean go with a friend?
Yes, she did.
3. Did they take a taxi?
No, they didn't.
4. Did Raul drive his new car?
Yes, he did.
5. Did they sit down quickly?
No, they didn't.
6. Did they listen to music?
Yes, they did.

Exercise 4

1. A: What time did Sam get up?
2. A: Who did he meet for lunch?
3. A: Where did they have lunch?
4. A: Who did Sam see at 4 o'clock?
5. A: What did he buy at Foley's?
6. A: When did he go home and study?

WORKBOOK ANSWER KEY Lesson 2, pp. 10–12

Exercise 1

Lisa: Hi, Sally! I haven't seen you in years! How are you, and what are you doing?

Sally: I'm fine, thanks. I just *graduated from college* and *got a job* at a computer company.

Lisa: Congratulations! How's your family? How's your brother Jeff?

Sally: Jeff *got married* to his college girlfriend three years ago. Last year they

became parents. Their little boy *was born* on Halloween.

Lisa: So you're an aunt now! What about your sister, Karen?

Sally: Karen and her husband aren't sleeping much these days. She *had a baby*, a little girl.

Lisa: You are an aunt twice! Is your brother Dave still living at home?

Sally: Yes, but not for long. He *got engaged*, and the wedding is in a few months.

Lisa: And your parents?

Sally: They *retired* last year. Now they can travel, relax, and do what they want.

Lisa: That's great! Say "hi" to everyone for me.

Exercise 2

1. You worked late last night, *didn't you*?
2. Teresa was born in Italy, wasn't she?
3. Mario looks very happy. He got engaged, *didn't he*?

4. A storm is coming. We didn't close the windows, *did we*?
5. Nobody is here. We missed the train, *didn't we*?
6. I didn't see Kate at the party. She didn't go, *did she*?

7. This place looks spotless. You cleaned the house, *didn't you*?
8. Jim's parents moved to an apartment. They retired last year, *didn't they*?

Exercise 3

1. He read his students' papers.
2. He didn't return the library books.
3. He didn't clean his desk.

4. He didn't water his plants.
5. He put away the maps.
6. He didn't close the windows.

7. He didn't take the TV monitor to the lab.
8. He turned off the lights and the computers.

Exercise 4

Mother Teresa *died* in 1997, and people all over the world *felt* sad. She was a very special woman because she gave her life to the people. She never *wanted* things for herself. Instead, she *helped* sick and hungry children.

Mother Teresa was born in the

former Yugoslav Republic of Macedonia. She didn't *get* married because she was a nun. When she was still young, she *left* her country to work in India. She never returned to her home country, even when she *had* heart problems. She didn't *think* about

herself. She thought only about others. I think she had a hard life, but she *lived* in a good way.

I like Mother Teresa because she *didn't* care about clothes or jewelry. She only cared about people.

WORKBOOK ANSWER KEY Lesson 2 (continued)

Exercise 5

1. Where were you born?
2. Who raised you?
3. Where have you worked?
4. How many works have you published?
5. What languages do you speak?
6. When were you nominated for the Pulitzer Prize?

Exercise 6

1. No, we didn't. We slept in.
2. No, we didn't. We went to the concert.
3. No, we didn't. We watched it on TV.
4. No, he didn't. He had an awful time.
5. No, I didn't. I took the train.
6. No, I didn't. I swam at/in the pool.

WORKBOOK ANSWER KEY Lesson 3, pp. 13-14

Exercise 1

1. b. few women had careers in the 1920s
2. b. a title for a married woman
3. b. technology made house-work easier
4. c. modern women's options and choices

Exercise 2

Order of sentences: 6, 4, 2, 1, 3, 5

Exercise 3

1. was
2. became
3. was
4. spent
5. received
6. elected
7. lost

Year	Lech Walesa	Year	Lech Walesa
<u>1943</u>	born in Popowo, Poland	<u>1982</u>	was freed from house arrest
<u>1980</u>	became leader of Solidarity, the independent trade union	<u>1983</u>	won Nobel Peace Prize
<u>1981</u>	was detained for his activities	<u>1990</u>	became president of Poland
		<u>1995</u>	lost presidential election

Exercise 4

Answers will vary.

UNIT 3

Overview

TOPICS

- Homesickness
- Holidays
- Phone use
- Invitations
- Responses
- Leisure activities
- Reminiscing
- The right thing to do in social situations

COMMUNICATION GOALS

Listening and Speaking

- Talking about possibility
- Inviting someone by phone
- Accepting and declining an invitation orally
- Leaving and taking a telephone message
- Talking about ongoing past activities
- Talking about the right thing to do in social situations

GRAMMAR

- Modals: *can, could, may, might, should* and their negatives
- Past continuous
- Affirmative statements and *Yes/No* questions and responses

Reading and Writing

- Writing a message from an answering machine
- Writing predictions
- Writing an invitation and a response an invitation
- Reading a newspaper article

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Seeing things in the mind's eye

Knowing how to learn

Personal Qualities

Sociability—Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Negotiates

Resources

Time—Selects goals/relevant activities, ranks them, allocates time, and prepares and follows schedules

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.1.4 Identify or use appropriate language in general social situations

2 Community Resources

2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages

2.1.8 Use the telephone to make and receive routine personal and business calls

2.7.1 Interpret information about holidays

2.7.2 Interpret information about ethnic groups, cultural groups, and language groups

4 Employment

4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Bring in pictures depicting the four seasons (a calendar is a good source). Divide the students into groups of three or four, and distribute one picture to each group.
- Give the groups five minutes to think of as many things as possible to say about the season in their picture. This can include the season's name, typical weather, and a list of activities people typically do in that season.
- Divide the board into four sections: **Spring, Summer, Fall, Winter**. Have the groups report the information they discussed about their season. Make brief notes on the board so the class can vote for their favorite season.

PRESENTATION

We could have an international fall festival!

- **Set the stage.** Instruct the students to cover the conversation, look at the picture, and describe the scene. Encourage them to use modals by asking them questions that contain the target modals (*Where could this conversation be taking place? What time of year could it be?*). Do not draw the students' attention to their own use of modals yet.
- **Personalize the situation.** Ask the students where they go when they want to sit and talk with their friends (*a café, the student center*). Write their responses on the board.
- **Focus on selected items.** Read the title and caption above the picture to the class. Ask what kinds of things the friends might do in an international fall festival. Elicit various types of activities, food, and music that might be found at such a festival. Write the responses on the board.
- **Set the listening task.** Write these listening questions on the board: *Why are the friends worried about Yon Mi? Why do her friends understand her problem?* Have the students listen to the cassette with the conversation still covered.
- **Check the listening task.** Ask the students for their answers, and elicit as many details as possible: *She might be homesick. Her friends feel a little homesick too.* Play the cassette again, and encourage the students to add details to their answers.
- **Engage the students in pair work.** Make a chart on the board, with three columns, labeled **Nelson, Lynn, and Pablo**, and two rows, labeled **country** and **festival**. Tell the students to copy the chart onto a piece of paper. Play the cassette a third time while the students read along and check for the details of the fall festivals in each speaker's home country. Students fill in the chart as they listen. Play the cassette again. Clarify vocabulary as necessary.
- In pairs, the students compare information. Ask three pairs to come to the board and complete the chart. Check to see if there are any details to add. Ask the students about fall festivals in their countries. Add the country names and festival details to the chart.
- **Play or read the conversation aloud with pauses.** In groups, the students practice the conversation. Circulate and check for pronunciation of new vocabulary and for natural intonation. Ask a few groups to perform.


UNIT 3

Lesson 1

In this lesson, you will

- talk about possibility.
- invite someone by phone.
- accept and decline an invitation orally.
- leave and take a telephone message.
- write down a telephone message from an answering machine.

We could have an international fall festival!

 Lynn, Nelson, and Pablo are worried about Yon Mi. They decide to have an international fall festival to cheer her up. Listen to the conversation.



Lynn: Is Yon Mi OK? I called her a few minutes ago, and she didn't want to talk.

Nelson: I don't know. She didn't come to lunch, did she? She might be homesick.

Pablo: I can understand that. I feel kind of homesick, and my family is only four hours away.

Lynn: It could be the time of year. I feel a little homesick, too.

Nelson: I miss the festival at Grandmother's in Nigeria at this time. It's a big party with dancing and singing.

Pablo: Wow, what's it called?

Nelson: The New Yam Festival.

Lynn: We also have a festival in China at this time of year. It's called the Moon Festival.

Pablo: Back home at this time of year, we celebrate "The Day of the Dead."

Lynn: The dead? It's like Halloween in the United States, isn't it?

Pablo: Yes and no. But here you are afraid of "ghosts." In Mexico, we honor our dead ancestors on this day.

Lynn: How interesting! You should give a presentation to the class about that.

Pablo: I have a better idea. Yon Mi might like it, too. We could have an international fall festival!

Pair Have you ever felt homesick? When do you usually feel homesick?

1 He might be a professor.

Look at the picture on page 25. Make guesses about the people in the coffee shop. Use *might* to express possibility.

Examples:

He might be a professor.

They might be musicians.

1. _____
2. _____
3. _____

4. _____
5. _____

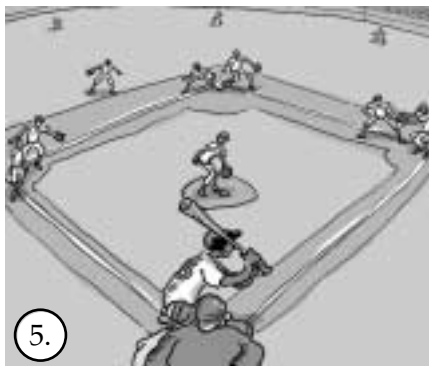
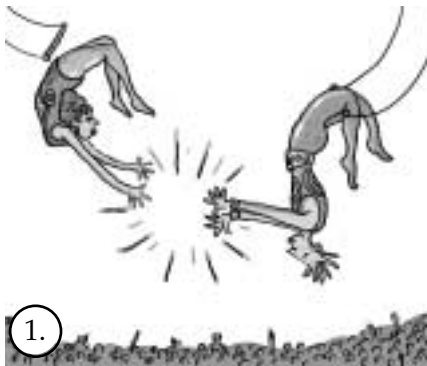
Pair Share your list with a partner. Are your guesses similar or different?

2 What might happen?

Pair Look at the pictures. What might happen? Use *might*, *may*, *could*, *might not*, or *may not*.

Examples:

The man **might not** catch her.
She **could** fall.



Share your ideas with the class.

What might or could happen at the International Fall Festival? Write your predictions in your notebook. Use *might*, *may*, *could*, *may not*, and *might not*.

1 He might be a professor.

► Speaking ► Writing

- Before beginning the task, introduce the idea of expressing possibilities (making guesses). Remind the students that Yon Mi's friends didn't really know why she was upset, but they guessed. Ask them to read aloud what her friends said when they guessed. (*She might be homesick. It could be the time of year.*) Add any new responses to the sentences already on the board and underline the modals *might* and *could*.

Grammar note: You may want to identify the terms for the grammar structures in this activity. If you do, tell the students that when we're not sure that something is true but it is possible, we use certain words to make guesses. We call these words *modals*, and we use them to express possibility. Write on the board **Modals to express possibility**. As you introduce the

modals in the lesson, write them under this heading.

- Read the instructions for the activity, directing the students to the picture. The students should make guesses about the five numbered people. Remind the students that there are no correct or incorrect answers. Circulate and monitor for use of modals.
- **Pair.** In pairs, students compare their guesses, looking for similarities and differences. Recap by asking each student or pair to write one sentence on the board and read it aloud. Underline the modal and the verb that follows it. Elicit that after modals, we always use the simple (base) form of the verb. Write *modal + V* beneath the underlined words.

2 What might happen?

► Listening ► Speaking ► Writing

- To generate vocabulary needed for this activity, first look at the pictures, then brainstorm with the class. Write the words on the board, listing nouns and verbs separately.
- **Pair.** Read the example sentences aloud. Elicit that the sentences describe the first picture. Ask the students to tell you which modals are there. In pairs, the students predict what might happen in each picture. They should use at least two different modals in their statements. As a class, discuss the possible outcomes for each picture. If the students do not generate sentences that use each of the target modals, write some of their sentences on the board and ask how to say the same thing using a different modal, or how to make the opposite guess.
- The students write about what might happen at the friends' fall festival. Direct their attention to the five modals they can use, and tell them the minimum number of sentences they should write. This is a good opportunity to recycle using *but* to make comparisons. Put the first half of a sentence on the board (*Yon Mi's friends might plan the festival, but . . .*), and have the class complete it. Elicit possible outcomes (*Yon Mi might not come; they might change their minds*) and write them on the board. Have the students share their sentences with the class or hand them in for you to review.

3 Can you come to the Fall Festival on Saturday? 🎧

► **Listening** ► **Speaking**

- Play the cassette several times as the students read along. Then read each line and have the students repeat chorally. Focus on the natural pauses that occur at each comma and period.
- Point out the linking sounds in the conversation. Focus only on the linking between the final consonant sound in one word and the initial vowel sound in the next (*this_is; sure_I*). For an effective visual representation of linking, draw several links of a chain on the board.
- Choose one example of linking from the conversation and write the linked words with a line drawn to show the linking. Then, have the students repeat the linked sounds. Next, write the rest of the sentence and have the students repeat the entire sentence chorally and individually. Repeat with other examples.
- Play the cassette again, and have the students mark places where they hear linking. It is not necessary that they mark all occurrences, merely that they become aware of linking as a characteristic of the spoken language.
- Elicit the meaning of vocabulary as necessary. (*Hey* is a very informal way to introduce a new topic, *I'd love to* is a strong way to say *yes*, and *I'll pick you up* means *I'll get you in my car*.)
- **Pair.** In pairs, the students practice the conversation. Ask a few pairs to perform. Encourage students to look at a line of the dialog and then to look up when they speak. After the performances, comment on the pronunciation of the class as a whole. Refer to problematic places in the dialog and practice them again as a class. Do not refer to individual students' pronunciation.

4 Can you . . . ?

► **Listening** ► **Speaking**

- Write the terms **accepting an invitation** and **declining an invitation** on the board. Ask what Alicia said when Pablo asked her to have dinner with him (*Oh, sorry, I can't. I'm having dinner with my family*), and write her response on the board. Elicit that she declined his invitation (*said no*). Ask why she told him she was having dinner with her family (*It's polite to give a reason or excuse*). Follow the same procedure to elicit the term *accepting an invitation* (*saying yes*), and to elicit that after you accept an invitation, you need to get details about the event.
- **Pair.** Divide the class into pairs. One person is Student A, and the other is Student B. Note that in the first conversation, Student A invites Student B; the roles are then reversed. Remind the students that after they accept an invitation, they must get more details, and after they decline, they must give an excuse. Set a time limit for practicing, then ask pairs to perform. (Old telephones can be used as props.)
- With the same partners, the students then invent their own conversations (without writing them down) and practice them. If possible, all the pairs perform.

3 Can you come to the Fall Festival on Saturday?

 Pablo is calling a friend. Listen to the conversation.

Alicia: Hello?

Pablo: Hi, Alicia. This is Pablo Bonilla.

Alicia: Oh, hi, Pablo! How are you?

Pablo: Good. Hey, can we have dinner together tonight?

Alicia: Oh, sorry, I can't. I'm having dinner with my family.

Pablo: Well, can you come to the Fall Festival on Saturday?

Alicia: Sure I can. I'd love to. What time?

Pablo: I'll pick you up at 7:00.

Alicia: OK. See you then. Good-bye.

Pablo: Bye.



Pair Practice the conversation.

4 Can you . . . ?

Pair Look at the cue cards and follow the instructions.

Conversation I Student A

1. You are making a phone call. Start by saying "ring, ring."
2. Invite your friend Pam to the movies.

Conversation I Student B

1. You are Pam. Answer the phone.
2. Accept Student A's invitation to the movies.

Conversation II Student B


1. You are making a phone call. Start by saying "ring, ring."
2. Invite your friend Tony to your house for dinner.

Conversation II Student A

1. You are Tony. Answer the phone.
2. Decline Student B's invitation to dinner. Say you are sorry and tell why you can't go.

Present your conversations to the class. Then invent your own telephone conversations.

5 May I speak to Yon Mi, please?

 Lynn calls Yon Mi to tell her about the festival. Yon Mi isn't home, and Sook answers. Listen to the conversation.

Sook: Hello?

Lynn: Hello. This is Lynn Wang. May I speak to Yon Mi, please?

Sook: I'm sorry. She's not here right now.

Lynn: Oh, can I leave a message?

Sook: Sure. What's the message?

Lynn: We're having a fall festival at school next Saturday. Please ask her to call me after 6 P.M.

Sook: Does she have your telephone number?

Lynn: I think so, but in case she doesn't, it's 555-0984.

Sook: OK. I'll give her the message.

Lynn: Thanks very much.

Sook: No problem.

 Now listen to Sook give Yon Mi the message. Then fill in the blanks with the missing information.



Yon Mi: Hi, Sook. Did anyone call me?

Sook: Yes. Someone named _____.


Yon Mi: What did she want?

Sook: She wants to invite you to a _____.

Yon Mi: Did she leave a _____?

Sook: Yes, it's _____.

6 Please write down the messages from the answering machine.

 Listen to the messages on Mr. Brennan's answering machine. Mrs. Brennan has written down the first one. Complete the other messages.

To: Jim
 Date: Monday Time: 7:00 P.M.
 While you were out
 Message: Karl called. He said he would meet you in front of the Fine Arts Museum at 8:00 A.M. tomorrow.

To: _____
 Date: _____ Time: _____
 While you were out
 Message: _____ called.
 She said she wants you to take her to the _____
 at _____
 on _____

To: Jim
 Date: Monday Time: 7:00 A.M.
 While you were out
 Message: _____ called.
 He said you need to sign the papers for the sale of the house on _____ at _____. He'll wait for you in the _____ of the Transco _____.

5 May I speak to Yon Mi, please? 📞

▶ **Listening** ▶ **Speaking** ▶ **Writing**

- This activity introduces leaving and taking telephone messages. Ask the students what information they should give when they leave a telephone message for someone (*your name, telephone number, what the message is about*). Write their responses on the board.
- Play the cassette as the students read the conversation. Ask the students if Lynn gives all the necessary information for a good phone message. Elicit the details of the message and write them on the board.
- Practice the pronunciation pattern for telephone numbers: *five-five-five* (pause) *zero-nine* (pause) *eight-four*. (*Zero* can also be pronounced *oh*.)
- Tell the students that they will now hear Sook give the message to Yon Mi. Play the cassette twice while the students fill in the blanks with the missing information. Go over the answers as a class. Elicit what important information Sook forgets to tell Yon Mi (*The party is on Saturday; Yon Mi should call Lynn after 6 P.M.*). If time permits, practice the conversations in pairs.

Answers

Lynn Wang; party; number; 555-0984

6 Please write down the messages from the answering machine. 📞

▶ **Listening** ▶ **Speaking** ▶ **Writing**

- Go over the message slips with the class, eliciting what information students need to listen for. Play the cassette several times while the students fill out the slips. In pairs, the students compare their answers. Then, three pairs put the complete messages on the board. Check as a

class. Review what information is important to write down when you take a message. Follow up by asking the students why they think that information is important.

Additional Activity See Unit 3 Appendix.

To: Jim
Date: Tuesday Time: 10:00 A.M.
While you were out
Message: Aunt Sue called.
She said she wants you
to take her to the
train station at
4:10 P.M. on Thursday.

To: Jim
Date: Monday Time: 7:00 A.M.
While you were out
Message: Ed Gray called.
He said you need to sign
the papers for the sale
of the house on Friday
at 4:00 P.M. He'll wait
for you in the lobby
of Transco Tower.

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Ask the students about the last party they attended. Encourage them to provide such details as whether it was formal or informal, what people wore, what kind of food was offered, and how they were invited (in person, by telephone, or by written invitation).
- In pairs or groups, the students create a fantasy party. They should make a list of things (food, drink, and entertainment) they would like. They should decide whether the party would be formal or informal.
- Each group stands and invites the rest of the class to their party. The groups provide the party information, and the class asks for more details. As a class, decide which party sounds like the most fun.

PRESENTATION

You are cordially invited.

- **Set the stage.** Tell the class that they will read an invitation and two replies. Elicit that people sometimes send written invitations instead of making telephone calls because it's more formal and it's easier if you are inviting a lot of people.
- **Personalize the situation.** Ask what kinds of events the students have received written invitations for. Write their responses on the board. Ask if they had to respond to the invitations, and if so, whether they replied by telephone or in writing. What do people usually do in the students' countries, telephone or send invitations?
- **Focus on selected items.** Ask what information is important to include in a written invitation. Write the responses on the board. Ask whether this information is included in the invitation in the activity.
- **Set the reading task.** Before the students read the invitations and replies, go over the discussion questions. Elicit that the first three questions are about the invitations, and the last three are about the replies. Tell the students to read the letters.
- **Engage the students in pair work.** In pairs, the students answer the questions. As they answer, they should write the number of the question next to the information on the letter that gives the answer. For example, write: *1* next to the name *Nelson Balewa* on the first letter.
- **Check the reading task.** Ask for volunteers to read the invitation and the replies. Go over the answers as a class, asking where the answers were found.
- **Engage the students in the class activity.** The students write invitations to a school function, using the letters in the book as models. They can invent the specific details of the functions, or you can supply them. The invitations should be addressed *Dear Classmate*, not to a specific person. After the invitations have been written, collect them. One student acts as mail carrier and redistributes the invitations. Each student must then accept or decline the invitation in writing, modeling the response after those in the book. Collect the responses and ask the mail carrier to redeliver them to the students who issued the invitations.

Lesson 2

In this lesson, you will

- write an invitation.
- accept or decline an invitation in writing.
- talk about ongoing past activities.

You are cordially invited.

Read the invitation and replies.



Pair Discuss the answers to these questions.

1. Who sent the invitation?
2. What is the invitation for?
3. When and where will the event take place?
4. Who accepted the invitation?
5. Who declined the invitation? Why?
6. Why do Nelson's classmates know that an answer is expected?

Class Write an invitation to a school function. Give it to a classmate. In writing, accept or decline an invitation a classmate gives you.

1 Word Bag: Leisure Activities

Pair Put each activity into one of the categories below. Add two more activities to each list.



art show



barbecue



concert



football game



theater



tennis match

Exhibitions: _____ Performances: _____

Sporting events: _____ Social gatherings: _____

Pair Take turns. Invite your partner to one of the activities. Describe the activity. Your partner will accept or decline your invitation.

2 It was snowing at this time last year.



At the Fall Festival, some students are talking about what they were doing at this time last year. Listen to Ivan.

Pair Now talk about what Pablo, Yon Mi, and Lynn were doing at this time last year.

Examples:

I (He, She) **was/wasn't studying** in Moscow at this time last year.

You (We, They) **were/weren't studying** in Moscow at this time last year.

Ivan: look out/snow/wear

Pablo: have a barbecue/cook/play soccer



Lynn: attend a rock concert/sing/dance



Yon Mi and Han: go out with Han/study

1 Word Bag: Leisure Activities

► **Listening** ► **Speaking**

- Write **Leisure Activities** on the board and elicit its meaning (*events you go to in your free time*). Read the activities and categories, clarifying as necessary. Working individually, the students put each activity into the appropriate category and add two activities to each list.
- **Pair.** In pairs, the students practice making invitations and accepting or declining them. Encourage the students to include relevant details about the event and their plans. (*Refer to Lesson 1, Activity 3 for a review of making oral invitations.*) Have several pairs perform.

2 It was snowing at this time last year.

► **Listening** ► **Speaking**

- Read the introduction and look at the pictures together. Play the cassette as students look at the cues for the first picture. Elicit what Ivan was doing a year ago. Write their answers on the board, then play the cassette again to check. The answers should contain past continuous verbs. (*I was looking; it was snowing; I was wearing.*) Read the example sentences together. Focus on the pronunciation of the contraction *weren't*, emphasizing the final [t] sound.
- **Pair.** In pairs, the students describe what the characters were and weren't doing a year ago. Direct their attention to the sentences on the board about Ivan. Elicit the complete verb in the first sentence and underline it. If both parts of the verb are not identified, elicit that both words are needed. Ask what the name of this verb form is. If the students cannot identify it, write the same verb in present continuous and ask them what form this is. When it is identified as the present continuous, write *present* under *is*, and *continuous* under *snowing*. Ask what the difference is between the two forms. Elicit that *is* is present, and *was* is past. Write *past* under *was*. At this point you will be able to elicit that *was snowing* is the past continuous.
- Ask how to form the past continuous (*was/were + -ing form of the verb*). Unless your students generate the term *present participle*, it may be best not to introduce it yet, since the term may cause confusion at this level. Ask the students: *Was Ivan living at the beach a year ago?* Elicit a complete answer. (*No, he wasn't living at the beach.*) Elicit that for a negative statement with past continuous, the word *not* follows *be*. Again refer to the example sentences, and elicit when to use *was* and *were* when forming the past continuous.
- In order to elicit the meaning of the past continuous, ask when we use the present continuous (*to describe things that are happening now but may change*). Elicit when we use the past continuous (*to describe things that were happening in the past, but are not happening now*). Refer to the picture of Ivan, asking what he was doing a year ago. For each response, ask: *Is he doing that now?* (*No*). This will enable the students to contrast the past continuous with the present continuous.

3 What were you doing at this time last year?

► **Listening** ► **Speaking** ► **Writing**

- **Pair.** In pairs, the students interview each other and report their findings. Monitor correct use of the simple past and past continuous.
- The students write a paragraph about what they were doing at this time last year. Assist with vocabulary and spelling as necessary.

4 Information Gap Activity, pages 125 and 126.

► **Listening** ► **Speaking** ► **Reading**

- **Preparation.** Divide the class as in Unit 2. Read the introduction, checking comprehension by asking *What happened last night? What is a robbery? What is a suspect?* Elicit or supply definitions. Introduce the term *alibi* (*an excuse you give to the police when you are a suspect*).
- **Activity.** Each student in the pair is a detective who has information about half the suspects. The students use the phrases in the **Useful Language** box to get information from their partners. The partners exchange information, then decide who committed the robbery.
- **Wrap-up.** As a class, decide who the robber is. Ask for supporting information.

Answer:

Harry is the robber. He said he was visiting Mary, but she was watching TV alone.

5 No, I wasn't. I was studying English.

► **Listening** ► **Speaking**

- Read the examples aloud. Elicit that the past continuous is used. Then ask several students the example question, and have them answer truthfully. Elicit that the short negative answer can also be given (*No, I wasn't*).
- **Pair.** In pairs, the students ask each other questions using the cues. Recap by asking students about their partner.

6 Hear it. Say it.

► **Listening** ► **Speaking**

- This activity overtly introduces a feature of English pronunciation: vowel reduction in unstressed syllables. This reduction can result in unstressed vowels being pronounced as a *schwa* /ə/ or eliminated. Pronunciation of unstressed syllables varies from speaker to speaker, but unstressed vowels are typically reduced in some manner.
 - **Pair.** Elicit the meanings, writing problematic definitions on the board. In pairs, the students write sentences containing the words and practice saying them. Ask for volunteers to read their sentences.
- out that the vowels in the unstressed syllables are *reduced*, and are not pronounced fully. Play the cassette again as the students repeat.
- **Pair.** Elicit the meanings, writing problematic definitions on the board. In pairs, the students write sentences containing the words and practice saying them. Ask for volunteers to read their sentences.

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.

3 What were you doing at this time last year?

Pair Interview your partner.

1. What were you doing at this time last year?
2. Where were you?
3. What was the weather like?
4. What were your plans for the following year?
What did you want to do?
5. How did your plans work out?

Tell the class what your partner was doing at this time last year. In your notebook, write about what you were doing at this time last year. Use the questions above to guide you.

4 Information Gap Activity, pages 125 and 126.

Pair Turn to pages 125 and 126 and follow your teacher's instructions.

5 No, I wasn't. I was studying English.

Pair Ask your partner about what was happening three years ago.

A: **Were you working** three years ago?

B: Yes, I was. I **was working** in Tokyo. or B: No, I **wasn't working**. I **was studying** English.

- | | |
|---------------------------|---------------------------------|
| 1. work | 3. study English |
| 2. go to school | 4. live in this city/town |
| 3. live with your parents | 5. plan to move to another city |

6 Hear it. Say it.

 Listen to the following words, then repeat.

Reduced Syllables

- | | | |
|-------------|---------------|----------------|
| 1. memory | 4. vegetables | 7. conference |
| 2. mineral | 5. separate | 8. interesting |
| 3. ceremony | 6. average | 9. favorite |

Pair With a partner, practice the words in sentences of your own.

Lesson 3

In this lesson, you will

- read for general information.
- read for specific information.
- talk about the right thing to do in social situations.

Fall Foods

A local chef visited the International Fall Festival. Then he wrote an article about fall foods around the world. Read the article.

TUESDAY, SEPTEMBER 26, 2000

FOOD

THE RIVERSIDE NEWS H-4

Fall Festival Foods

When the days get shorter and the nights grow cooler, people everywhere start looking forward to the hearty foods of fall. Cooks start preparing the thick soups and special pastries that will appear at festivals.

In the United States, the season begins with Halloween. Children dress up as ghosts and scary creatures and go trick-or-treating at their neighbors' houses for candy and treats.

The Day of the Dead is a Mexican holiday celebrated the day after Halloween. People stay up all night making tamales. A tamale is a mixture of chopped meat and spices rolled in cornmeal dough, then wrapped in a corn husk and steamed. It is hard work, and the tamales must be finished before sunrise. The tamales are then placed on a special altar that honors the spirits of the dead.

In Nigeria, people celebrate the New Yam Festival with the national dish called *fofofo*. There is a special ceremony celebrating the first *fofofo* made with the new yams, and it is celebrated by lots of singing, dancing, and eating.



Many Asian countries celebrate the Moon Festival at harvest time. In Korea, for example, a special cake is made with chrysanthemum flowers. The Chinese eat moon cakes made with bean paste. The pastries are often served with warm honey water, and are a pleasant finish to a brisk walk in fall weather.

Wherever you are in the world, if it's fall, then it's probably a good time to eat and gather with friends and family.

Pair Discuss these questions: *What kind of food do you like to eat in the fall or at harvest time? How do you make this food?*

Lesson 3

WARM UP

- Ask the students what the most traditional food is in their countries. Elicit what they think is the most traditional American food. Ask how to make this American food. Write their instructions on the board, using sequence words: *first*, *next*, *after that*, *then*, and *finally*.
- In groups, the students choose a traditional food that they want to tell the class about. They also write the instructions for preparing it. The groups report to the class.

PRESENTATION

Fall foods

- **Set the stage.** Prepare students for the reading by eliciting what fall festivals Lynn, Nelson, and Pablo talked about in Lesson 1 when they were planning their fall festival. Write the festivals' names on the board (*The New Yam Festival*, *The Moon Festival*, *The Day of the Dead*, and *Halloween*).
- **Personalize the situation.** Ask the students the names of festivals in their countries. Ask what foods are traditionally eaten at these festivals.
- **Focus on selected items.** Read the introduction aloud. Tell the students that they will read first for general information, and then for specific details. Write on the board: *general information = main idea*. Clarify that reading for general information is reading to get the writer's main idea. Remind the students that they do not have to know every word to understand the main idea.
- **Set the reading task.** On the board write: *What is the main idea of the article?* Tell the students that after they read, they should underline the sentences that gave them the main idea. Instruct them to read without using their dictionaries.
- **Check the reading task.** Ask the students what they think the main idea of the article is. Encourage them to use their own words; write their answers on the board. Answers will vary, but the writer's main idea is contained in the first and last sentences of the reading. The four body paragraphs contain details about fall foods in specific countries and support the main idea.
- After the students have read the article, go over difficult vocabulary. You may wish to do this by reading each paragraph, then checking for comprehension. As much as possible, elicit meanings from the class or use contextual clues to help the students guess the meanings of words. For example, in the first paragraph, *hearty foods* is followed by *thick soups and special pastries*, which can help the students guess that hearty foods are rich, healthful foods.
- **Engage the students in pair work.** With a partner, the students discuss the food that they like to eat in the fall. These can be traditional foods associated with special holidays, or they can be everyday foods that are eaten a lot in the fall because the ingredients are available and plentiful. The students should explain what ingredients are in the food and how the food is made.
- **Circulate and monitor progress.** Assist with vocabulary as needed. Encourage the students to focus on one kind of food and to tell their partner detailed information about it. Recap by having the students tell about their partners' special fall foods.

1 The Day of the Dead is a Mexican Holiday

► **Speaking** ► **Reading**

- This activity requires reading for specific information. On the board, write: *reading for specific information = reading for details*. Tell the students that they will reread the article, looking for the specific information needed to complete the chart.
- Look at the chart and ask what information the students need to find. Draw the chart on the board. As a class, read the second paragraph of the article and complete the first column of the chart (*United States, Halloween, candy and treats*).
- **Pair.** In pairs, the students read the article and fill in the chart with specific details. Then, they interview each other about the fall festival in their own countries, adding that information in the last two columns of the chart. Recap by asking three pairs to complete the chart on the board, then ask individual students to tell the class about the fall festival foods in their partners' countries. Write some of this information in the chart on the board.

2 Should we offer to pay?

► **Listening** ► **Speaking**

- Introduce the idea of cultural differences in social situations by asking the students if they ever made an embarrassing mistake because they didn't know the social rules of a new culture.
- Read the *Did you know that . . . ?* paragraph to the class, and ask the students what the rules are in their countries about paying for business meals.
- Read the introduction, and ask why the students don't know what to do. (*They are from different cultures and don't know the social rules in the United States.*) Play the cassette as the students read along. Check for comprehension by asking the students what each speaker thinks the friends should do.
- **Group.** In groups, the students decide what they would do in this situation. Tell them that they must come to a decision as a group, just as the students in the conversation had to do. After the group has come to a decision, they should discuss any similar experiences they have had, what they did, and what the result was.
- Each group reports what the students in the conversation should do, and why. During the class discussion of similar experiences students have had, elicit different opinions of how people should act in a variety of social situations. Remind the students that these social rules can vary by culture, but that it is important to know the social rules of the country you are in so as to avoid embarrassment for everyone.

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

1 The Day of the Dead is a Mexican holiday.

Pair Fill in the chart below with information from the article.

Country				Your country:	Your partner's country:
Festival					
Festival food					

2 Should we offer to pay?

 Listen to the conversation. Mr. and Mrs. Brennan, who are having coffee with some students, have left the table for a few minutes. The students don't know who should pay.

Statement

What should we do?

We should . . .

We shouldn't . . .

Meaning

What is the right thing to do?

It is the right thing to do.

It is not the right thing to do.



Yon Mi: Mr. Brennan may expect us to pay this bill. What do you think? Should we pay the bill now?

Nelson: No, we're his guests. He might be upset if we pay it. Maybe we should wait until he comes back and then offer to pay.

Gina: He invited us. That means he should pay. We shouldn't offer.

Oscar: Well, we shouldn't offer to pay for the food because it was an invitation, but maybe we should leave a tip for the waiter.

Group Talk in groups of three or four. Who do you agree with? What would you do? Has anything like this ever happened to you? Discuss with the class.

3 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Festival fun

Grammar: What's your grammar IQ?

E-mail: Let's celebrate!

Did you know that . . . ?

In the United States, unless someone has specifically invited you as a guest, at business-related meals, everyone pays for their own meal.

4 Wrap Up

Every culture is different. Test your knowledge of your culture and of U.S. culture. Check (✓) the boxes where the custom is practiced. Put an X where the custom isn't practiced.

I am from:	In My Country	In The United States
Take your shoes off before entering the house	✓	
Bring food to a party		
Eat with your hands		
Eat with chopsticks		
Eat with a fork and knife		
Talk at the dinner table		
Sit on the floor		

Group Discuss each of the items in the chart using *should* or *shouldn't*. Start your sentences with "In my country, . . ." or "In the United States, . . ."

In your notebook, write a list of suggestions you might make to visitors to your country. Tell them what they should and shouldn't do in social situations. Start with the situations in the chart and add more of your own. Present your list of suggestions to the class. Compare what people should and shouldn't do in different cultures.

Strategies for Success

- Negotiating plans
- Using the telephone
- Reading and retelling a news story from the newspaper

1. In a group of 3–6 people, plan (a) a potluck party or (b) a trip to a local place of interest (an amusement park, a beach, a sporting event). Decide who will be responsible for what. Write an invitation. Make telephone calls to invite other guests.
2. Find a recent English language newspaper. Pick an interesting news story. Read the article, take notes on it, and prepare to tell the story to the rest of the class.
3. Tell your news story to the class.

- In this activity, the students compare social rules in their countries and the United States. Ask the students to write the name of their countries in the chart. Then, read the instructions, clarifying the word *custom*, which is often confused with *costume*. Answer the first item as a class to check comprehension. If the custom is practiced in the student's country, the box should be marked with a check; if it is not, it should be marked with an X. Answers will vary.
- Prepare for the group discussion by asking several students for examples of what they think people should and shouldn't do in the United States. They should answer using the modals *should* or *shouldn't*, as in the examples. Elicit that we use the simple (base) form of the verb with all modals. If there are different opinions of social rules in the United States, ask for explanations. In the U.S., for example, people should eat certain foods (such as hamburgers) with their hands, but shouldn't eat other foods with their hands.
- **Group.** To make this activity more interesting, form groups with students from different cultures. The students compare their answers about the United States, and explain the social rules of their own countries.
- Read the instructions for the writing activity. Encourage the students to think of as many different kinds of suggestions as they can, both for what people should and should not do when visiting the students' countries. Brainstorm possible topics: **dating, visiting, eating in people's homes.** Write them on the board. Each student writes a list of social rules for his or her country, using the modals *should* or *shouldn't*. Ask several students to read their lists to the class.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. See Units 1 and 2 for your introduction.
2. Tell the students that Exercise 1 will require a fair amount of advance planning and a commitment to carrying out the plans. Help them to outline the different steps they will need to take to plan a party or trip. **Make sure that they understand that they need to use English at this event!**
3. For Exercise 2, help the students to locate an English language newspaper (in a library, at a newsstand nearby, in a hotel that caters to English speakers [if you are in an EFL/non-English-speaking country], or in a reading room in your school). Demonstrate what notes on a news story might look like (*a small index card with four or five phrases on it to remind them of the sequence of events*).
4. You may assign Exercise 3 to pairs of students.
5. Allow one minute or less for each student to make his or her report. While one student is telling his or her story, tell the other students to (a) take notes or (b) think of a question to ask the reporter.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

- | | |
|--|-----------------------------------|
| listen more effectively? Exercise ____ | read more easily? Exercise ____ |
| speak more fluently? Exercise ____ | write more clearly? Exercise ____ |

Which exercise did you like the most? ____ Why? _____

Which exercise did you like the least? ____ Why? _____

VOCABULARY

Verbs

accept
celebrate
decline
invite
offer
pay
prepare
scare
turn on

Nouns

altar
ancestor
barbecue
bill
chef
decoration
festival
ghost
guest
message
opera
tip

Adjectives

dead
delicious
homesick
interesting
potluck

Fall Festivals

Day of the Dead
Moon Festival
Halloween
New Yam Festival

Expressions

back home
be afraid of
cheer someone up
give a presentation
leave a message
no problem
take off your shoes
the right thing to do
turn on the heat (the lights)
What's wrong?

▶ **GRAMMAR SUMMARY**

Modals: *May, might, could, can, should*

Affirmative Statements

Tony and Nelson **may/might/could/can go** to San Francisco together.

We **should leave** a tip for the waiter.

Yes/No Questions

Can you **come** to the Fall Festival?

Should we **pay** the bill?

Negative Statements

Gina **may not/might not** be here for Christmas.

People **shouldn't eat** with their hands in my country.

Short Responses

Yes, I can. *or* **No, I can't.**

Yes, we should. *or* **No, we shouldn't.**

The Past Continuous Tense

Affirmative Statements

I (He, She) **was studying** English.

It **was snowing** at this time yesterday.

We (You, They) **were playing** tennis.

Yes/No Questions and Short Responses

Was she **watching** TV?

Yes, she was. *or* **No, she wasn't.**

Were they **living** in the city?

Yes, they were. *or* **No, they weren't.**

▶ **COMMUNICATION SUMMARY**

Talking about possibility

He might/may not catch her.

She could fall.

Inviting someone by phone

Can we have dinner together?

Accepting and declining invitations orally

Sure, I'd love to. What time?

Sorry, I can't. I'm having dinner with my family.

Leaving and taking a telephone message

Please ask her to call me at home after 6 P.M.

Pablo wants you to call him at 6 P.M.

Writing down a message

Karl called. He said he would meet you in front of the museum at 8 A.M. tomorrow.

Writing an invitation

You are cordially invited to a party on Saturday, October 30, at 8 P.M. at the World Language Center. Please respond by October 25.

Accepting or declining in writing

I was happy to receive the invitation. I will be there on Saturday, October 30, at 8 o'clock.

I'm sorry that I can't accept your invitation. I am going out of town.

Talking about past activities

At this time last year, I was in Moscow.

Talking about the right thing to do in social situations

Should we pay the bill now?

Maybe we should leave a tip for the waiter.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. As a class, look at the modals in the summary. Elicit or remind the students that they learned to use modals to talk about future possibility and to give advice. Ask them which of the sentences in the grammar summary describe future possibility, and which give advice. Ask for additional examples for each of the two types of modals and write them on the board. Review asking questions using modals by asking for volunteers to change each of the sentences into a question.
- Elicit when we use the past continuous tense (*to describe something that was happening at a particular time in the past*). Ask the students to tell a partner what they were doing at 9 o'clock last night, one month ago, and one year ago. In order to practice past continuous Yes/No questions, you can instruct the class to first guess what each student's partner was doing. Direct the students to answer using the information they learned from their partners. Class: *Was Isabel living in France a year ago?* Student: *No, she wasn't. She was living in New York.*
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use that skill.

Lesson 1, Exercise 6 (p. 28)

Telephone Messages

- This role-play demonstrates the need for accuracy and clarification when taking phone messages. It is fun for the whole class. If possible, use telephone props for the activity.
- On index cards, prepare information for several events or messages. The information can be in complete sentences (*There's a movie at the theater tomorrow night at 8:00*) or simple cues (*movie, tomorrow night, 8:00*). There should be at least one card for every three students, or more if you want the students to have turns playing different parts in the role-play.
- Each role-play requires three students: a *caller*, a *roommate* (the person taking the message), and a *friend* (the person the message is for). Do one role-play at a time. Send the friend out of the room, so he or she is "not at home." Give one event card to the caller and a message pad to the roommate. The roommate should not see what is on the card.
- The caller telephones and asks to speak to the friend. The roommate tells the caller that the friend is not at home. The caller leaves a message for the friend, which the roommate must write down. The message should contain all the information that the class had previously decided was important.
- Invite the friend back into the classroom. The friend now calls the roommate and asks if there are any messages. The roommate reads the message to the friend. The friend writes it on the board, or you could do this. Tell the roommate to face away from the board so he or she can't see what is being written. The caller then confirms or corrects the message that the friend received. If some of the information is wrong, ask the students how they can ask for clarification when taking or leaving messages.

WORKBOOK ANSWER KEY Lesson 1, pp. 15-17

Exercise 1

Answers will vary.

1. The owner might work as an architect.
2. The owner might be a mother.
3. The owner might travel a lot.
4. and 5. Will vary according to student.

Exercise 2

Answers will vary.

1. She could take the purse to the police station.
2. Maria could look up Ellen's name in the telephone book.
3. Maria could then phone Ellen.
4. Maria could write Ellen at the address on the license.

Exercise 3

1. May
2. May
3. Can
4. Could
5. may
6. Can
7. can

WHILE YOU WERE OUT	
FOR: <u>Ellen</u>	FROM: <u>Bill</u>
Mr./Mrs. <u>Maria Sanchez</u>	
Phone Number: <u>555-6707</u>	
Message: <u>She found your purse</u>	
<u>Call her if you get home</u>	
<u>before 11 P.M.</u>	

Exercise 4

1. Can
2. can
3. may
4. could
5. Could
6. might not
7. would
8. Can
9. might

Exercise 5

1. d
2. e
3. f
4. b
5. a
6. c

Exercise 1

Answers will vary.

Exercise 2

- | | |
|---------------------------------|--------------------------------------|
| 1. Sure. That's a great idea. | 4. Let's go! |
| 2. Can we bring anything? | 5. I'd love to. Thanks. |
| 3. Sorry, I already have plans. | 6. Sure. What time is the next show? |

Exercise 3

- | | |
|-------------------------------|--|
| 1. Felix was sleeping. | 4. Felix was listening to his Walkman with headphones. |
| 2. Mara was taking a shower. | 5. Mara was mowing the lawn. |
| 3. Felix was washing the dog. | 6. Mara was jogging. |

Exercise 4

- | | | |
|---|--|---|
| 1. No, she wasn't. She was having a meeting at 9 A.M. | 4. No, she wasn't. She was calling Dr. Brown for test results. | 7. Yes, she was. |
| 2. Yes, she was. | 5. Yes, she was. | 8. No, they weren't. They were going to the movies. |
| 3. No, they weren't. They were eating lunch at Mario's. | 6. No, they weren't. They were playing tennis. | |

WORKBOOK ANSWER KEY Lesson 3, pp. 21–22

Exercise 1

- | | | |
|--------------|--------------|-----------|
| 1. shouldn't | 4. shouldn't | 7. should |
| 2. should | 5. should | |
| 3. shouldn't | 6. shouldn't | |

Exercise 2

Wording will vary.

- | | |
|---|--|
| 1. a. He should study. | 4. a. She should look for a cheaper dress. |
| b. He shouldn't go to the movies. | b. She shouldn't pay \$200 for a dress. |
| 2. a. She should stay in bed. | 5. a. She should try to get more rest. |
| b. She shouldn't go out to the store. | b. She shouldn't drive a car/take a test when she is very tired. |
| 3. a. They should stay indoors. | |
| b. They shouldn't play outside without coats. | |

Exercise 3

Answers will vary.

UNIT 4

Overview

TOPICS

- Excuses
- Classroom behavior
- School policies
- Abilities
- Personality types
- Academic goals
- Interests
- Learning styles

COMMUNICATION GOALS

Listening and Speaking

- Making excuses
- Comparing classroom behaviors in different cultures
- Discussing school policies
- Talking about personal and academic goals
- Making future predictions
- Discussing learning styles

GRAMMAR

- Modals: *have to*, *had to*, *must* and their negatives
- May used for permission
- Object pronouns
- Future with *going to*

Reading and Writing

- Reading about school policies
- Writing about goals
- Completing a learning style questionnaire
- Identifying personality types
- Describing yourself in writing

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Creative thinking

Decision making

Problem solving

Knowing how to learn

Personal Qualities

Self-management

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Resources

Human resources—Assesses skills

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.1.3 Identify or use appropriate language to influence or persuade

0.1.4 Identify or use appropriate language in general social situations

0.1.5 Identify or use appropriate classroom behavior

0.2.1 Respond appropriately to common personal information questions

0.2.4 Converse about daily and leisure activities and personal interests

4 Employment

4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills

7 Learning to Learn

7.1.1 Identify and prioritize personal, educational, and workplace goals

7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule

7.4.9 Identify a personal learning style

7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Introduce the topic of cultural differences regarding punctuality by eliciting if it's acceptable to be late to class in the United States or in the students' own countries. Elicit if it is all right to be late in other situations, such as appointments, parties, or invitations to dinner at someone's home. When people invite you to their home, do they expect you to be on time, or do they expect you to come late?
- List the students' countries on the board, and elicit what the rules are for being on time. Model with the following example: *United States: You must be on time for dinner at a friend's house. It's okay to come late to a party.*

PRESENTATION

Excuses, excuses!

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the situation.
- **Personalize the situation.** Ask the students if they have ever been late for class or an appointment. Ask why they were late. Write their reasons on the board.
- **Focus on selected items.** Ask what students should do if they come late to class. Should they come in, and should they explain why they're late? What do you call the explanation that you give when you're late? (*An excuse.*)
- **Set the listening task.** On the board write: *Who is late to class? What are their excuses?* Play the cassette while the students, with the conversation still covered, listen and take notes.
- **Check the listening task.** Ask for volunteers to write their answers on the board, or elicit the answers and write them on the board. Play the cassette again while the students read along and check their answers.
- **Play or read the conversation aloud with pauses.** Instruct the students to repeat each line after you, focusing on natural speed and intonation. Circulate and monitor while the students practice the conversation in groups.
- **Engage the students in pair work.** In pairs, students answer the discussion questions. Instruct them to think of people who are *not* in their English class when they answer the question *Do you know someone who is always late?* Recap by comparing answers as a class.
- **Circulate and monitor progress.** As the students answer the questions, encourage them to give detailed descriptions of their behavior and reactions. Provide new vocabulary as needed.
- **Expansion.** Choose one or two groups to perform the conversation. The non-performing class members play the role of Mrs. Brennan's class. Ask the students who played the roles of Yumiko, Ivan, and Oscar how they felt about being late, and ask the students who read the part of Mrs. Brennan how they felt about being interrupted by the late students.
- This is a good opportunity to let your students know what they should do if they're late for your class. Should they interrupt and offer an excuse? Should they sit quietly and say nothing? Should they sit down and then ask their classmates what's happening in class today?

UNIT 4

Lesson 1

In this lesson, you will

- make excuses.
- discuss school policies.
- compare classroom behaviors in different cultures.

Excuses, excuses!

 Mrs. Brennan has problems with her class today. Listen to the conversation.



Mrs. Brennan: Today we're going to talk about what we did last weekend.

Yumiko: May I join you, Mrs. Brennan?

Mrs. Brennan: Yes, you may, Yumiko. I'm glad you made it.

Yumiko: I'm sorry, Mrs. Brennan. I overslept.

Mrs. Brennan: You have to get an alarm clock, Yumiko. Let's get started. Last weekend, I was working in the yard, and I got thirsty.

Ivan: Hello, everybody! I'm sorry I'm late, Mrs. Brennan. I ran out of gas. I was driving, and my car stopped.

Mrs. Brennan: Ivan, you mustn't interrupt the class like this. Sit down, please.

Ivan: There isn't any room. I'll just sit over here.

Mrs. Brennan: No, we can make room. Tony, can you move to the left?

Tony: I can't, Mrs. Brennan. I have to sit in a warm place because I have a cold.

Mrs. Brennan: Yumiko, please trade places with Tony. Back to my story. I got a big glass of iced tea . . .

Oscar: Good morning, sorry I'm late.

Mrs. Brennan: Yes, Oscar. Please sit down. As I was saying, I was admiring the flowers, and I didn't notice a bee on my glass. I took a big drink, and . . .

Ivan: What are we doing today?

Mrs. Brennan: We're going to talk about the things you must and mustn't do in class!

Pair Are you ever late for class or appointments? If so, what do you say? What do you do? Do you know someone who is always late? How does it make you feel?

1 Word Bag: Making Excuses

People make excuses when they come to an appointment late or when they have to leave early. When would you use each of the following excuses? Complete each excuse with *I'm sorry I'm late* or *Sorry, I have to leave*.

1. _____
I have a date.



2. _____
I have a doctor's appointment.



3. _____
I have to pick up my kids.



4. _____
I have to study for an exam.



5. _____
I had to take my son to school.



6. _____
I missed the bus.



Did you know that . . . ?
In the United States, punctuality is highly valued. Call if you're going to be late.

2 I'm sorry. I missed the train.

Listen to the conversations.

A: You're late. I've been waiting for an hour.

B: I'm sorry. I missed the train.

A: Lunch was great. Do you want more coffee?

B: Sorry, I can't. I have to get back to work.

Pair Role play these situations.

1. Student A and Student B are meeting for dinner, but Student B is two hours late. Student A complains, and Student B makes an excuse.
2. Student A and Student B are having a business meeting. Student B wants to continue, but Student A has to leave and makes an excuse.

3 Information Gap Activity, pages 125 and 126.

Pair Turn to pages 125 and 126 and follow your teacher's instructions.

1 Word Bag: Making Excuses

► Speaking

- Read the instructions aloud. Ask the class to describe the situation in the first picture, and to decide whether the person should say *I'm sorry I'm late* or *Sorry, I have to leave*. (Answer: *Sorry, I have to leave*.)
- Individually, the students do the activity. Check by asking them to read their answers aloud. Encourage natural intonation. Elicit what tenses

the speakers used when they gave a reason for being late (*past*) and when they gave a reason for leaving (*present*).

Answers

- #1, 2, 3, 4: *Sorry, I have to leave.*
 #5, 6: *I'm sorry I'm late.*

2 I'm sorry. I missed the train.

► Listening ► Speaking

- Ask a volunteer to read the *Did you know that . . . ?* paragraph. Add that, in the United States, it is also important to give an excuse if they are late.
- Play the cassette while the students read along. Play or read the conversations again, pausing after each line for the students to repeat. Ask

several pairs of students to read each conversation aloud.

- In pairs, the students prepare both role-plays. Encourage them to be creative and add details. Ask several pairs to perform the first role-play. The class decides whose excuse was the most believable. Repeat with the second role-play.

3 Information Gap Activity, pages 125 and 126.

► Listening ► Speaking ► Reading

- **Preparation.** Your students find out why the students in English 201 were late for class this morning. Divide the class as before and read the introduction aloud.
- **Activity.** Each student has information about why half the students were late. They must ask their partners why the other half of the students were late, and write this information in their charts.
- Before beginning, direct the students' attention to the *Useful Language* box. Also point out that the information in their charts is in the form of

short cues, but that complete sentences should be used when answering. Model the activity with students from both groups.

- **Wrap Up.** To check, and also to give students practice with the spoken forms, send the students out of the class in small groups, assigning them the roles of students in the activity. They must come into the classroom as if they were late and give the excuse listed in the chart. They should also add some details to make their excuses more believable.

4 Students must not eat in class.

► **Listening** ► **Speaking** ► **Reading**

- With the students' books closed, write the column headings **Students must** and **Students must not** on the board. Ask the class: *What are some of the things students must and must not do in our classroom?* Under the column headings, write the students' ideas as verb phrases (*come to class every day, eat in class*). Ask the class another way to say *students must* (*students have to*). Elicit the meaning of *must/have to* (*it is necessary*) and *must not* (*it is against the rules*).
- Generate the modal form *don't have to* by writing a rule on the board that is NOT true in your classroom, such as: *Students have to wear suits to class*. Ask the class if this is true. When they answer in the negative, ask them how to state this as a rule (*Students don't have to wear suits to class*). Elicit and write the meaning of *don't have to* (*it is not necessary*). Ask the students to open their books and read the sentences in the box. Use these sentences to clarify the meanings of the modals. Discuss which of these statements are true for classrooms in their countries.

Grammar Note: It is important that the students understand that while *must* and *have to* are both modals of necessity, *must not* and *don't have to* have two different meanings. *Must not* is a modal of prohibition; *don't have to* indicates lack of necessity. If this meaning is unclear, use additional examples to help clarify: *You don't have to do any homework tonight. You must not do any homework*

tonight. During the class discussion, you may need to introduce the modal *may*, indicating permissibility, if the students do not generate it themselves. This will be needed when students describe behaviors that are acceptable but not required in class: *Students may eat in class*.

- **Group.** The students read the classroom behaviors aloud and mark the chart according to whether the rules are true or false in their own countries. In groups, they compare rules for classroom behavior in their countries. Next, the students decide together which statements are true and which are false in the United States. (There is variation in classroom rules in the United States, and answers will vary based on students' experiences.)
- **Class.** Ask the groups to describe differences between classroom rules in the students' countries and the United States. Read the example sentence to the class, and elicit differences from them. When a student describes a difference, ask if anyone else has had the same experience. Ask which rule the students like better. Encourage the students to support their opinions, focusing on whether a rule helps them learn better. Ask the class if there are any rules that are the same in their countries and in the United States. Also, elicit statements about those similarities.

4 Students must not eat in class.

Every culture has appropriate and inappropriate classroom behaviors. Read the chart below.


Students **have to/must** stand up when the teacher arrives. (It is necessary.)

Students **don't have to** raise their hands before asking questions. (It is not necessary.)

Students **must not/mustn't** eat in class. (It is against the rules.)

Group In a group of four, discuss these classroom behaviors in your countries and in the United States. Write *true* if the statement is true, *false* if it is false.

Classroom Behavior	My Country	United States
1. Students must stand up when the teacher arrives.	_____	_____
2. Students must not eat in class.	_____	_____
3. Students don't have to raise their hands before asking questions.	_____	_____
4. Students who are late must not enter the classroom.	_____	_____
5. Students must not talk unless the teacher asks them a question.	_____	_____
7. Students have to call their teacher by his or her title (<i>Ms., Mr., Mrs., Dr., Professor</i>) and last name.	_____	_____



Class Share your discussion with the class. Use *have to* or *don't have to*, *must* or *mustn't*, and *may* where appropriate.

Example:

In my country, students **must** stand when they speak in class, but in the United States students **don't have to**.

5 What's the school policy?

Pair Read the school policies below. Fill in the blanks with *may* or *mustn't*.

A student **may** discuss homework with another student. (It is not against the rules.)

A student **must not** discuss homework with another student. (It is against the rules.)

Policies on Student Academic Honesty

1. A student _____ ask another what the homework assignment is.
2. A student _____ lend his homework to another student to copy.
3. A student _____ do his or her homework in class while the teacher is teaching.
4. A student _____ ask another student for help with test instructions.
5. A student _____ ask an instructor for help with test instructions.
6. A student _____ look at other students' papers during a test.

Class Discuss your answers. On the board, make a list of your school's policies.

6 Can I copy your homework?

 Listen and read. Complete the sentences with the correct object pronouns.

Ivan: Did you do your homework?

Nelson: Yes, I did. How about you?

Ivan: I didn't have time to do _____₁.

Nelson: Why didn't you do _____₂?

Ivan: I was very busy. On Saturday, I had to help Gina move. I helped _____₃ with the furniture. On Sunday, I met my cousin and his wife at the airport. I picked _____₄ up and took _____₅ to lunch. Later, a friend invited _____₆ to her party.

Nelson: What are you going to do about your homework now?

Ivan: Can I look at yours and copy _____₇?

Nelson: It's not a good idea, Ivan. Mrs. Brennan told _____₈ not to do that.

Ivan: But she doesn't have to know if you don't tell _____₉.

Nelson: I think you should explain it to _____₁₀. She'll understand why you didn't do your homework.



PRONOUNS

Subject	Object
I	me
you	you
he	him
she	her
it	it
we	us
they	them

5 What's the school policy?

► Speaking ► Writing

- Before conducting this activity, you should be sure what the rules are in your school.
- **Pair.** Ask two students to read the example sentences. Check for comprehension by asking the class to explain what the rules mean and which one is true in your school. In pairs, the students complete the remaining statements to reflect your school's policies.
- **Class.** Go over the students' answers as a class. If there are differences of opinion, ask the

students why they think something should or should not be against the rules. Following the discussion, review the rules of your school, and provide a rationale for them.

Answers

- | | |
|-------------|-------------|
| 1. may | 4. must not |
| 2. must not | 5. may |
| 3. must not | 6. must not |

6 Can I copy your homework?

► Listening ► Speaking ► Reading

- With the students' books closed, elicit the lists of subject and object pronouns and write them on the board. Either ask the students to list the pronouns, or elicit them by providing a simple example sentence that allows use of all the subject and object pronouns: *He likes us*. After the students have produced all the pronouns, show them the reference chart in the book. Note that the pronouns are also recorded on the cassette. If you wish, the students can complete the dialog as a cloze exercise before listening, or they can complete it while they listen.
- Play the cassette while the students listen and complete the dialog (or, if they have completed it as a cloze, check their answers). If necessary, play the cassette again. Check answers by asking different students to read one line of the dialog. For each pronoun answer, ask the students what the pronoun refers to. (*In number 1, it refers to Ivan's homework.*)

Answers

1. it (Ivan's homework)
2. it (the homework)
3. her (Gina)
4. them (Ivan's cousin and his wife)
5. them (Ivan's cousin and his wife)
6. me (Ivan)
7. it (Nelson's homework)
8. us (the students, or Ivan and Nelson)
9. her (Mrs. Brennan)
10. her (Mrs. Brennan)

- Discuss what the students think Ivan should do. Encourage them to give reasons for their opinions.

WORKBOOK Assign Workbook Lesson 1 as homework, or do in class.

Lesson 2

WARM UP

- Bring in visual aids representing various systems of describing personality types. These could be illustrations of the animals representing birth years, the twelve signs of the zodiac, or even the letters representing the four blood types (A, B, AB, O). If the students are familiar with the symbols, ask which applies to them and what it says about their personality.
- Elicit other ways to describe people's personalities (*psychological tests, personality tests*). Ask if anyone has taken a personality test in a magazine. Did they think it helped them understand themselves? Ask the students if they think systems like these help people understand each other.

PRESENTATION

You value creativity.

- **Set the stage.** Ask the students to look at the picture while you read the introduction. Elicit the meaning of *personality types* (*different kinds of people, different ways of thinking or behaving*).
- **Personalize the situation.** Ask for volunteers to read the names of the four personality types aloud. Tell the students that they will learn about this system of understanding people's personalities and then decide which type of person they are.
- **Focus on selected items.** Have the students cover or close their books. Write the names of the four personality types on the board, and elicit or provide core definitions for the names of the types: *An innovator likes new things. A socializer likes people. A thinker likes to understand everything. An organizer likes to order things.* Ask the students which type they think they are and why. If your class is small enough, make a chart of the four types and write the students' names under their personality types.
- **Set the reading task.** On the board, write: *Which personality type are you?* Instruct the students to turn to the activity and read what Yon Mi's chart says about the four personality types. You may wish to read the descriptions aloud.
- **Check the reading task.** Check for comprehension by asking the students to explain the personality types in their own words or by giving examples. Help with vocabulary as needed. Ask the students if they have changed their minds about their personality types. If you have written their names on the board, adjust the chart to reflect any changes in the students' choices. Ask the students to explain their choices, referring to specific information in Yon Mi's presentation.
- **Engage the students in class discussion.** Choose one student to read the discussion questions. As the students give their opinions about the value of knowing personality types, write their reasons on the board. Encourage the students to give specific details and examples from their own experience to support their opinions.

Lesson 2

In this lesson, you will

- identify personality types.
- identify abilities and talents.
- discuss personal and academic goals.
- make predictions about the future.

You value creativity.

Yon Mi is giving a presentation on personality types to the class. Look at the picture.



The Innovator: You value creativity and challenge. When you work in a group, you love to solve problems, but sometimes you like to work independently. You sometimes take great risks.

The Thinker: You value learning. When you work in a group, you ask a lot of questions, and you want to know the reason for everything. People come to you for information.

The Socializer: You value your relationships with others. When you work in a group, you listen well and encourage others. People want to work with you.

The Organizer: You value order. When you work in a group, you always follow directions and pay attention to details. You are often the most stable person in a group.

Class Do you think knowing your personality type can help you at school or at work? How?

1 If you value relationships . . .

Pair Read the descriptions and identify the personality type. Write *Socializer*, *Organizer*, *Thinker*, or *Innovator* after each description.



Yumiko: I love to draw and take pictures. Sometimes, I take my camera and walk around the city. Then, I mix the pictures with my drawings. I enjoy figuring out new ways to make pictures. _____



Nelson: I collect maps. As a result, I know a lot about geography. The more I learn about the world, the more I want to know. When I work in a group, my classmates ask me questions because I know a lot. _____



Tony: I like to study languages because I like to figure out the rules. I do all my homework, and I'm prepared for tests. I like to know that I am writing or speaking correctly. _____



Lynn: I enjoy spending time with my family. My older brothers and sisters are married now, and I call them all the time. At family parties, I don't mind cooking and cleaning up. I like to take care of people. _____

2 What's your personality type?

Write the personality type that is most like you and the one that is the least like you.

Most like: _____ Least like: _____

Pair Now find a partner who has the same "most like" personality type as you have. Ask your partner these questions.

1. Why are you a/an _____? Can you give an example?
2. What do you usually enjoy doing when you work in a group?
3. What do you like other people to take care of when you work with them?
4. Do you think it's better to work with someone who is similar or different? Why?

In your notebook, write a paragraph describing your personality.

1 If you value relationships . . .

► **Speaking** ► **Reading**

- **Pair.** In pairs, the students read the descriptions and decide which personality type each character represents. In order to make their decisions, the students should refer to Yon Mi's speech and compare her general descriptions to the specific examples in this activity. The pairs write each character's personality type in the space following the description.
- Recap the activity by asking four pairs to tell the class which personality type they chose for one of the characters. Ask if anyone has a

different opinion. Ask the students to give specific information to support their decisions.

Answers

Yumiko: *Innovator*

Nelson: *Thinker*

Tony: *Organizer*

Lynn: *Socializer*

2 What's your personality type?

► **Listening** ► **Speaking** ► **Writing**

- First, the students write in the personality type that is most like them and the one that is least like them. The students circulate and find a partner who has the same *most like* personality type.
- **Pair.** In pairs, the students interview each other using the discussion questions. Encourage them to ask for and give specific reasons for their opinions. This will help the students prepare to write about their personalities.
- In class or as homework, the students write paragraphs describing their personalities. You can use the descriptions in Exercise 1 as examples, or you can provide your own. Review the characteristics of a written paragraph: *the first line is indented; each sentence begins immediately after the preceding sentence, and not on a new line; margins are necessary.* The students should include the name of their personality types in the topic sentence and/or in the concluding sentence or paragraph.

3 I'm going to exercise more.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Read the instructions, then ask several students to read the resolutions aloud. Write **Personal Goals** and **Academic Goals** as column headings on the board. Elicit additional goals for each category. Individually, students mark the goals that they want to achieve in the coming year, and add two more to each list.
- Ask a few volunteers to read the example sentences. Model the future tense structure *be going to + verb* (used to discuss future plans) by asking a few students questions using the cues on the goals sheets. Students should answer in complete sentences. Elicit the structure and

write it on the board, drawing the students' attention to which form of *be* is used for *I*, *you*, *he* or *she*.

- **Pair.** In pairs, the students compare their goals. Circulate and assist with the use of the future tense. The students then report their partners' information to the class.
- In class or as homework, the students write paragraphs describing their goals. Students can hand these in or read them aloud in small groups.

4 Where are you going to live?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Pair.** In pairs, the students interview each other about their future plans. Then, each student decides what kind of job his or her partner might have in the future.

- The students tell the class what jobs they selected for their partners, supporting their decisions with information gathered during the interviews.

5 Hear it. Say it.

► **Listening** ► **Speaking**

- Write the target sounds [b] and [p] on the board. Both of these sounds have the same mouth and tongue position; the difference between them is that [b] is voiced and [p] is unvoiced. While the students practice making the sounds, direct them to put their fingers on their throats so that they can feel that their vocal cords vibrate when they pronounce [b], but not when they pronounce [p]. Check pronunciation individually.
- Write the minimal pairs *bad/pad* and *cab/cap* on the board and pronounce them with the students. Repeat with all the minimal pairs in the activity, checking the students' pronunciation.

- Play the cassette or read the words several times while the students check the sound they hear. Ask volunteers to write their answers on the board. Play the cassette again to check.

Answers

- | | | |
|--------|---------|--------|
| 1. bad | 4. bees | 7. pan |
| 2. lap | 5. cab | 8. lip |
| 3. rip | 6. cup | |

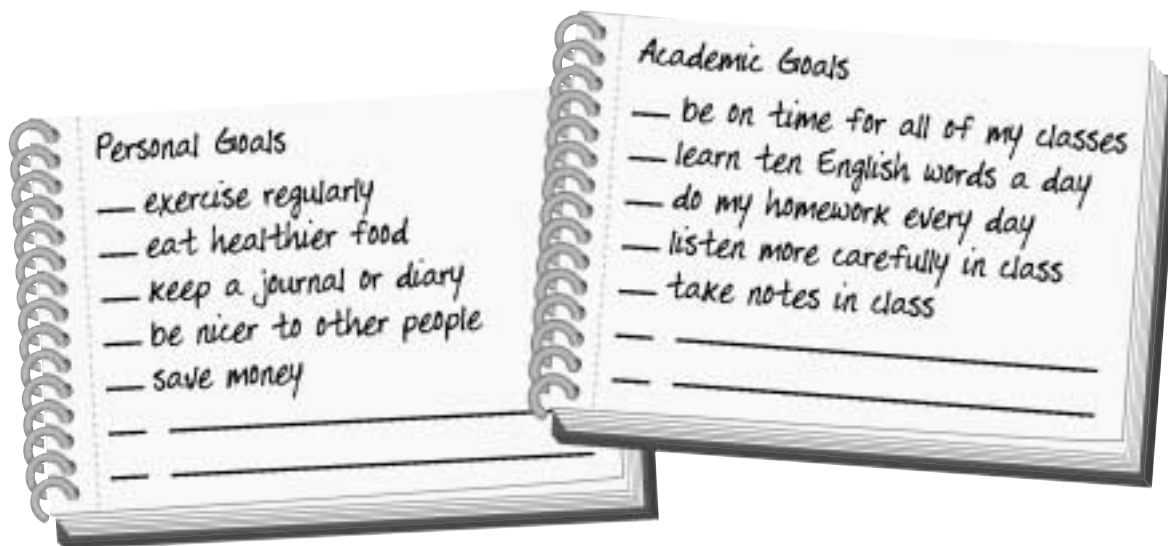
- **Pair.** In pairs, the students practice pronouncing the words, helping each other make the sounds clearly.

Additional Activity See Unit 4 Appendix.

WORKBOOK Assign Workbook Lesson 2 as homework, or do in class.

3 I'm going to exercise more.

Before each new year, people think about their goals for the following year. These goals are called resolutions. Here are some resolutions. Put a check (✓) before any goals that will help you become a better person and student. Then write two more goals in each column.



Pair Now compare your goals with a partner's. Report your partner's goals to the class. Write your personal goals in paragraph form in your notebook.

Examples:

I'm going to exercise more.

He's/She's going to study more.


4 Where are you going to live?

Pair Ask your partner these and other questions. Write down his or her answers. Then write what kind of job you think he or she might have in the future.

1. Where are you going to live?
2. What are you going to do in your free time?
3. Are you going to work for a company, or have your own business?

Report your prediction to the class. Give reasons for your prediction.

5 Hear it. Say it.

 Listen to the words. Check (✓) the word you hear.

Minimal Pairs [b] [p]

- | | | | | | |
|------------|---------|-------------|----------|------------|---------|
| 1. [] bad | [] pad | 4. [] bees | [] peas | 7. [] ban | [] pan |
| 2. [] lab | [] lap | 5. [] cab | [] cap | 8. [] lib | [] lip |
| 3. [] rib | [] rip | 6. [] cub | [] cup | | |

Pair With a partner, practice pronouncing the pairs of words.

Lesson 3

In this lesson, you will

- complete a learning style questionnaire.
- discuss learning styles.
- write about future goals.

What is your learning style?

What type of learner are you? Complete the questionnaire to find out. For each statement, circle a number.

3 = a lot like you	2 = a little like you	1 = not at all like you
I learn better when the teacher writes on the board. 3 2 1	I learn better when the teacher gives a lecture. 3 2 1	I learn better when I do things in class. 3 2 1
I write things down so I can remember them. 3 2 1	I say things out loud so I can remember them. 3 2 1	I role-play things so I can remember them. 3 2 1
Before I read, I look at the pictures. 3 2 1	I like to read aloud. 3 2 1	I like to act out what I am reading. 3 2 1
I like to study in a quiet place. 3 2 1	I like to study with music. 3 2 1	I like to move around when I study. 3 2 1
I like to learn from diagrams and charts. 3 2 1	I like to learn from cassettes and CDs. 3 2 1	I like to learn from experiments. 3 2 1
I like to take notes when the teacher is talking. 3 2 1	I like to ask the teacher questions. 3 2 1	I like to help the teacher organize field trips. 3 2 1
Total	Total	Total
VISUAL	AUDITORY	KINESTHETIC

Now add up the numbers in each column. The column with your highest score indicates the type of learner you are.

Pair Find a partner who is a different kind of learner. Compare your answers to the quiz.

Lesson 3

WARM UP

- Ask the class to tell you how and where they learn things. The first answer will probably be *in school*, but encourage them to think beyond this. Prompt with questions such as: *Where can you learn about your family history? (From an older relative.) Where can you learn new pop songs? (From the radio.) How can you learn how to fish? (Go fishing with a friend.)*
- Make a chart on the board with **What** and **Where/How** and write down the students' ideas.
- In pairs, the students talk about an interesting learning experience each has had. Ask volunteers to tell the class about their partners' learning experiences.

PRESENTATION

What is your learning style?

- **Set the stage.** Remind the class that in the warm-up discussion, they talked about many different ways they can learn things. Explain that there are also many different ways to learn in the classroom. Everyone has a preferred way of learning, and in this activity the students will discover what kind of learners they are.
- **Personalize the situation.** Write the four headings on the board: **whole class, small groups, pairs, by myself**. Ask the students to take out a piece of paper and, using one of the four terms on the board, write down the way they like to work in class. The students fold up their paper. Collect and redistribute the papers randomly. Instruct each student to read the words on the paper aloud. Write the responses on the board under the correct headings. Elicit reasons for liking each type of activity and write them on the board.
- **Focus on selected items.** The students will answer a questionnaire to find out what kind of learners they are. Write the terms *visual learner*, *auditory learner*, and *kinesthetic learner* on the board. Elicit the meaning of the first two terms, and help the students guess the meaning of the third (*physical learner*).
- **Set the task.** Ask individual students to read each statement in the chart aloud. After each statement is read, the students should circle a number to indicate if that statement is a lot like them (3), a little like them (2), or not at all like them (1).
- **Check the task.** Tell the students to add up the numbers in each column. The column with the highest number determines what kind of learner the student is. As they complete the task, circulate and help the students as necessary. Poll the class to determine the number of students of each learner type.
- **Engage the students in pair work.** Put the students in groups according to what kind of learners they are. Then, help them find a partner from another group. In pairs, the students compare their answers, giving examples of activities from your class that they enjoyed learning from. Refer the students to the *Checkpoint* pages from previous units.
- **Circulate and monitor progress.** Make sure that the students are speaking and not just reading their partners' responses. End the activity by asking individual students to tell the class about the greatest difference between themselves and their partners.

1 I like to talk about my experiences.

► *Speaking* ► *Reading* ► *Writing*

- **Group.** In groups, the students read the statements made by the three learners. Then, they write down the type of learner each person is, along with reasons to support their answers.
- Recap as a class, writing the students' answers on the board. Ask for their reasons.

Answers

1. Visual: likes charts and diagrams
2. Kinesthetic: likes to move around
3. Auditory: likes to talk and discuss

2 Classroom activities for your learning style

► *Listening* ► *Speaking* ► *Reading* ► *Writing*

- **Group.** Put students with the same learning style into groups of three or four. Each group completes the list of classroom activities that fit their particular learning style. Emphasize that each group completes the list of activities for its own learning style.
- Each group presents its list of activities. The other students listen and take notes, completing the charts in their books. Encourage the class to ask follow-up questions to get more information about their classmates' suggested activities.

1 I like to talk about my experiences.

Group Are these people visual, auditory, or kinesthetic learners? Write the reasons for your choice. Discuss your ideas with a group.



1. My name is Alice Ditmore. I like computers. I learn best when I can look at charts and diagrams. I enjoy math and physics, and I like to see how things work. I'm going to be an engineer.

Reasons: _____



2. My name is John Pappas. I like to move around a lot. In a classroom, I like to explore new ideas and learn about other places. I enjoy traveling. I'm going to become a pilot.

Reasons: _____



3. My name is Jean Kasuga. I like to spend time with my friends, and I like to talk about my experiences. In class, I like to have group discussions. I ask many questions. I'm going to be a teacher.

Reasons: _____

2 Classroom activities for your learning style

Group Work with two or three classmates who have the same learning style as you do. Make a list of classroom activities that fit your learning style. Use the examples to get you started.

	<u>Visual</u>	<u>Auditory</u>	<u>Kinesthetic</u>
	Make a poster with drawings of new vocabulary.	Write and perform a song using new vocabulary.	Go to a cafe and practice speaking English.
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Class Present your list of activities to the class. Explain why these activities fit your learning style. Take notes on the activities of groups with different learning styles.

3 Online



Log onto http://www.prenhall.com/brown_activities

The Web: The perfect job

Grammar: What's your grammar IQ?

E-mail: What's your talent?

4 Wrap Up

What are you going to be doing ten years from now? Write three goals for your future. Then write what you have to do to reach each goal.

Goals: I am going to . . .	I have to . . .
1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>

Pair Talk to your partner about his/her goals. Suggest other things he/she has to do to reach each goal. Add your partner's suggestions to your chart.

Using your ideas and your partner's ideas, write a paragraph about your goals and what you have to do to reach them.

Strategies for Success

- Analyzing yourself
- Discovering characteristics of successful language learners
- Describing your own personality

1. With a different partner than the one you worked with in class, compare your results of the Learning Style Inventory in Lesson 3. Talk about your similarities and differences.
2. With that same partner, identify things you can do outside of class to help you to be stronger in the two learning styles that were **not** your highest score.
3. In your journal, describe yourself in the words used in the Learning Style Inventory. Then, answer the question "Is there anything I should change about myself in order to be a more successful learner?"

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

4 Wrap Up

► **Listening** ► **Speaking** ► **Writing**

- Write *I'm going to* and *I have to* on the board. Tell the class one of your goals, and what you have to do to reach it. Repeat this process with a few students. Write their responses on the board. Each student completes the chart in the activity, using complete sentences.
 - **Pair.** In pairs, the students talk about their goals and make suggestions to each other about things each could do to achieve these goals.
- Recap by having individual students tell the class about one of their goals and their partners' advice on how to reach that goal.
- In class or as homework, the students write a paragraph about their goals and what they have to do to achieve them. They can include their partners' advice if they think it will help them.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. If necessary, see Unit 1 for your introduction. By now, the students may be familiar with the general introduction.
 2. The Learning Style Inventory in Lesson 3 of this unit and the exercises that follow are excellent introductions to the concept of learning style differences. For Exercise 1, you will simply direct the students to choose a different partner than the one they worked with in class, and with the new partner to compare their responses to the Learning Style quiz (Lesson 3, Exercise 1). This is a warm-up to Exercise 2.
 3. For Exercise 2, the same partners are to explore their **non-dominant** learning styles and to try to strengthen those sides of their strategies. Tell the students to look at the lists they made for classroom activities in Lesson 3, Exercise 2, and then to add to the list with activities they can do outside the classroom.
- For example, *visual*: read English newspapers or magazines; *auditory*: listen to TV or radio; *kines-
thetic*: get a workout video in English and follow its steps.
4. Prepare the students for writing in their journals in Exercise 3 by reminding them that they can be more successful if they use many different strategies from each learning style category. Things they could change include expanding visual strategies (*reading, drawing, watching TV*); adopting more auditory strategies (*listening, music*); trying out a kinesthetic activity (*participating in a team sport, or joining a drama club*) that involves using English.
 5. If your time permits, ask the students to bring their journals back to class. Suggest that selected students give brief reports in the next class period, and if you have time, encourage the students to show you their journals.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).
- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

- | | |
|--|-----------------------------------|
| listen more effectively? Exercise ____ | read more easily? Exercise ____ |
| speak more fluently? Exercise ____ | write more clearly? Exercise ____ |

Which exercise did you like the most? ____ Why? _____

Which exercise did you like the least? ____ Why? _____

VOCABULARY

Verbs

collect
drive
encourage
interrupt
oversleep
pick up
role-play
share
solve
stand up
value

Nouns

appointment
behavior
cassette, CD
challenge
creativity
diagram
experience
experiment
field trip
lecture
reason
risk

Adjectives

academic
appropriate
independent
necessary
personal
stable

Personality Types

innovator
organizer
socializer
thinker

Expressions

I'm glad you made it!
pay attention to
run out of gas (time)
take care of
take notes
trade places with
turn in (homework)

Learner Types

auditory
kinesthetic
visual

▶ **GRAMMAR SUMMARY**

Modals: *Have to/Had to/Must*

Affirmative Statements

I (You, We, They) **have to/had to/must** study.

She (He) **has to/had to/must** study.

Yes/No Questions

Do I (you, we, they) **have to** study for the test?

Did I (you, we, they) **have to** study for the test?

Does she (he) **have to** study for the test?

Did she (he) **have to** study for the test?

Negative Statements

I (You, We, They) **don't have to/didn't have to** study.

She (He) **doesn't have to/didn't have to** study.

Short Responses

Yes, I (you, we, they) **do/did**.

No, I (you, we, they) **don't/didn't**.

Yes, she (he) **does/did**.

No, she (he) **doesn't/didn't**.

Modals: *Must, May*

Affirmative Statement

I **must** go to the library.

I **may** ask another student about the test.

Negative Statement

I **must not/mustn't** be late for class.

Future with *Going to*

Yes/No Questions

Am I going to study more?

Is he (she) **going to** study more?

Are we (you, they) **going to** study more?

Short Responses

Yes, you **are**. *or* **No**, you **aren't**.

Yes, he (she) **is**. *or* **No**, he (she) **isn't**.

Yes, we (you, they) **are**. *or* **No**, we (you, they) **aren't**.

▶ **COMMUNICATION SUMMARY**

Making an excuse

I'm sorry I'm late. I overslept.

Comparing classroom behaviors in different cultures/Reading about and discussing school policies

Students must not eat in class.

Students may discuss homework assignments.

Identifying personality types/Identifying abilities and talents

I love to solve problems, but sometimes I like to work independently. I think I'm an innovator.

Talking about personal and academic goals

I'm going to exercise more. I'm going to learn ten English words a day.

Making predictions about the future

I think you're going to be a teacher.

Discussing learning styles

I role play things so I can remember them, and I like to learn from experiments. I'm a kinesthetic learner.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Ask the students to write a list of behavior rules for a particular place (*the library, the supermarket*). You can have all the students write about the same place, or choose three or four different places and assign several students to each place. Ask a few students to read their rules. After each reader has finished, ask the class to ask for more information about appropriate behavior in that place. For example, *Do we have to wear shoes in the library?* Instruct the reader to respond using the short response forms in the summary.
- Practice *Yes/No* questions using *going to* to indicate future plans. Have the students write down three questions using this form. Tell the students to circulate in a mixer and to use these questions to ask their classmates about their future plans. Instruct the classmates to respond using the short response forms in the summary.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 2, Exercise 5 (p. 43)

Tic-Tac-Toe—distinguishing [b] and [p]

- Choose nine minimal pairs containing [b] and [p]. The pairs should be words that the students are familiar with and can easily use in sentences, such as *bees/peas* or *cab/cap*. Make a tic-tac-toe game on the board, with both words of a different minimal pair in each square:
Example:

bees/peas	·	cab/cap	·	lab/lap
tab/tap	·	beet/Pete	·	big/pig
beach/peach	·	bat/pat	·	bad/pad
- Split the students into two teams, X and O. The first team chooses one square, and one student from that team must make a sentence using one of the words from the minimal pair. The sentence must be grammatically correct, and the target word must be pronounced correctly. Check for accurate pronunciation by asking the class which sound they heard. If the student gives a successful answer, erase the minimal pair and write that team's mark in the square.
- The teams take turns. A different student must speak on each turn, although he or she can get help from the team.
- The first team to get three squares in a row wins.

WORKBOOK ANSWER KEY Lesson 1, pp. 23–26

Exercise 1

1. Maria was late because she overslept.
2. Tomoko was late because she missed the bus.
3. Ali was late because he went to the driver's license office.
4. Ricardo and Rosa were late because they had a flat tire.
5. Min Kyu was late because he was stuck in traffic.
6. Ajay was late because she got lost.
7. Katia was late because she lost her car keys.
8. Fred was late because he had a doctor's appointment.

Exercise 2

Wording will vary.

1. You *mustn't* park here.
2. You *must* be quiet in the library.
3. You *mustn't* swim in the water.
4. You *mustn't* smoke in the restaurant.
5. You *mustn't* turn left.
6. You *must* take a number and stand in line to wait your turn.
7. You *must* drive slowly because children may be playing.
8. You *mustn't* walk your dog on the grass.

Exercise 3

1. You *mustn't* step on the lawn.
2. You *must* pay a fine for late books.
3. You *mustn't* turn right when the light is red.
4. You *mustn't* leave a tip.
5. You *must* wear your seat belt.
6. You *must* pay cash or write a check.
7. You *mustn't* dive into the pool.
8. You *mustn't* take pictures here.

Exercise 4

1. A: Where are you and Sharon going?
B: To the supermarket. We *have to* buy some milk.
2. A: Where is Helen going?
B: Downtown. She *must* renew her driver's license. It expired yesterday.
A: Good idea. She *mustn't* drive without a valid license.
3. A: Where are you hurrying?
B: To class. I *mustn't* be late for the exam. I want to pass this course.
4. A: Do I *have to* go to the movie with you?
B: No. You can stay home.
5. A: Do I *have to* stay home tonight?
B: Yes, you do. You *must* get a good night's rest. You have a sore throat.
6. A: He *has to* get up early tomorrow. His plane leaves at 6 A.M.!
B: That early? He *must* be at the airport by 5 A.M.!

WORKBOOK ANSWER KEY Lesson 1 (continued)

Exercise 5

Pravit: Hi. Is Pierre home? This is Pravit.

Tetsuo: I'm sorry, Pravit, he's not here.

Pravit: I have to talk to *him*. I want a job at the library. I thought he could help *me*.

Tetsuo: But you have a job! Don't you like *it*?

Pravit: I do, but I need a second job. My parents are coming to visit *me*. I need more money. I want to take *them* to see the Grand Canyon.

Tetsuo: I hope you have a great time. Listen, Pierre and I are going to the movies tonight. Do you want to go with *us*?

Pravit: I'd like to, but I have to work. Could you ask Pierre to call *me*?

Tetsuo: Sure. What's your phone number?

Pravit: I think he has *it*.

Exercise 6

1. Yes, she did. She developed them on Sunday.
2. Yes, she did. She called him on Monday.
3. No, she didn't meet them.
4. Yes, she did. She bought them on Thursday.
5. Yes, she did. She took her to the train station on Friday.
6. No, she didn't wash it.

WORKBOOK ANSWER KEY Lesson 2, pp. 27-28

Exercise 1

1. Josh *isn't going to eat* pizza.
2. He *is going to play* the guitar.
3. He *isn't going to watch* TV.
4. He *is going to do* laundry.
5. He *is going to eat* ice cream.
6. He *isn't going to water* the plants.
7. He *is going to read* a book.
8. He *isn't going to do* home-work.

Exercise 2

1. A: What is Susan going to do at 8 P.M. on Sunday?
B: Have dinner with Sonal.
2. A: When is she going to meet Erik's brother?
B: On Monday.
3. A: Where is she going to take Liz and Tom on Tuesday?
B: To the doctor.
4. A: Who is she going to play tennis with on Saturday?
B: Laleh.
5. A: What time is Susan going to get a haircut on Thursday?
B: 2 P.M.
6. A: When is she going to go bowling?
B: On the 21st.

Exercise 3

Wording will vary

1. Emily is going to medical school. She is going to become a doctor.
2. Jeff and Mary are going to save money. They are going to buy a car.
3. Victor is going to take Russian lessons. He is going to live in Russia.
4. Andrea is going to learn to ski. She thinks she is going to become a ski instructor!
5. Jorges is going to exercise more. He is going to get in shape.

WORKBOOK ANSWER KEY Lesson 3, pp. 29–30

Exercise 1

Answers will vary.

- | | | |
|------------|------------|-----------|
| 1. have to | 3. should | 5. should |
| 2. have to | 4. have to | 6. should |

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Musts include passport, airline tickets, jacket or sweater.

Shoulds include Moscow guide, dictionary, umbrella.

Don't have tos include camcorder, swimming trunks, U.S. money, driver's license.

Shouldn't: fruit.

UNIT 5

Overview

TOPICS

- Directions
- The neighborhood
- Holidays
- Community resources
- Past and present
- Comparing two cities
- The ideal city

COMMUNICATION GOALS

Listening and Speaking

- Talking about places in a neighborhood
- Asking for and giving directions
- Comparing two places in a town or city
- Talking about holidays
- Talking about past habits and customs
- Describing differences between two cities

GRAMMAR

- Comparative adjectives: regular and irregular
- *Used to*: affirmative and negative statements and *Yes/No* questions and short responses

Reading and Writing

- Writing a paragraph
- Reading for specific information
- Writing a journal entry about goals

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Seeing things in the mind's eye

Knowing how to learn

Personal Qualities

Self-management

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

1 Consumer Economics

1.1.3 Interpret maps and graphs

2 Community Resources

2.2.1 Ask for, give, follow, or clarify directions

2.2.5 Use maps relating to travel needs

2.6.1 Interpret information about recreational and entertainment facilities and activities

2.7.1 Interpret information about holidays

7 Learning to Learn

7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals

7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Make a poster or collage using photographs depicting several different kinds of festivals. Brochures, magazines, and travel agencies are good sources. Show the class your poster and ask them what the topic is. Elicit the term *festival* and write it on the board.
- Ask the students what kinds of festivals they have been to, either in their own or other countries. Ask the students what kind of things people can do or see at the festivals. Write the names or types of festivals on the board, along with brief details about each one.

PRESENTATION

Is this the way to the festival?

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the scene and to guess what problem the friends are having.
- **Personalize the situation.** Ask the class what they do if they get lost while trying to find an unfamiliar place. Ask whether they prefer to look at a map or to ask someone for directions. Encourage them to support their answers with reasons from their own experience.
- **Focus on selected items.** Point to the mime in the illustration, and ask the students what that kind of performer is called and what is special about him. If they are unfamiliar with mimes, you can give a brief demonstration of miming by pretending to eat something. Elicit that mimes do not speak, and that they communicate with their bodies or by gesturing.
- **Set the listening task.** Write the following questions on the board: *Why does Tony understand the mime? How do the friends learn where the festival is?* With the students covering the conversation, play the cassette while they listen without writing. Play the cassette again while they take notes.
- **Check the listening task.** Call on individual students to answer the questions. Write their answers on the board. Play the cassette again while the students read along and check their answers.
- **Play or read the conversation aloud with pauses.** Direct the students to repeat each line after you. Monitor for natural speed, pauses and intonation. In groups of four, the students practice the conversation. Let a few groups perform for the class.
- **Engage the students in pair work.** Read the discussion question to the class. In pairs, the students exchange stories about trying to find an unfamiliar place.
- **Circulate and monitor progress.** Encourage the students to make their stories interesting by giving specific details about their problem. Recap by having the students tell the class about their partners' experiences. The class decides who had the most interesting problem.


UNIT 5

Lesson 1

In this lesson, you will

- talk about places in a neighborhood.
- compare two places in a town or city.
- ask for and give directions.

Is this the way to the festival?

 Look at the picture as you listen.



Lynn: What a pretty town! It's prettier than Los Angeles.

Yon Mi: Yes, and it's cleaner than L.A., too. I bet we're already close to the ocean. I can smell it. I think the festival is this way.

Oscar: No, it's on Laguna Canyon Road.

Tony: Laguna Canyon Road runs the other way.

Lynn: You're holding the map the wrong way. The festival is closer than you think.

Oscar: Hey, guys. Look at those people. They're walking *that* way. Do you think they're going to the festival?

Yon Mi: Let's ask someone. I don't want to miss anything. Excuse me sir, is this the way to the festival?

Lynn: Yon Mi, he's a mime. Mimes never talk. They communicate with gestures.

Yon Mi: I know. But look, he's pointing.

Tony: Wait a second. He's gesturing "Go down this street, pass through two lights and turn left, um, next to . . . next to . . . sick people," next to a hospital!

Yon Mi: Are you sure, Tony?

Tony: Trust me. I'm a visual learner, so I'm good with mimes.

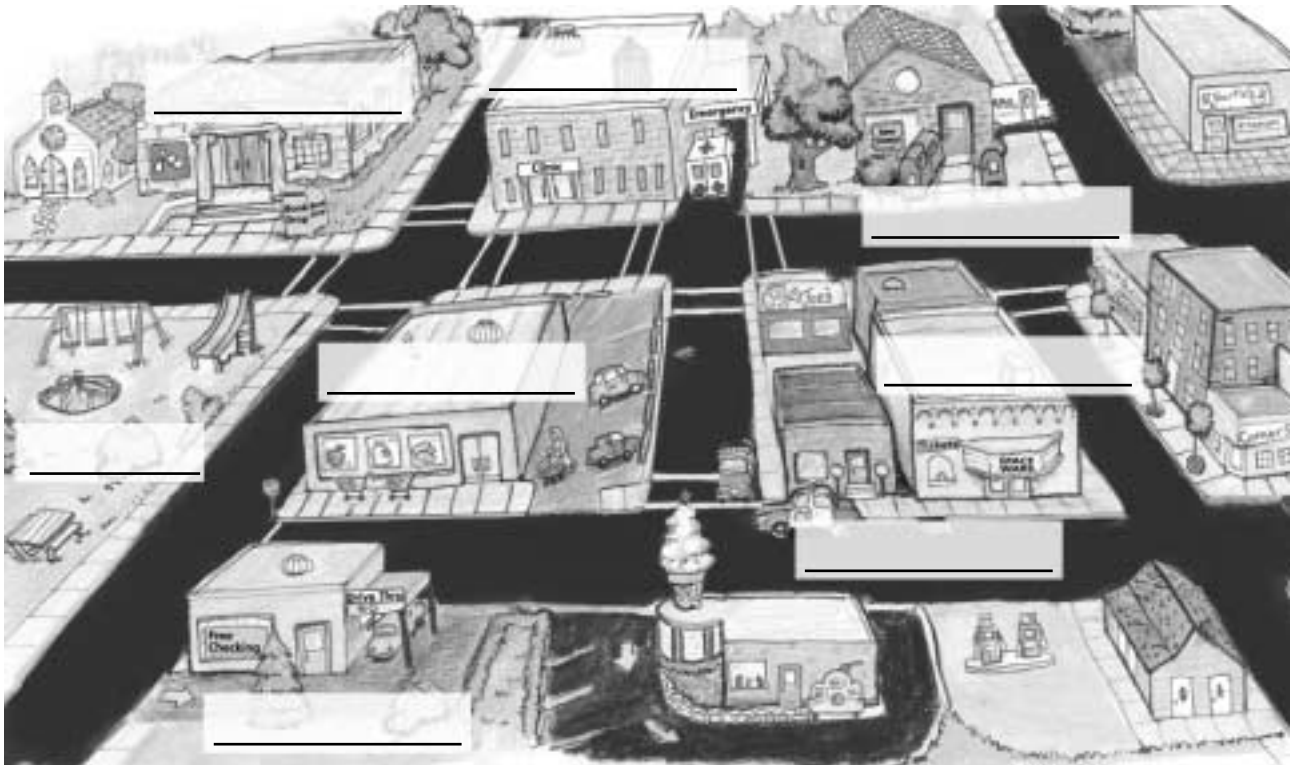
Yon Mi: Yes, Tony, you may be better with mimes than I am, but where's the festival?

Lynn: It's OK, Yon Mi, I see a sign. The festival is straight ahead.

Pair Did you ever have problems when you tried to find a new place? Tell your partner about what happened.

1 Word Bag: The Neighborhood

Pair Look at the map. Label the buildings and places.



 Now listen to the conversations. Write where the activities are taking place.

1. _____ the bank _____
2. _____
3. _____
4. _____
5. _____
6. _____

Did you know that . . . ?

In the United States, you can borrow current video and audiocassettes of best-selling books from town libraries. Libraries also offer a wide range of activities for children and adults.

2 In My Neighborhood

Group Discuss the following.

1. Does your neighborhood look like the one in the map? What is similar? What is different?
2. Is there a library in your neighborhood? Do you have a library card? Do you like to study in the library? Why or why not?
3. How often do you go to the post office? What services does it provide? How long does it take to send a letter from your country to other countries?
4. What other places in your neighborhood do you go to often? Why?

In your notebook, write a paragraph about your favorite place in your neighborhood. Describe it and tell why it is your favorite.

1 Word Bag: The Neighborhood

▶ **Listening**

- **Pair.** In pairs, the students look at the map and label the buildings. Circulate and help with vocabulary as necessary.
- If possible, make an overhead transparency of the map. If this is not possible, draw a rough representation of the map on the board. Ask individual students to write their answers on the transparency or on the board, telling the class the name of the building. There may be more than one name for some places: *supermarket* and *grocery store*. Practice pronouncing the names of the places.
- Play the cassette as the students listen to the conversations and decide where each one is taking place. After the students have written their responses, ask them for their answers.

Write the answers on the board. Play the cassette again, pausing after each conversation and asking the students how they know where the speakers were.

Answers

- | | |
|----------------|------------------|
| 1. bank | 4. hospital |
| 2. post office | 5. library |
| 3. supermarket | 6. movie theater |

- Ask a student to read the *Did you know that . . . ?* paragraph to the class. Ask the class if they have visited a library, and if so, what they did there. Ask what facilities their local library has to offer.

2 In My Neighborhood

▶ **Speaking** ▶ **Writing**

- Write the word *neighborhood* on the board and elicit the meaning (*the area around where you live*).
- **Group.** The purpose of the group discussions is to share information about the students' neighborhoods and also to help the students think of detailed information that they can use in the writing portion of the activity. In groups, the students interview each other about their neigh-

borhoods. The students can describe where they currently live or, if your students are from other countries, they can describe their neighborhoods in their home countries.

- In their notebooks, or as an assignment to turn in, each student writes a paragraph about a favorite place in his or her neighborhood. The writing should focus on one place and contain reasons why the writer likes that place.

3 Getting Around

► **Listening** ► **Speaking** ► **Reading**

- Orient the students to the map by asking them to show you which way is north and which is east. Ask some basic comprehension questions to familiarize them with the map: *What street is east of Jasmine Street? Is Park Avenue north or south of Vista Lane?*
- Tell the students that they will listen to a student ask for directions. The student is at the aquarium. Tell your students to find the aquarium on the map. Play the cassette while the students follow the directions with their fingers or pencils as they listen.
- Write the following on the board: *What words does the speaker use to give directions?* Play the cassette again as the students read along. After

the listening, ask the students to underline the words that the speaker uses to give directions. Provide the first example: *turn right*. Ask the students what other direction words the speaker uses, and write them on the board. Elicit other ways to give directions: *go, continue, cross, take a left/right*.

- **Pair.** In pairs, the students practice asking for and giving directions using appropriate language. Following their practice, several pairs can perform their conversations. Have one student give the starting and end points. As his or her partner gives directions, the class can follow along on their maps and check the accuracy of the directions.

4 Turn right at Laguna Canyon Road?

► **Listening**


- Play each section of the cassette twice as the students listen and follow the directions. The students then mark the correct end location. Check the answers as a class, replaying sections as necessary.

Answers

1. baseball field
2. museum
3. bank

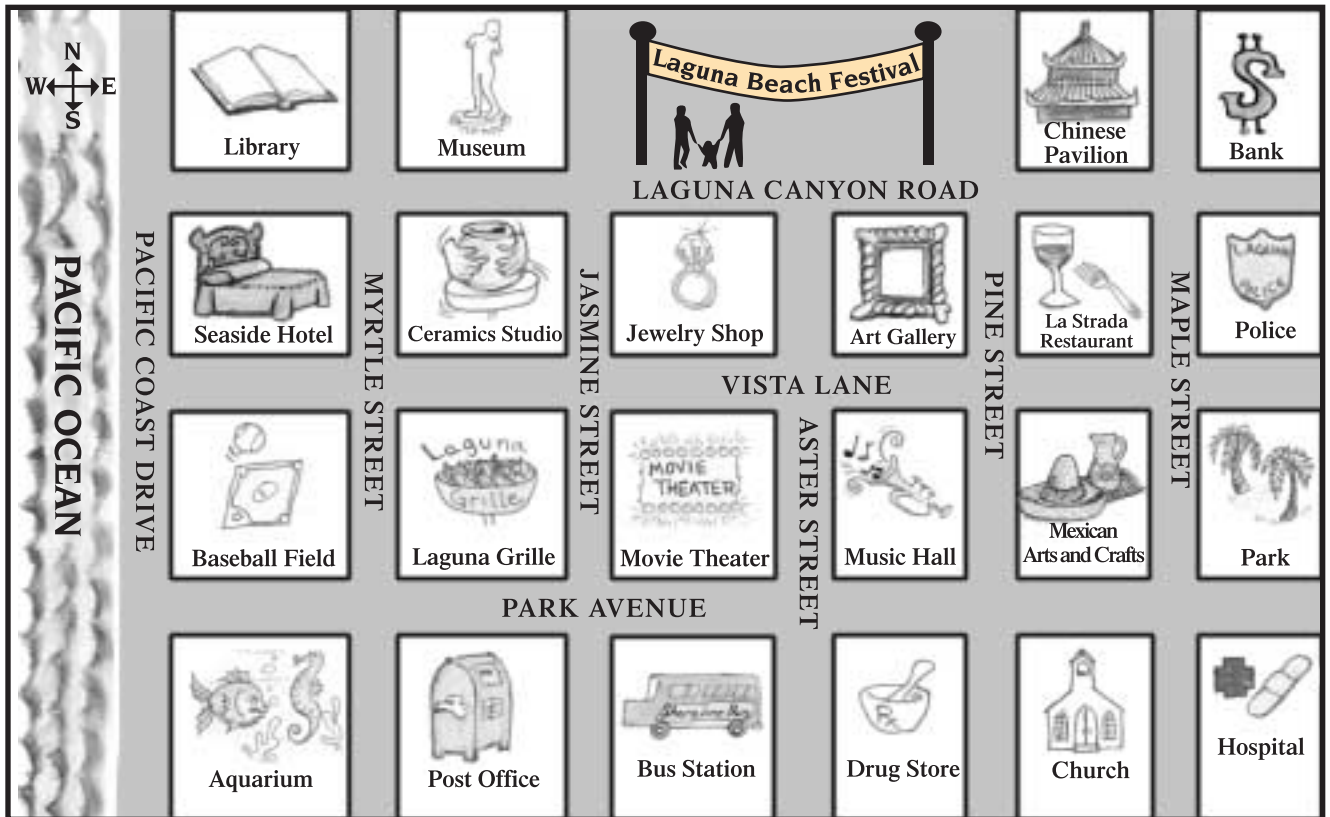
Additional Activity See Unit 5 Appendix.

3 Getting Around

 Student A is at the aquarium. Listen to the directions as you look at the map.

A: Excuse me. How do I get to the bank?


B: Walk east on Park Avenue for three blocks. Turn left on Pine Street. Walk north for two blocks and turn right on Laguna Canyon Road. Walk along Laguna Canyon Road to Maple Street. The bank is on the corner of Maple Street and Laguna Canyon Road, across from the police station.



Pair Work with a partner. Ask for and give directions:

1. from the post office to the Seaside Hotel.
2. from the park to the Laguna Beach Festival.
3. from the museum to the movie theater
4. from the library to the park.
5. from the bank to the Laguna Grille.
6. from the baseball field to the library.

4 Turn right at Laguna Canyon Road?

 Listen to the directions and check (✓) where you are on the map.

1. [] baseball field [] Laguna Grille
2. [] library [] museum
3. [] bank [] police station

5 Life in a small town is safer than life in a big city.



Pair Look at the picture. Use the adjectives in the box. Compare life in a small town and life in a big city.

cheap → cheaper

expensive → more/less expensive

good → better

quiet → quieter

exciting → more/less exciting

bad → worse

noisy → noisier

interesting → more/less interesting

Example:

A: Life in a small town is safer than life in a big city.

B: Yes, but life in a big city is more exciting. Small towns are less interesting than big cities.

6 Joe's Café is better than Harry's Grille.

Group Compare places in your city or town. First write the names of two places in the chart. Then decide which place is better and give reasons.

Example:

Joe's Café is better than Harry's Grille because it's less crowded and the food is fresher.

Place	Name #1	Name #2	Reasons
1. bank			
2. supermarket			
3. shopping mall			
4. park			
5. movie theater			
6. school			

Report your choices to the class. In your notebook, compare two more places in your city or town.

5 Life in a small town is safer than life in a big city. ▶ Listening ▶ Speaking

- Ask two students to read the example dialog. Elicit the structure for making comparisons: *A is (comparative) than B*. Practice the structure by asking the class to use the adjectives in the box to make comparisons between items they are familiar with. For example, students can compare a Porsche and a Volkswagen using *cheap*, or they can compare a day at school and a day at an amusement park using *exciting*.
- **Pair.** In pairs, the students compare life in a small town and life in a big city. They should tell their partners the reasons for their opinions. Circulate and monitor for correct use of the comparative form.
- Ask several students to tell the class their opinions of life in big cities and small towns, using comparatives and supporting their opinions with reasons and examples.

6 Joe's Café is better than Harry's Grille. ▶ Listening ▶ Speaking ▶ Writing

- **Group.** In groups, the students look at the chart and choose two places that they all know well, preferably places that the whole class might also know. They give their opinions of the two places in each category, circling the one they think is best. They should note their reasons in the spaces provided. As the students complete the activity, circulate and help with forming comparatives, writing the forms on the board as you give them.
- The members of each group tell the class about some of their comparisons. Ask if any other groups compared the same places. If so, ask what their opinions and reasons were.
- Using the comparatives in the book and those that the students generated during their discussions, elicit basic rules for forming comparatives. For one-syllable adjectives, add *-er*. For two-syllable adjectives ending in *-y*, change the *y* to *i* and add *-er*. For other adjectives with more than one syllable, use *more* before the adjective. Also elicit the rule for when we double the final consonant. When a one-syllable adjective ends in a single consonant preceded by only one vowel, double the consonant before adding *-er*.
- Individually or in pairs, the students write paragraphs comparing two other places in their city or town, making as many comparative statements as possible to support their opinions. Ask for volunteers to read their paragraphs aloud.

WORKBOOK Assign Workbook Lesson 1 as homework, or do in class.

Lesson 2

WARM UP

- Elicit the meaning of *holiday* in American English (*a special day for celebration*). (In British English, *holiday* also means *vacation*.)
- Write the following cues on the board and have the students copy them into their notebooks.

Winter holiday in my country:

Special foods we eat on this holiday:

Gifts we give on this holiday:

Special holiday music or entertainment:

- The students write brief notes about winter holidays in their countries.
- The students report to the class about their winter holidays. Make notes on the board about each one. Encourage the class to ask follow-up questions for more details.

PRESENTATION

Come to the Winter Fantasy Festival.

- **Set the stage.** With the students' books closed, read the title of the activity and tell the class that they will be looking at a poster advertising the Winter Fantasy Festival. Ask them to predict what kind of information the poster will contain (*time, location, cost, attractions*). Write the predictions on the board.
- **Personalize the situation.** Ask the students what they would like to do at a winter festival. If you live in an area without snow, ask the students how a fantasy winter could be created.
- **Focus on selected items.** Elicit the meanings of any vocabulary words that might be unfamiliar to the students: *carolers, jugglers, admission, handcrafted, unique, workshop*.
- **Set the reading task.** Ask a volunteer to read the first comprehension question in Activity 1, page 54, aloud. Tell the students that they will read for specific information that will help them answer this question. Now have the students turn to the festival poster on page 53 and read it silently.
- **Check the reading task.** Elicit the answer to the first comprehension question. Then, follow up by asking specific comprehension questions based on reading the poster: *Where is the festival held? What kind of entertainment is there? What activities at the festival would be interesting to children?* Elicit or provide definitions for any additional unfamiliar vocabulary and write the definitions on the board.
- **Engage the students in pair work.** In pairs, the students choose three things that they would like to see at this Winter Fantasy Festival and give reasons for their choices. Provide a model with a choice of your own, for example: *I want to see the carolers because I love singing.*
- **Circulate and monitor progress.** After the students have made their decisions, let them write their choices and reasons on the board.

Lesson 2

In this lesson, you will

- read for specific information.
- talk about past habits and customs.
- talk about holidays.

Come to the Winter Fantasy Festival.

Read about the Winter Fantasy Festival.

Dates: November 22, 28, 29, 30
December 6, 7, 13, 14

Time: 11 A.M. to 7 P.M.
(closed Thanksgiving)

Admission
Adults: \$3
Children 5-12: \$1
Children under 5: **free!**


Location: 945 Laguna Canyon Road, Laguna Beach, CA 92651

Winter Fantasy Festival


Featuring:

- Original arts and crafts
- Hands-on workshops
- Children's art activities
- Daily theme entertainment
- Santa Claus in his workshop
- Outdoor Christmas shopping

Handcrafted Art



The Entertainment




Musical performances
Storytellers
Jugglers
Strolling carolers

Winter Fantasy



Located in a three-acre eucalyptus grove with a real snow playground!

Food and Drinks



For more information call: 714-555-3030

1 Winter Fantasy Festival

Pair Check (✓) the correct answers.

- The Winter Fantasy Festival is held in
 Laguna. Laguna Beach.
- People can shop for gifts at the Festival.
 true false
- Everyone has to pay the price of admission.
 true false
- The Festival is held during
 one month. two months.
- The Festival closes on a holiday.
 true false
- The festival opens at 7 A.M.
 true false

Talk with your partner.

- What holiday season does the Winter Fantasy Festival celebrate? How do people celebrate this holiday?
- Do you think that holidays are important? Why or why not?

2 Holiday Survey

Group Where are the students in your group from? Write the names of the cities or towns in the chart. Ask students from different backgrounds to tell you the names of important holidays, when people celebrate them, how they celebrate them, and why they celebrate them.

	City	Holiday	When?	How?	Why?
1.					
2.					
3.					
4.					

Discuss your chart with the class. Then, in your notebook, write a paragraph about an important holiday celebration in your town or city.

1 Winter Fantasy Festival

► *Listening* ► *Speaking* ► *Reading*

- **Pair.** In pairs, the students complete the statements using the information from the poster. Have them tell their partner where on the poster they found the answers.

Answers

- | | |
|-----------------|---------------|
| 1. Laguna Beach | 4. two months |
| 2. true | 5. true |
| 3. false | 6. false |

- Ask a few volunteers to read the second discussion question aloud. Draw attention to the fact that there is no correct or incorrect answer when they are discussing their opinions. Encourage the students to provide detailed answers and to support their opinions with specific reasons. Recap by asking a few students their opinions about the importance of holidays.

2 Holiday Survey

► *Listening* ► *Speaking* ► *Writing*

- Elicit the meaning of *survey*. Read the instructions and check for comprehension by asking what information should be written in each column.
- **Group.** In culturally mixed groups, the students interview each other and complete the chart. Each group writes its information on the board, and then presents it to the class.
- Individually, the students write a paragraph about an important holiday celebration in their own towns or cities, using the questions from the survey to help them organize their paragraphs. In addition to describing the holiday, they should include personal reasons why they enjoy it.

3 I used to trim the tree in the evening.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Draw the students' attention to the illustration, and elicit the meaning of *trim the tree* (*decorate the Christmas tree*). Ask the students if they celebrate Christmas. If they do, ask whether they have a tree and who in their family trims it.
- Read the sentences in the example box. Ask the students to repeat. Elicit that *used to* is used to describe the habitual past, things that a person did in the past but doesn't do in the present. Practice the structure by asking the students: *What did you use to do in the past that you don't do now? What is something you do now that you didn't use to do in the past?*
- Direct the students to complete the conversation using the correct forms of *used to*. Ask volunteers to write their answers on the board. Check for accuracy, and review the structures if needed.

Answers

- | | |
|------------------|------------------------|
| 1. used to live | 6. used to trim |
| 2. did you live | 7. didn't have |
| 3. used to rent | 8. Did you use to help |
| 4. didn't like | 9. used to stuff |
| 5. used to spend | 10. used to bake |

- **Pair.** In pairs, the students tell each other how they used to spend Christmas or another holiday. The students should try to find several differences or similarities with their partners. Working together, each pair writes a paragraph comparing their holiday experiences, then reads it to the class. If they use any unfamiliar terms, ask them to write them on the board and explain them.

4 Hear it. Say it.

► **Listening** ► **Speaking**

- Write the target sounds [b] and [v] on the board and pronounce them. Demonstrate the difference in mouth position between the sounds: [b] is made by pressing the lips together, while [v] is made by placing the upper teeth against the lower lip. Both sounds are voiced. Instruct the students to place their fingers on their vocal cords; they should feel their vocal cords vibrate briefly when they pronounce [b] (*a stop*), but they should be able to make their vocal cords vibrate for a long time when they pronounce [v] (*a continuant*). Check individual students' pronunciation of the sounds.
- Write the minimal pairs *ban/van*, *habit/have it*, and *curb/curve* on the board and pronounce them with the students. Repeat with all the minimal pairs in the activity, checking the students' pronunciation individually.

- Play the cassette or read the words several times as the students check which sound they hear. Ask for volunteers to write their answers on the board. Play the cassette again to check.

Answers

- | | |
|---------|----------|
| 1. van | 5. habit |
| 2. best | 6. vow |
| 3. vote | 7. robe |
| 4. very | 8. curve |

- **Pair.** in pairs, the students practice pronouncing the words, helping each other make the sounds clearly.

Additional Activity See Unit 5 Appendix.

WORKBOOK Assign Workbook Lesson 2 as homework, or do in class.

3 I used to trim the tree in the evening.

Look at the examples.

I **used to** trim the tree in the evening.

I **didn't use to** wrap the gifts.

Did you **use to** wrap the gifts?

Yes, I **did**. or

No, I **didn't**. My mother **used to** wrap them.



Complete the conversation with the correct form of the verbs. Use *use to* and *used to* when appropriate.

A: I _____ in Grand Rapids, but now I live in Los Angeles.

1. live

B: Where in Grand Rapids _____?

2. you/live

A: My parents _____ the old Mill Town farm. But I really _____ it there.

3. rent

4. like/not

B: Why not?

A: Well, we didn't have any neighbors or relatives nearby, so we _____ the holidays alone. I _____ the Christmas tree, but there was nobody to see it. And we didn't have electricity, so the tree _____ any lights.

5. spend

6. trim

7. have/not

B: _____ make Christmas dinner?

8. you/help

A: Yes, I _____ the turkey, and my sister _____ the pies.

9. stuff

10. bake

Pair How did you use to spend Christmas or another holiday when you were a child? Talk with your partner about all the things you used to do. Then write a paragraph about how you used to celebrate the holiday.

4 Hear it. Say it.

 Listen to the words. Check (✓) the word you hear.

Minimal Pairs [b] [v]

1. [] ban [] van

5. [] habit [] have it

2. [] best [] vest

6. [] bow [] vow

3. [] boat [] vote

7. [] robe [] rove

4. [] berry [] very

8. [] curb [] curve

Pair With a partner, practice pronouncing the pairs of words.

Lesson 3

In this lesson, you will

- write a journal entry.
- describe differences between two cities.

Yon Mi's Journal

Read Yon Mi's journal entry.



November 25

We're back in Riverside. I was more homesick yesterday than today. Yesterday I felt so sad I wanted to jump on the next flight to Pusan. But today, I think that my decision to come to the U.S. was a good one. I'm having experiences that I'll remember for the rest of my life.

We went through Los Angeles on our way back to Riverside. L. A. is bigger and shinier than my little town, but it also seems lonelier. People don't know each other, and they seem to be always in a hurry. We went to Hollywood and drove by the houses of some movie stars in Beverly Hills. We didn't get out of the car. There wasn't anyone walking on the street. The houses were big and beautiful, but the neighborhood was empty.

It made me appreciate Pusan more. Back home when I used to walk or ride my bike, I always used to see familiar faces on the streets. I used to stop and talk to people almost every time I went out. Everyone used to know everybody else. We used to know where everyone lived and the history of everyone's families.

I don't know if people in big cities like Los Angeles have the same feeling of home that we do. I think big city people move a lot, and they often live next to strangers. I used to think that living in Hollywood would be very exciting and glamorous. But there's one thing in small towns that big cities like Los Angeles or Hollywood will never have—a sense of community.

In your journal, write about your feelings and experiences. Start by writing about the city or town where you are living now and comparing it with a city or town where you used to live.

Lesson 3

WARM UP

- Write the word *journal* on the board. Elicit that a journal is a record of our thoughts and feelings. Remind the class about the journal that was part of the earlier **Strategies for Success** exercises. Ask what kinds of things they wrote about.
- In pairs, the students think of five things they could write about in a journal. As they report possible topics, write the responses on the board.

PRESENTATION

Yon Mi's Journal

- **Set the stage.** Tell the students that they will read an entry from Yon Mi's journal. Yon Mi is feeling homesick for her hometown, Pusan. Write *homesick* on the board and elicit its meaning.
- **Personalize the situation.** Ask if any of the students has ever felt homesick when visiting a new place. What did the student miss most about his or her hometown? Was there anything about the new place that made him or her feel better or less homesick?
- **Focus on selected items.** Ask the students to predict the kinds of things that Yon Mi might compare between Pusan and Los Angeles. Write the predictions on the board.
- **Set the reading task.** Write the following on the board: *What things does Yon Mi describe about Los Angeles that are different from Pusan? What words does she use to compare the two cities?* As the students read, they should underline important information or take notes to help them answer the questions.
- **Check the reading task.** As a class, check if any of the students' predictions were correct. Ask the students for their responses to the questions you gave. Write them on the board. On the board list all the comparatives that Yon Mi uses in her journal.
- **Engage the students in pair work.** In pairs, the students make lists of three statements comparing their hometowns with another place they have visited or lived. The statements can be contrastive (*My hometown is very quiet, but New York is very noisy*) or comparative (*New York is noisier than my hometown*).
- **Circulate and monitor progress.** While the students write, circulate and assist with vocabulary or comparative forms as necessary. Recap by asking students to write a statement on the board.
- Each student writes a journal entry of one paragraph that compares the city or town where he or she is living now with a city or town where he or she used to live.
- **Expansion:** You can begin a dialog journal project with this entry. With dialog journals, the students exchange journals. The classmate responds to the entry in the journal, then returns it. This practice can be continued throughout the semester, with the students writing about various topics. The entries in dialog journals are usually about personal feelings and opinions, and can serve as a way for students to use their English skills for real communication. Depending on the level of your class, you may want to give some guidance about what to include in the entries.

1 My city is bigger than your city! 🎧

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- In this activity, the students will listen for the specific information needed to answer the questions. As a class, read each statement aloud. Ask the students to predict what they think the answers will be. Write their predictions on the board.
- Play the cassette twice. Encourage the students to just listen the first time. Then play the cassette again so that they can mark their answers. Check the answers as a class, asking the students what they heard that gave them the information they needed. Play the cassette again and review how the information is presented in the cassette. Elicit whether the words used are the same as in the sentences in the book or slightly different.

Answers

- | | |
|------|------|
| 1. T | 4. F |
| 2. F | 5. T |
| 3. T | 6. T |

- **Group.** In groups, the students use the information in the chart to compare their cities or towns. They should write in the information. Each group should add two features to their charts. When the groups present their discussions, they should focus on the two most interesting or most important similarities or differences between their cities.

2 Information Gap Activity, pages 127 and 128.

► **Listening** ► **Speaking** ► **Reading**

- **Preparation.** The students predict answers to comparative questions. Then, they determine the correct answers by comparing factual information with a partner. Divide and instruct the class as before. Each student has information about only one of the two possible answers to each question. Working individually, the students first predict the answers to each question based on their background knowledge and the information they have on their own worksheets.
- **Activity.** Before beginning, elicit the kinds of questions the students can ask to compare their information: *How tall is the Empire State Building? How heavy is a hippopotamus?* The students find a partner from the other group and ask questions to complete their information. Based on that information, the students check to see if their predictions were correct.

- **Wrap Up.** To check the answers, ask the students to write sentences using comparative statements: *The Empire State Building is taller than the Eiffel Tower.* Ask several students to write their answers on the board. Briefly review the pattern for making comparative statements.

Answers


1. The Empire State Building
2. The elephant
3. Harvard
4. The cheetah
5. Journalists
6. Asia
7. Mexico City

1 My city is bigger than your city!

 Listen to the cassette. Then read the sentences and write *T* (true) or *F* (false).

1. T The weather in Los Angeles is better than the weather in Mexico City.
2. Mexico City is less polluted than Los Angeles.
3. Mexico City is older than Los Angeles.
4. The history of Los Angeles is more interesting than the history of Mexico City.
5. Barcelona is smaller than Los Angeles and Mexico City.
6. Lynn thinks Hong Kong is both old and new.

Group In a group of three or four, compare your home cities or towns. Compare the things listed below and add others that are interesting to you. Present the results of your discussion to the class.

	City #1	City #2	City #3	City #4
1. Weather				
2. History				
3. Beauty				
4. Things to do				
5.				
6.				

2 Information Gap Activity, pages 127 and 128.

Pair Turn to pages 127 and 128 and follow your teacher's instructions.

3 My Town

Pair Ask your partner these questions, and add questions of your own.

1. Do you prefer a big city with busy street life or a small, quiet town near nature?
2. Do you want to be in a place near the water? an ocean or a river?
3. Do you like an older city with lots of history and interesting architecture or a modern city with newer buildings and lots of growth?

In your notebook, write a paragraph suggesting a city or town where your partner would enjoy living. Explain why you suggest it.

4 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Comparing information about cities

Grammar: What's your grammar IQ?

E-mail: My town

5 Wrap Up

Group Work with your group to design the perfect city. First, discuss these questions.

1. What is the climate like? Is it hilly? near water? near mountains?
2. What is the population? What do most of the people do? What are the main jobs?
3. What is the city famous for? What do tourists like to visit?

Give your city a name. Next, draw a picture of your city on a piece of paper. Then write a description of the city. Describe your city to the class.

Strategies for Success

- Giving directions
- Writing to use comparatives
- Reviewing your goals

1. With a partner, find a map of your city or town. Choose a place on the map. Take turns giving each other directions to a "secret" place you choose, such as a restaurant several miles away. Without pointing, tell your partner how to get there. Can he or she find it?
2. Write about a festival or holiday in your country. Use comparatives to describe the festival. For example, "The dancing is more fun than the singing."
3. Look back at the goals you set for yourself in Unit 1. Have you reached some of them? Should you change some of them? Should you try harder? Write your thoughts in your journal.

3 My Town

► **Listening** ► **Speaking** ► **Writing**

- Students interview a partner to suggest a city or town for their partners to live in. Go over the questions aloud, and elicit other appropriate questions, writing them on the board.
- **Pair.** In pairs, the students interview each other to find out their partners' preferences. Then,

based on the information, each student writes a paragraph suggesting a city or town for his or her partner to live in. Students should explain their suggestions. The partners exchange paragraphs, read them, and then share their partners' suggestions with the class.

4 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

5 Wrap Up

► **Speaking** ► **Writing**

- Bring to class large sheets of drawing paper and colored markers so that the students can make large drawings or travel posters for their cities. If this is not possible, the students draw their cities on the board.
- **Group.** In groups, the students answer the questions in order to design a perfect city. Remind them that this is an imaginary city, so anything is possible. The groups should take notes during their discussion, recording detailed information about their cities.
- Each group names its city, then draws a picture or travel poster of it. Using the written information from their discussion, each group writes a paragraph describing the city and why people would like to visit it.
- The groups present their drawings and read their paragraphs aloud to the class. The class responds by asking questions to get additional information.

WORKBOOK Assign Workbook Lesson 3 as homework, or do in class.

STRATEGIES FOR SUCCESS

1. For Exercise 1, provide some suggestions on how the students can find a suitable map. With one of your better students, role play an example direction and show how the scenario might unfold.
2. For Exercise 2, ask if the students have any questions about writing descriptions using comparatives. Answer any questions. Suggest that they write their descriptions in their journals and share them with a partner.
3. For Exercise 3, the students will need to evaluate their success in attaining the goals they listed in Unit 1. You might offer an example of a goal: *I will learn 25 new vocabulary items every week. A possible response would be: I was successful for the first two weeks. The last three weeks I learned only 10 words each week. I must try harder, but perhaps I should learn only 15 words each week.*
4. Recycling strategies [optional]: Review some of the strategies practiced so far. List them (see the previous units) on the board. Ask the class to give brief examples of each strategy.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

- | | |
|--|-----------------------------------|
| listen more effectively? Exercise ____ | read more easily? Exercise ____ |
| speak more fluently? Exercise ____ | write more clearly? Exercise ____ |

Which exercise did you like the most? ____ Why? _____

Which exercise did you like the least? ____ Why? _____

VOCABULARY

Verbs

appreciate
celebrate
communicate
hold
point
prefer
seem
smell
stop
walk
wrap

Nouns

admission
decision
eucalyptus
festival
gift
mime
mountain
nature
pollution
stranger
tourist

Adjectives

available
empty
familiar
far
glamorous
modern
polluted
safe
straight
unique

Expressions for Directions

around the corner
block
cross
close to
east, north, south, west
How can I get to . . . ?
on the left (right)
opposite
straight ahead
this/that way

▶ **GRAMMAR SUMMARY**

Forming the Comparative of Adjectives

Regular Adjectives		Irregular Adjectives	
One-syllable Adjectives	Comparative Form (Adjective + <i>-er</i>)	Adjectives	Comparative Form
hard	harder	good	better
sad	sadder	bad	worse
		far	farther/further
		much/many	more
		little/few	less
Two-syllable Adjectives Ending in <i>-y</i>	Comparative Form (Adjective + <i>-er</i>)		
easy	easier		
busy	busier		
Multi-syllable Adjectives	Comparative Form (<i>more/less</i> + adjective)		
beautiful	more/less beautiful		
difficult	more/less difficult		

Used to

Affirmative Statement

I (you, she, he, we, they) **used to** walk in the park.

Negative Statement

I (You, He, She, We, They) **didn't use to** walk in the park.

Yes/No Question and Short Responses

Did I (you, she, he, we, they) **use to** walk in the park?

Yes, I (you, she, he, we, they) **did**. or

No, I (you, she, he, we, they) **didn't**.

▶ **COMMUNICATION SUMMARY**

Talking about places in a neighborhood

My favorite place is the library. It is quiet there, and I love to read.

Asking for and giving directions

How can I get to Arlington Street from here?
Go down the street and turn left.

Comparing two places in a town or city

Joe's Café is better than Harry's Grille because it's less crowded and the food is fresher.

Talking about holidays

We celebrate our new year on March 21.

Talking about past habits and customs

We used to trim the Christmas tree in the evening. My sister used to bake pies, and I used to stuff the turkey.

Writing a journal entry

I was more homesick yesterday than today. Yesterday I felt so sad that I wanted to go home.

Describing differences between two cities

Los Angeles is more polluted than Riverside. My hometown is smaller than Houston.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Point out two objects in the classroom that can be compared, and ask the students to make statements about them: *The teacher's table is bigger than my desk. The bulletin board is smaller than the chalkboard.* Repeat with several pairs of objects. You can also use comparatives to discuss the communication skills that the students have learned: *Asking for directions is easier than writing a journal entry.*
- Tell the students to ask their partners three questions about their lives using *used to* to talk about past habits. The partners should answer using short responses and statements, if needed.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 1, Exercise 4 (p. 51)

Giving Directions

- Bring in copies of maps of your school or your school's town or city. It is helpful if the maps contain the names of buildings, parks, or other landmarks. There should be enough copies for every student.
- In pairs, the students choose two locations on the map and write directions from one location to the other. Alternatively, you can write locations on index cards and give one card to each student. The partners then decide which of the locations will be the starting point and which will be the ending point, writing their directions accordingly.
- The pairs read their directions to the class, using the same format as the listening activity they just completed. They tell the class the starting point, give the class directions to follow, and then ask their classmates where they are.
- This activity can be made even more challenging by bringing in maps that are not local, but that might be of interest to the students. Maps of large metropolitan parks like San Francisco's Golden Gate Park or New York's Central Park could be used, as could maps of universities. Libraries and the Internet are good sources for these maps.

Lesson 2, Exercise 4

Tic-Tac-Toe—distinguishing [b] and [v]

- Refer to the Unit 4 Appendix and adapt the tic-tac-toe activity for use with minimal pairs containing [b] and [v].

WORKBOOK ANSWER KEY Lesson 1, pp. 31–34

Exercise 1

1. fire station 2. bank 3. Italian restaurant 4. toy store

Exercise 2

1. A: Excuse me. Is there a restaurant around here?
B: Yes, there is. It's *on Market Street, across from the department store.*
2. A: Excuse me. I'm looking for a bank.
B: It's *on Spruce Street, between the hotel and the post office.*
3. A: Excuse me. Where's the post office?
B: It's *on the corner of Spruce and Market, across from the hospital.*
4. A: Excuse me. We're looking for the hospital. Is it nearby?
B: Yes. It's *on the corner of Spruce and Market, across from the post office.*
5. A: Excuse me. Is there a library nearby?
B: Yes. It's *across from the department store, between Pine Street and Spruce Street.*
6. A: Excuse me. Is this the way to the drugstore?
B: Yes. It's *next to the super-market on Pine Street.*

Exercise 3

Wording will vary.

Exercise 4

1. bigger 4. worse 7. friendlier 10. stronger
2. better 5. more expensive 8. wetter 11. prettier
3. busier 6. more modern 9. easier 12. more wonderful

Exercise 5

1. Which city is *noisier*, New York or Los Angeles?
New York is noisier than Los Angeles.
2. Which city is *more glamorous*, Los Angeles or San Antonio?
New York is more glamorous than San Antonio.
3. Which city is *cleaner*, New York or San Antonio?
San Antonio is cleaner than New York.
4. Which city is *more expensive*, New York or San Antonio?
New York is more expensive than San Antonio.
5. Which city is *friendlier*, New York or Los Angeles?
Los Angeles is friendlier than New York.

Exercise 6

Answers will vary.

2. San Antonio is less noisy than Los Angeles.
3. San Antonio is less expensive than Los Angeles.
3. New York is less glamorous than Los Angeles.
4. San Antonio is more friendly than Los Angeles.
5. Los Angeles is cleaner than New York.

WORKBOOK ANSWER KEY Lesson 2, pp. 35-36

Exercise 1

Wording will vary.

- | | | |
|--------------------------------|--------------------------------------|----------------------------------|
| 1. Dan used to have long hair. | 4. Dan used to ride a bike. | 6. Dan used to live in the city. |
| 2. Dan used to have a beard. | 5. Dan used to live in an apartment. | 7. Dan used to swim in a pool. |
| 3. Dan used to wear jeans. | | 8. Dan used to go to the gym. |

Exercise 2

- | | | |
|--|---|---|
| 1. I used to visit my grandmother every summer. | 3. I used to play card games with my cousins. | 5. I always used to buy a candy bar after school. |
| 2. My family used to have a small car. <i>or</i> My family didn't use to have a big car. | 4. I used to have a dog named Buster. | 6. I didn't use to ride my bike every day. |

Exercise 3

- | | | |
|--------------------------|-----------------------|-------------------|
| 1. used to go | 4. did he use to live | 7. used to listen |
| 2. used to have | 5. didn't use to live | |
| 3. Did they use to write | 6. did he use to do | |

Exercise 1

Answers will vary.

1. Anton's apartment is smaller than Olivia's.
2. Anton's neighborhood is downtown.
3. Olivia's neighborhood is in the suburbs.
4. Anton's apartment is close to the supermarket, the post office, and the bank.
5. Olivia doesn't live near any shops.
6. The streets near Anton's apartment are full of people and cars.
7. The streets near Olivia's apartment are quiet and have few people or cars.
8. Anton's neighborhood is noisy.
9. Olivia's neighborhood is quiet.
10. There are a lot of accidents in Anton's neighborhood.
11. There are rarely any accidents in Olivia's neighborhood.
12. There's a lot of trash in Anton's neighborhood.
12. Olivia's neighborhood is taken care of; people don't throw garbage in the streets.

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

UNIT 6

Overview

TOPICS

- Home remedies
- Doctor's appointments
- Health advice
- Preventive and alternative medicine
- Healthy living
- Nutrition

GRAMMAR

- Imperatives: affirmative and negative
- Verbs followed by infinitives

COMMUNICATION GOALS

Listening and Speaking

- Talking about health problems and remedies
- Making suggestions
- Making a doctor's appointment
- Giving advice
- Discussing a healthy diet
- Talking about preferences, likes, and dislikes in food
- Listening to advice about a healthy diet

Reading and Writing

- Taking notes
- Reading about alternative medicine
- Writing a short report
- Reading and answering letters asking for advice
- Writing about an illness or accident

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Decision making

Problem solving

Reasoning

Personal Qualities

Responsibility

Self-esteem

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

1 Consumer Economics

1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services

3 Health

3.1.1 Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions

3.1.2 Identify information necessary to make or keep medical and dental appointments

3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers

3.5.2 Select a balanced diet

3.5.8 Identify practices that promote mental well-being

3.5.9 Identify practices that promote physical well-being

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Introduce the unit by asking volunteers to read the lesson goals aloud. Ask if any students have had a health problem recently. If so, how did they treat it? By themselves or through a doctor?
- As a class, brainstorm the various options students have if they need medical treatment. Write the ideas on the board. Ask where the students can go in your area for health care. Elicit the differences between these facilities, both in terms of cost and the care offered.
- If your school has a student health center, nurse, or insurance plan, find out what the students know about these resources. Write the information on the board. Add other information you think they should know. If possible, support the discussion with brochures or information from your school's health center and from other health-care resources.

PRESENTATION

Don't try to talk with that sore throat.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask where Lynn, Tony, Oscar, and Yon Mi went in Unit 5 (*the Winter Festival*). Ask the class to describe the scene and predict what might be wrong with each person. List the suggestions on the board.
- **Personalize the situation.** Referring to the predictions, ask if your students have ever had any of these problems, and if so, what they did to get better. Make a second list on the board with each remedy next to its problem.
- **Focus on selected items.** To introduce the new vocabulary, write the heading **Ailment** above the first list (the guesses about the friends' problems), and elicit the meaning (*illness or physical problem*). Write **Remedy/Cure** above the list of remedies, and elicit the meaning (*something you do or take to feel better*). Tell the class that they will discuss different remedies for various ailments.
- **Set the listening task.** On the board write: *What is wrong with each of the friends? What remedy do the other friends suggest?* Ask which characters are in this dialog. Write their names on the board. Tell the class that they will listen to the cassette twice. During the first listening, they should write down the friends' ailments. During the second listening, they can take notes on the remedies.
- **Check the listening task.** Ask for volunteers to read their answers aloud. Write their responses on the board. Play the cassette again so that students can read along and check their answers. If necessary, provide meanings for unfamiliar vocabulary. Ask the class why Tony said *Do you want to cook me or cure me?* (*It's a joke, based on Yon Mi's suggestion that he use baking soda.*)
- **Engage the students in pair work.** Ask the students what a *home remedy* is (*a cure or remedy that uses simple things found at home*). In pairs, the students exchange information about home remedies they have used and whether they were effective.
- **Circulate and monitor progress.** On the board, pairs write down the home remedies they have used and what ailments they were for. As a class, look for remedies that are used for several different ailments and for all the remedies that can be used for one ailment.


UNIT 6

Lesson 1

In this lesson, you will

- talk about health problems and remedies.
- make suggestions.
- make a doctor's appointment.
- give advice.

Don't try to talk with that sore throat.

 Lynn, Tony, Oscar, and Yon Mi are at the local clinic. They all returned sick from the festival. Look at the picture. Then listen as you read the conversation.



Lynn: I hope we don't have to wait too long. I really feel sick. Tony, don't scratch!

Tony: I can't help it. My leg itches.

Oscar: You have poison oak. Put butter on it.

Lynn: It's probably only ant bites. Rub a raw potato on your skin.

Tony: Yon Mi, don't try to talk with that sore throat. Write it down here.

Yon Mi: (writing) *I think you have ant bites. Mix baking soda and water and put it on your skin.*

Tony: What's this? Do you want to cook me or cure me?

Nurse: Lynn, the doctor will see you now. The rest of you can fill these out.

Doctor: What seems to be the matter?

Lynn: I have chills and a headache.

Doctor: Are you nauseated?

Lynn: Yes, very. And I'm thirsty, too.

Doctor: Uh-oh. . . Did you eat a hamburger at the Festival?

Lynn: How did you know?

Doctor: Because I've already seen half-a-dozen patients with the same symptoms. You have food poisoning, and I know what probably caused it.

Lynn: The hamburger?

Doctor: Right. Drink a lot of water and get some rest. Call me tomorrow.

Pair Have you ever tried a home remedy to cure a simple ailment? What did you use? Did it work? Tell your partner about this home remedy.

1 What do you do to stay healthy?

Pair Discuss the following questions.

1. Have you ever had any of the illnesses mentioned in the conversation? Which one(s)?
2. When was the last time you were sick? What did you or your family do?
3. What do you do to stay healthy?
4. What do you do when you get sick?

Report your partner's answers to the class.

2 Word Bag: Ailments and Treatments

Group Decide which treatments or remedies are good for each of these ailments or injuries.

Example:

You **should** cover a cut with a Band-Aid.

Ailment/Injury



1. cut f



2. headache



3. rash



4. sprained ankle



5. backache



6. broken bone

Treatment/Remedy



a. heating pad



b. ointment



c. aspirin



d. ice pack



e. cast



f. Band-Aid

Report your decisions to the class.

1 What do you do to stay healthy?

► *Listening* ► *Speaking*

- **Pair.** Read the questions aloud as a class. In pairs, the students discuss the questions and take notes on the answers. In the class discussion following the pair work, focus on the third

and fourth questions. Write the students' responses on the board. These questions generate material for activities to come in the unit.

2 Word Bag: Ailments and Treatments

► *Listening* ► *Speaking* ► *Writing*

- As a class, read the names of each ailment or injury and each treatment or remedy, eliciting definitions from the class. Encourage the students not to use their dictionaries for this activity. Ask for a volunteer to read the instructions for the activity, and another volunteer to read the example statement of advice.
- Point out that the statement uses a specific verb (*cover*), and encourage the students to think of specific verbs that might go with each treatment. As a model, ask what you do with aspirin (*you take, or swallow, aspirin*). Note that many verbs can be used correctly in this activity. The point is to encourage the students to include verbs other than *use*, which, although correct, is not very specific. This is an opportunity to teach which verbs are commonly used when discussing these treatments.
- **Group.** Divide the students into groups of three or four. Tell them to decide which treatment is

best for each ailment or injury. Each treatment should be used only once as an answer. Instruct the students to then write advice statements following the example.

- Ask the groups to write their advice statements on the board. You can ask each group to write just one statement or all of their statements on the board. As a class, first compare the content of the statements, and compare any different answers. Then, focus on the verb choices and grammatical accuracy of each statement. Assist with verb choice if necessary.

Answers

- | | |
|------|------|
| 1. f | 4. d |
| 2. c | 5. a |
| 3. b | 6. e |

Additional Activity See *Unit 6 Appendix*.

3 I need to see a doctor.

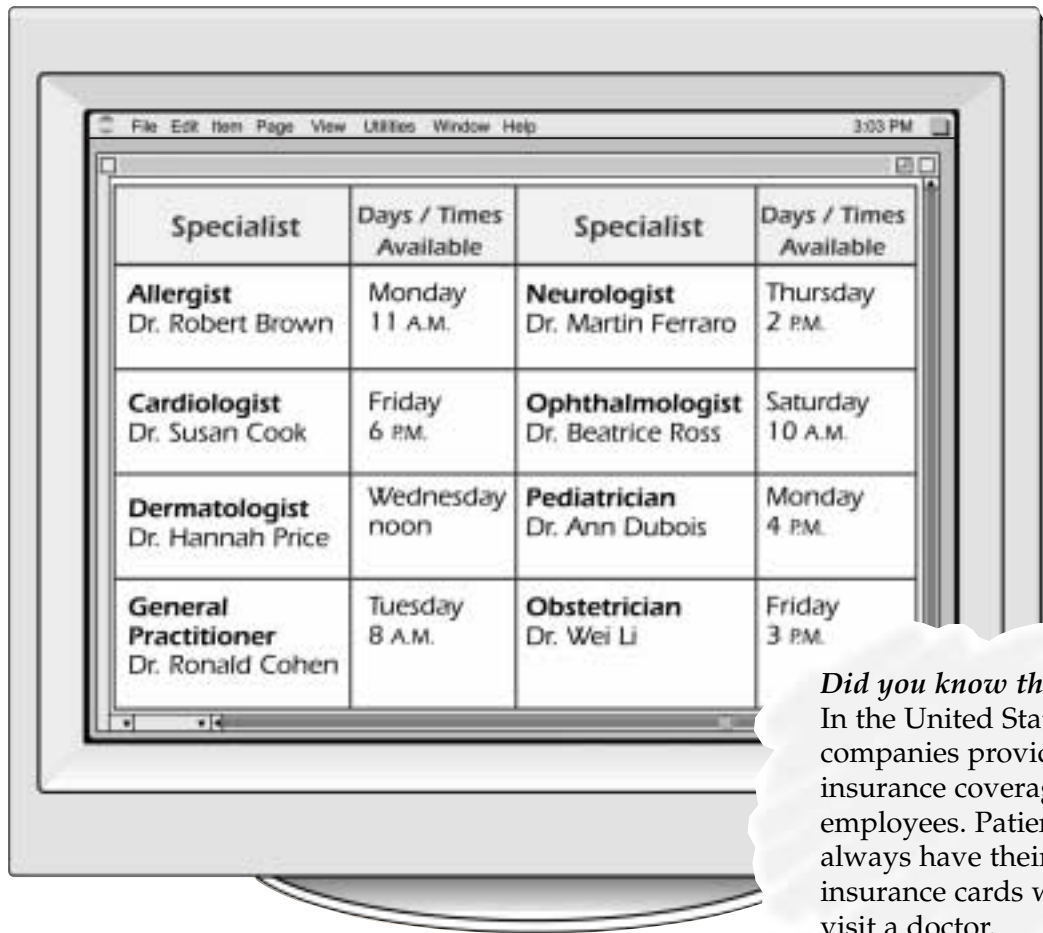
► **Listening** ► **Speaking** ► **Reading**

- Write the names of the specialists on the board and pronounce them with the class. Ask the students which syllable is stressed in each word and mark it on the board. Instruct the students to mark the stressed syllables in their books. Elicit what kind of health problems each specialist treats (*cardiologist/heart problems*) and write that information on the board. Pronounce the doctors' names with the class.
- Check for comprehension and pronunciation by asking questions based on the information in the chart: *What is the name of the doctor who works with children? What kind of doctor is Dr. Cohen?*
- Ask a volunteer to read the *Did you know that . . . ?* paragraph. Ask the students about other ways that people can get health insurance or help to pay medical expenses.
- **Pair.** In pairs, the students take turns playing the parts of a patient and the receptionist at a doctor's clinic. Tell the "patient" to call the clinic and describe his or her problem. Instruct the "receptionist" to then decide which doctor the patient should see, and then schedule an appointment. Each time a pair finishes the conversation, the partners should discuss whether or not the receptionist chose the correct doctor for the patient's problem.
- **Expansion:** Distribute index cards to the students. Each student writes on his or her card a description of a health problem similar to those in the activity, making sure that the problem can be helped by one of the specialists listed in the chart. Collect the cards and redistribute randomly to the students. Give them a moment to read their cards, and clarify any questions they may have about the ailment on their card. Taking turns as both receptionist and patient, pairs of students come to the front of the class and perform brief, impromptu role-plays similar to those in the activity. The students should not read the dialog from their books, but should improvise their role-plays.
- Draw the class's attention to the groups of words in boldface in the dialog. Ask the students to read them aloud while you write them on the board. Elicit how the structure of the phrases *need to see*, *want to see*, and *would like to make* are similar (*each has a verb that is followed by an infinitive*). To emphasize the structure, underline the verb *need* and write *V* below it. Underline the infinitive *to see* and write *+infinitive* below it. Repeat with the other two phrases. Tell the students that many verbs are followed by infinitives. The three in this dialog are *need*, *want*, and *like*. In the next activity, the students will learn to use infinitives with other verbs as well.

Grammar note: Although the focus of these activities is on verbs followed by infinitives, some of these verbs can also be followed by gerunds. Do not tell the students that these verbs can *only* be followed by infinitives, as they may later encounter them being followed by gerunds.

3 I need to see a doctor.

Below is the list of specialists and their available days and times at a local clinic.



The image shows a computer monitor displaying a window with a menu bar (File, Edit, Item, Page, View, Utilities, Window, Help) and a clock showing 3:03 PM. The window contains a table with the following data:

Specialist	Days / Times Available	Specialist	Days / Times Available
Allergist Dr. Robert Brown	Monday 11 A.M.	Neurologist Dr. Martin Ferraro	Thursday 2 P.M.
Cardiologist Dr. Susan Cook	Friday 6 P.M.	Ophthalmologist Dr. Beatrice Ross	Saturday 10 A.M.
Dermatologist Dr. Hannah Price	Wednesday noon	Pediatrician Dr. Ann Dubois	Monday 4 P.M.
General Practitioner Dr. Ronald Cohen	Tuesday 8 A.M.	Obstetrician Dr. Wei Li	Friday 3 P.M.

Did you know that . . . ?

In the United States, many companies provide medical insurance coverage for their employees. Patients should always have their medical insurance cards when they visit a doctor.

Pair Choose from the list of problems below.

1. Your baby has a fever and isn't eating.
2. You get headaches when you watch TV.
3. You get out of breath when you walk up a flight of stairs.
4. You need a medical check-up to renew your insurance.
5. You have a rash, and your skin is itchy.
6. Your hands get numb when you work at the computer.
7. You sneeze a lot around cats.
8. Your sister is pregnant.

Your partner is a receptionist at a doctor's clinic. Call the clinic to make an appointment, and tell your partner what your problem is. He or she will tell you which doctor you need to see. Switch roles.

A: Community Clinic. Can I help you?

B: Yes. I **need to see** a doctor.

A: What's the matter?

B: Well, I sneeze a lot and my eyes water.

A: Oh, then you **want to see** an allergist.

Dr. Brown can see you on Monday at 11:00 A.M.

Would you like to make an appointment?

B: Yes, please.

4 He agreed to go to the doctor.

Complete the paragraph with infinitives from the list.

He agreed **to stop** smoking. I offered **to help** him.

to follow to give to go to help to see to smoke to stop to work

My friend Mark agreed _____₁ smoking. He hated _____₂ it up, but I offered _____₃ him. I recommended a specialist, but Mark preferred _____₄ his general practitioner. The doctor told Mark to eat candy every time he wanted _____₅. Mark decided _____₆ the doctor's advice. It seemed _____₇, but it caused another problem. Now Mark needs _____₈ to the dentist!

Has a doctor ever given you advice? What was the advice? Did you follow it? If so, what did you do? If not, what did you decide to do instead? Write a paragraph in your notebook.

5 Dear Doctor . . .

Group Read the letters below. Decide together what advice you can give each writer. Write two pieces of advice below each letter.

Dear Doctor,

My problem is this: I can't sleep at night. I go to bed at 10 P.M., but I never fall asleep before 3 A.M. I get up for work at 6 A.M., and I need more sleep. What can I do?

Sleepless

Dear Sleepless,

1. _____

2. _____

Dear Doctor,

I am always tired. I usually get eight hours of sleep each night, but it doesn't help. What should I do?

Pooped Out

Dear Pooped Out,

1. _____

2. _____

Dear Doctor,

I want to lose 20 pounds. I've tried many diets, but I just can't lose weight. I need some advice—fast!

Too Chubby

Dear Too Chubby,

1. _____

2. _____

Read your advice to the class.

4 He agreed to go to the doctor.

► Reading ► Writing ► Speaking

- Individually, the students complete the paragraph using the given infinitives. Each infinitive should be used only once. Then, let the students compare their answers. Ask volunteers to write each sentence of the paragraph on the board, underlining the infinitives. Check as a class.

Answers

- | | |
|------------|--------------|
| 1. to stop | 5. to smoke |
| 2. to give | 6. to follow |
| 3. to help | 7. to work |
| 4. to see | 8. to go |

- On the board, write: *Verbs that take infinitives*. Also write the verbs in the paragraph that take infinitives, listing them in their past tense forms (*agreed, hated, offered, preferred, wanted, decided, seemed, needed*). Elicit the simple (base) forms of the verbs and write them on the board. As a

class, think of a new sentence for each verb. For example, *My brother agreed to give me his baseball.*

- To provide the students with a helpful structure for the writing task, ask them to look in the paragraph for one more verb followed by an infinitive (*The doctor told Mark to eat candy . . .*). Elicit how this verb follows a different pattern than the others (*it requires an object between the verb and the infinitive*). Write *tell + object + infinitive* on the board. Ask the class to think of and write down additional sentences using the verb *tell* or *told* with an infinitive. Have several students read their sentences aloud.
- Read the writing assignment aloud. Either for class or for homework, instruct the students to write a paragraph in their notebooks about their experiences with a doctor's advice. Elicit which tense the students will use most (*simple past*). To recap, the students can read their paragraphs aloud, either in small groups or as a class.

5 Dear Doctor . . .

► Speaking ► Reading ► Writing

- Read the instructions aloud. Ask for volunteers to read the letters aloud. Elicit the modals that we use to give advice or make suggestions: *could, might, should, must, have to*. Write all the students' suggestions on the board. For each modal, ask if it is a strong or weak suggestion. (Strong: *should/shouldn't, must/mustn't, have to*. Weak: *could, might*.) Mark the modals with S or W accordingly. Model the activity and review the pattern for using modals by asking the students for one piece of advice for each letter. Write their advice on the board. As a class, check for grammatical accuracy.
- Direct the students to look back at the dialog at the beginning of the unit, and ask how people

in that conversation give advice (*using the simple [base] form of the verb*). Ask the students to read a few examples from the dialog. Write them on the board. Explain that when we give advice or suggestions using the simple (base) form of the verb, it is called *an imperative*. Write *imperative* on the board next to the examples.

- **Group.** In groups, the students write two pieces of advice for each of the letter writers. Recap by having each group read its advice to the first writer. Alternatively, the groups can write their answers on the board. Repeat for the other two letters.

Lesson 2

WARM UP

- Ask the students to list what they ate in the last twenty-four hours. Stimulate their memories by asking what they ate after class, for dinner, for an evening snack, or for breakfast. Remind them to list all beverages, including calorie-free beverages such as diet soft drinks and black coffee or tea.
- In groups, the students compare their results and decide whose diet is the healthiest. Clarify

that the word *diet* can mean *eating less to lose weight*, but it can also mean *what a person usually eats*. Each group reports its findings and explains why that particular student is the healthiest eater. Take notes on the board about what the class believes a healthy diet should or should not include.

PRESENTATION

A Healthy Diet

- **Set the stage.** Instruct the students to look briefly at the quiz on page 65. Tell them that by taking this quiz, they will learn about some of the foods that make up a healthy diet.
- **Personalize the situation.** Ask if any students have ever received information about good eating habits from their doctors. Ask what advice they were given, and write it on the board. Find out if others think this was good advice, and why or why not.
- **Focus on selected items.** Orient the class to the format of the quiz by having a volunteer read the question in box 1. Ask the students to vote for one of the answers. Model the process of the activity by then asking one student representing each opinion to read the information in the box that their answer directed them to.
- **Check the reading task.** As the students take the quiz, they should feel free to ask about vocabulary. Write any unknown words on the board and try to elicit the meaning from the class.
- **Set the reading task.** Write the headings **Health facts I know** and **Health facts I learned** on the

board, instructing the students to copy them into their notebooks. Tell the students to write each fact in the quiz in one of the two columns. Model by directing the students to write the first fact (*a pulse rate of 52 is no reason to worry*) in one of the two columns based on their previous knowledge. Circulate and make sure that the students complete their charts of what they know and what they learned about healthy eating habits.

- **Engage the students in pair work.** In pairs, the students decide what makes a healthy diet. They should use the information they learned from the quiz and their own background knowledge. Instruct each pair to summarize their discussion by writing a few advice statements about how to eat a healthy diet.
- **Circulate and monitor progress.** As the students complete their advice statements, tell them to write their statements on the board. As a class, compare the results and choose three or four suggestions that the class thinks are the most important. Mark these with asterisks and ask the class to explain why these suggestions are so important.

Lesson 2

In this lesson, you will

- discuss a healthy diet.
- talk about preferences, likes, and dislikes in food.
- plan a balanced meal.
- listen to advice and take notes about a healthy diet.

A Healthy Diet

How much do you know about a healthy diet? Take the quiz. Start with box 1.

START

You have a pulse rate of 52 beats per minute. Should you be worried?
Yes: go to box 9.
No: go to box 6.



1

Wrong. Fatty foods do not cause high blood pressure. Try box 7 again.

2

You are anemic. You should eat . . .
less meat.
(Go to box 11.)
more meat.
(Go to box 16.)



3

Sorry. A medium-sized steak has 585 calories. Try box 12 again.



4

Right! Eating too much salt can cause high blood pressure. Go to box 8.



5

Good start. A pulse rate of 52 indicates that you are in good shape. Go to box 3.

6

You have high blood pressure. Is the reason *smoking*? (Go to box 14.) *fatty foods*? (Go to box 2.) *salt*? (Go to box 5.)

7

You need to eat less fat. Would you choose . . .
a banana? (Go to box 10.)
an avocado? (Go to box 13.)

8

Oops. A pulse rate of 52 is no reason to worry. Go to box 3.



9

You are correct. A medium-sized serving of fish has only 150 calories. Go to box 17.

15

Right. Meat is a good source of iron, and anemia is caused by low iron. Go to box 7.

16

You're done! Remember to visit your doctor regularly.



17

No. Cigarettes don't cause high blood pressure, but they can cause lung disease. Try box 7 again.

14



No, that's not the correct answer. Go back to box 8.

13



You are 10 pounds overweight. You need to eat more . . .
fish.
(Go to box 15.)
steak.
(Go to box 4.)

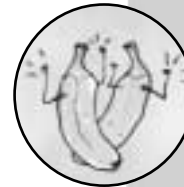
12

Sorry, that's not the correct answer. Go back to box 3.



11

Sorry. A medium-sized steak has 585 calories. Try box 12 again.



Good answer. Bananas are low in fat and a good source of potassium. Go to box 12.

10

FINISH

Pair Discuss: What is a healthy diet? What kinds of foods do healthy people eat?

1 I try to eat lots of fresh vegetables.



boil



fry



steam



bake



broil

Complete the paragraph with words from the box or the labels under the pictures. Try to use as many of the words as possible.

like/love/hate

try/try not

forget/remember

prefer/don't like

plan/would like

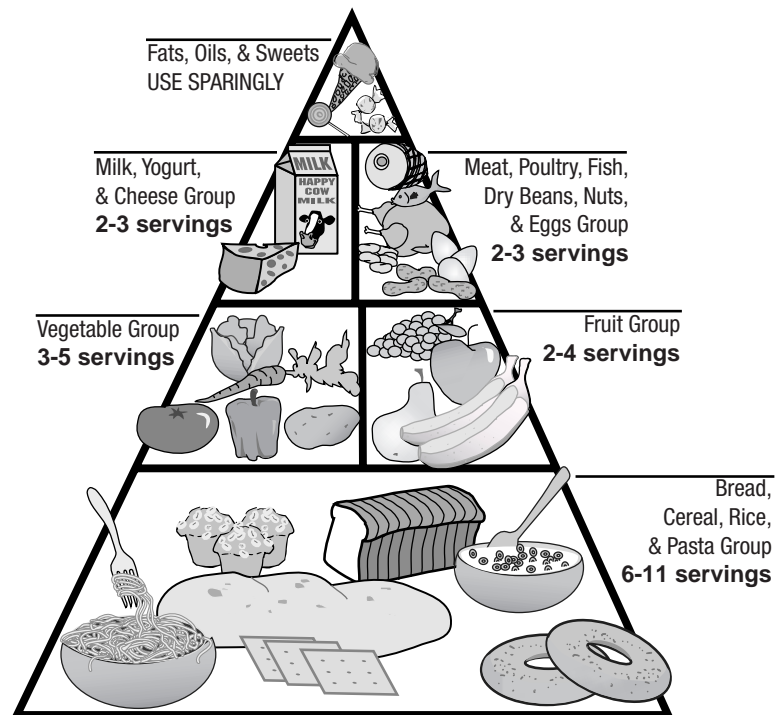
healthy/not so healthy

I _____₁ to eat lots of fresh vegetables. I _____₂ to eat a lot of red meat. I _____₃ to drink enough milk and eat enough cheese. I _____₄ to eat a great deal of junk food such as ice cream, cake, and potato chips. Most of the time, I _____₅ to eat fruit for snacks.

In terms of cooking methods, I prefer to _____₆, _____₇, or _____₈ my food. In general, my diet is _____₉. I _____₁₀ to have a healthier diet in the future.

2 The Food Pyramid

Pair The food pyramid shows the type of diet that many doctors think is healthy. Look at the food pyramid. Compare your answers in Exercise 1. Which of you has the healthier diet? Discuss.



1 I try to eat lots of fresh vegetables.

► **Speaking** ► **Reading** ► **Writing**

- Introduce the cooking terms, and elicit the meaning of each. Practice pronouncing the words with the students, especially the difference between *boil* and *broil*.
- As a class, look at the vocabulary box. Ask which words express opinion (*like, love, hate, prefer, don't like*), which express habit (*try, try not, forget, remember*), and which express future plans (*plan, would like*). Elicit what part of speech these words are (*verbs*). Also elicit what part of speech *healthy* is (*an adjective*).
- Direct the students to complete the paragraphs using the cooking terms and the words in the vocabulary box. Encourage them to use as many different words as they can in order to make their paragraphs more interesting. Remind the students that there are many possible correct answers, and that their answers should be based on their own dietary habits.
- If possible, use an OHP to check the answers. Copy the paragraph onto a transparency. Ask for a volunteer to read his or her answers. Ask the class if those answers are appropriate, then inquire who has different answers. Change the answers on the transparency accordingly. Alternatively, the students can read their paragraphs in small groups or as a class. Circulate and offer assistance if needed.
- Answers: Many answers are possible for most of the questions. The answers in the first paragraph will be selected from the following: *like, love, hate, prefer, don't like, try, try not, forget, remember* (*plan* and *would like* could also possibly be used here). In the second paragraph, items 6, 7, 8 will be answered with cooking terms. Item 9 will be answered with *healthy* or *not so healthy*. Item 10 will be answered with *plan* or *would like*.

2 The Food Pyramid

► **Listening** ► **Speaking** ► **Reading**

- Introduce the idea of the food pyramid by reading the activity instructions. Draw the pyramid on the board or on a transparency, labeling each food group. Read the names of several different foods or ingredients, and ask the class which food group each belongs to. Write the name of the food in the appropriate section of the pyramid. Elicit the names of additional items for each food group and add them to the pyramid.
- **Pair.** Tell the students to read their paragraphs to their partners, and to compare their diets with the food pyramid. Ask them to decide which of them has the healthiest diet based on the pyramid, and what each of them can do to improve his or her diet. Recap by asking several pairs to report to the class.

3 Do you eat to live or live to eat?

► **Listening** ► **Speaking** ► **Writing**

- **Mixer.** Volunteers read the questions and instructions aloud. Students write notes about their feelings about food, then circulate to find two classmates who share their feelings.
- **Group.** In groups, students plan a meal, make a shopping list, and write preparation notes. Each group shares its ideas. Which meals are the most delicious, the healthiest, and the least expensive?

4 At the Health Food Store

► **Listening**

- Read the instructions as students mark their answers. They listen again to check.

Answers Checks: 2, 4, 5, 8, 10
Don't: 1, 3, 6, 7, 9

- Group the answers, on the board according to what Ivan and Nelson **should** and **should not** do. Explain *affirmative imperative* and write it above the list. Explain *negative imperative*, writing it above the other list. Elicit additional statements for the *negative imperative* list.

5 Hear it. Say it.

► **Listening** ► **Speaking**

- On the board, write: *They talked to a clerk.* Pronounce the statement naturally (falling intonation). Then write: *They talked to a clerk?* and speak it with rising intonation. Explain that this is a *question* that uses statement word order, which sometimes occurs in *spoken* English. Emphasize that clear question intonation is needed so the listener knows a question is being asked. Practice the intonation patterns.

Grammar note: This intonation pattern is only used with *Yes/No* (and usually short) questions.

- The students complete the exercise. To check answers, volunteers repeat each sentence and say what it was. Play the cassette again to help confirm intonation.

Answers

1. S 2. Q 3. S 4. Q 5. Q 6. S

6 Information Gap Activity, pages 129 and 130.

► **Listening** ► **Speaking** ► **Reading**

- **Preparation.** Students choose a balanced meal, working within caloric and/or budgetary constraints. Divide the class as before and ask a student from Group A to read the instructions. Check comprehension by eliciting the steps and the calorie limits of several students. Review pronunciation of prices and the *Useful Language* phrases with both groups, reminding them to count calories and stay within their budget.
- **Activity.** Students mark which foods they wish to order. Then, in mixed pairs, they ask questions to determine whether they can order those foods.
- **Wrap Up.** Pairs write their orders on the board, with the caloric values and prices. The class decides which meal is best.

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.


3 Do you eat to live or live to eat?

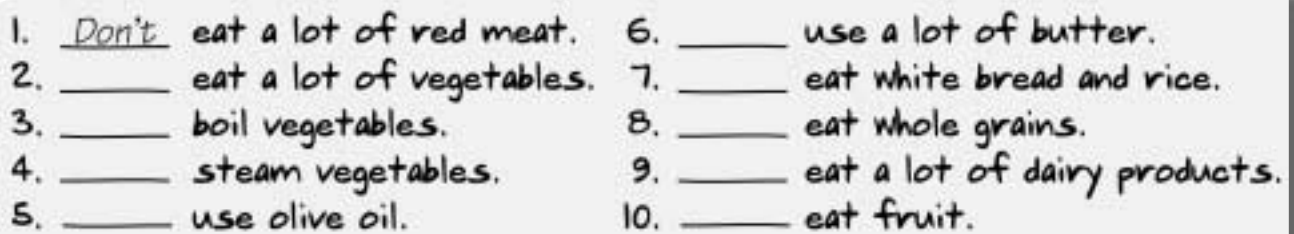
Mixer First, answer these questions. Use the same questions to find three or four classmates who have the same eating habits you do.

1. Do you like to eat food that tastes good or food that is good for you? Is food important to you?
2. Do you like to read recipes and articles about food and cooking, or do you prefer to experiment?
3. Do you take time to plan your meals, or do you prefer to eat whatever is in the refrigerator?


Group Work with your group to plan a meal. Think about what you want to eat, how to cook it, and what you need to buy. Describe your meal to the class.

4 At the Health Food Store

 Ivan and Nelson have decided to get in shape. They visit a health food store and ask the clerk about a healthy diet. Listen to the conversation and complete Nelson's notes. Write *Don't* in front of things they should not do. Check (✓) the things they should do.

- 
1. Don't eat a lot of red meat. 6. _____ use a lot of butter.
2. _____ eat a lot of vegetables. 7. _____ eat white bread and rice.
3. _____ boil vegetables. 8. _____ eat whole grains.
4. _____ steam vegetables. 9. _____ eat a lot of dairy products.
5. _____ use olive oil. 10. _____ eat fruit.

5 Hear it. Say it.

 Listen to the sentences. Circle (S) for statement or (Q) for question.

Statement or Question?

- | | | | | | |
|-------------------------------------|---|---|-------------------------------------|---|---|
| 1. They wanted to eat healthy food | S | Q | 4. They shouldn't eat much butter | S | Q |
| 2. They went to a health food store | S | Q | 5. They should steam the vegetables | S | Q |
| 3. They didn't know where to begin | S | Q | 6. They need to eat fruit every day | S | Q |

Practice with a partner. Read each sentence above, first as a statement, then as a question. Use only intonation to show the difference.

6 Information Gap Activity, pages 129 and 130.

Pair Turn to pages 129 and 130 and follow your teacher's instructions.

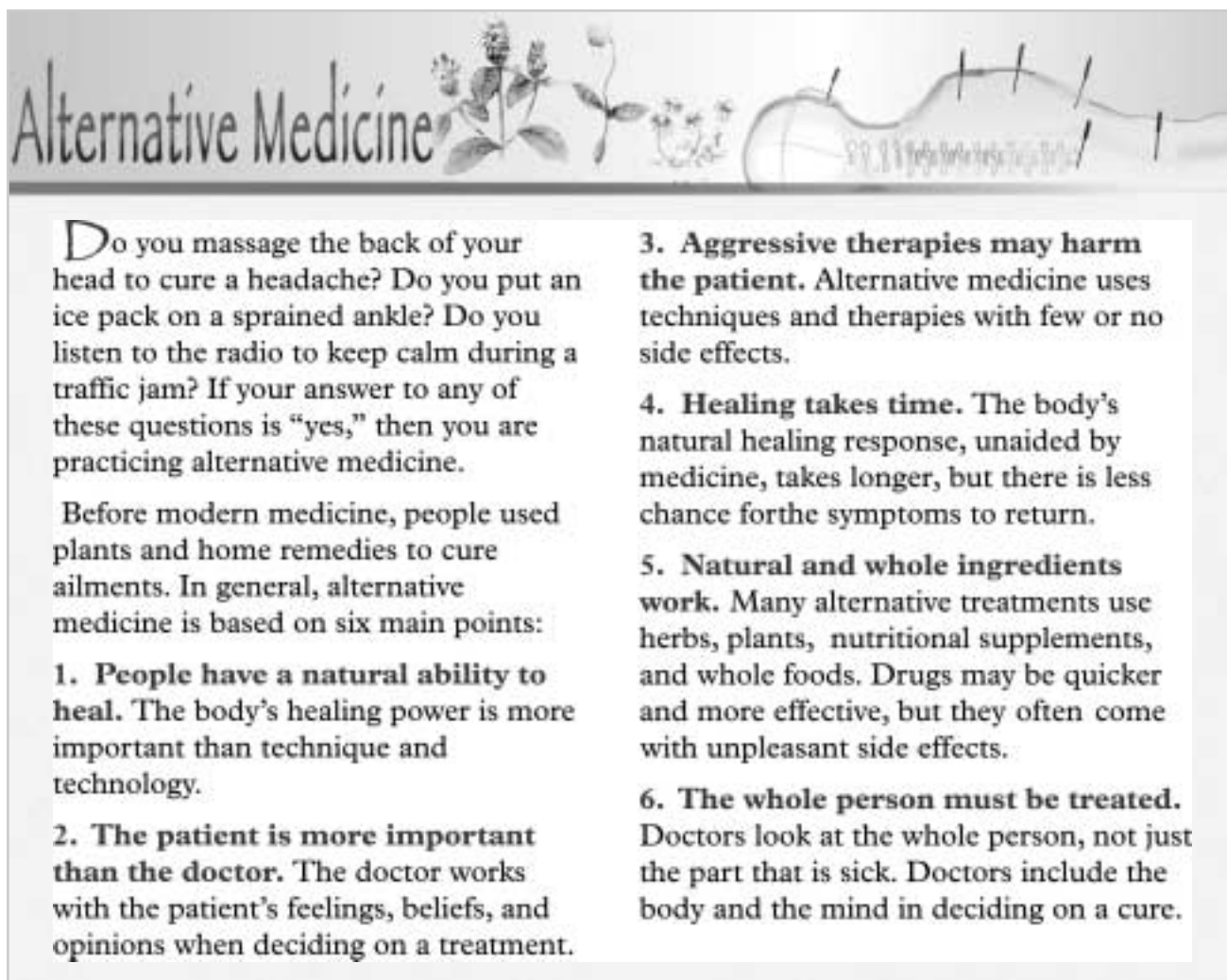
Lesson 3

In this lesson, you will

- read an article about alternative medicine.
- discuss health problems and remedies.
- write a short report.

Alternative Medicine

When you are sick, do you go to a doctor? Read the article to find out what people worldwide do when they are sick.

The graphic features the title 'Alternative Medicine' in a large, stylized font on the left. To the right of the title is a decorative illustration of various plants and herbs, including what appears to be a gourd or pumpkin. Below the title and illustration, the text of the article is presented in a clean, sans-serif font, organized into paragraphs and numbered points.

Alternative Medicine

Do you massage the back of your head to cure a headache? Do you put an ice pack on a sprained ankle? Do you listen to the radio to keep calm during a traffic jam? If your answer to any of these questions is “yes,” then you are practicing alternative medicine.

Before modern medicine, people used plants and home remedies to cure ailments. In general, alternative medicine is based on six main points:

- 1. People have a natural ability to heal.** The body’s healing power is more important than technique and technology.
- 2. The patient is more important than the doctor.** The doctor works with the patient’s feelings, beliefs, and opinions when deciding on a treatment.
- 3. Aggressive therapies may harm the patient.** Alternative medicine uses techniques and therapies with few or no side effects.
- 4. Healing takes time.** The body’s natural healing response, unaided by medicine, takes longer, but there is less chance for the symptoms to return.
- 5. Natural and whole ingredients work.** Many alternative treatments use herbs, plants, nutritional supplements, and whole foods. Drugs may be quicker and more effective, but they often come with unpleasant side effects.
- 6. The whole person must be treated.** Doctors look at the whole person, not just the part that is sick. Doctors include the body and the mind in deciding on a cure.

Pair Discuss with your partner.

1. What are the main differences between alternative and modern medicine?
2. Which of the six points above do you agree with? Which don’t you agree with? Why?
3. Do you think alternative medicine is helpful? Why or why not?

Lesson 3

WARM UP

- Bring in several food containers whose labels have nutritional information. Preferably, bring in labels from different varieties of the same type of packaged food, such as different brands of yogurt, milk, or soup.
- Distribute the labels or containers. Elicit how to read the labels and what the different terms mean. You can create a vocabulary worksheet for students to take notes. Ask which information is most important to the students individually (*fat content, amount of protein or salt*).
- In groups, the students compare labels from several different brands or varieties of one product and take notes on the differences. They decide which is the best and report their findings.

PRESENTATION

Alternative Medicine

- **Set the stage.** Write the article title on the board. Remind the students that they discussed home remedies in Lesson One. Mention that home remedies are one kind of alternative medicine. Explain that *alternative medicine* refers to treatment that generally does not use drugs or surgery. Elicit other kinds of alternative medicine (*acupuncture, herbs, homeopathy*). Write these on the board.
 - **Personalize the situation.** Ask if any students have used any of these treatments, and whether they were successful.
 - **Focus on selected items.** Draw the students' attention to the discussion questions. Point out that the first question asks for a comparison between modern and alternative medicine, the second question asks whether the students agree with the article's six main points, and the third asks for general opinions about alternative medicine. Remind them to use the information in the reading as well as their background knowledge.
 - **Set the reading task.** Tell the students that while they read they should take notes or mark important points that will help them answer the discussion questions. They should also underline any vocabulary words that they cannot guess the meaning of.
 - **Check the reading task.** After the students have read the article, ask for difficult vocabulary. Write each word on the board, and ask a student to read aloud the sentence that contains the word. Elicit the meanings if possible, or provide definitions. Follow up by reading the article aloud, or by giving the students time to read it again silently.
 - **Engage the students in pair work.** In pairs, the students answer the discussion questions. Remind them that they do not have to agree with their partners' opinions.
 - **Circulate and monitor progress.** Check to make sure that the students write down specific answers to the first question, and that they support their answers to the other questions. Ask six pairs to come to the board and write the main points of the two types of medicine. Elicit other responses. As a class, discuss the students' opinions about alternative medicine, encouraging them to give support.
- Expansion:** Have a class debate on alternative versus modern medicine. Students can argue for the form of medicine they believe is best, or you can randomly designate them as supporters of one of the forms of medicine. Give each team a set amount of time to prepare its statement, letting the students know how much time you will allow them to speak. This can be conducted as a formal debate or as an informal discussion.

1 Plants as Preventive Medicine

▶ *Listening* ▶ *Speaking* ▶ *Reading*

- Read aloud the introduction and the pair work instructions. Elicit meanings for each of the ailments in the pair work instructions. Give the students time to read the information in the activity, or read it aloud.
- **Pair.** Instruct the students to work with a partner and decide which of the foods could be used as a remedy for each of the ailments listed, then report their decisions to the class. Ask whether the students know of any other health benefits associated with these foods.

2 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

1 Plants as Preventive Medicine

Many plants have good effects on our health. Read these descriptions of six plants. Learn how they can prevent some common and serious illnesses.

Garlic is used as an ingredient in food all over the world. It may lower blood pressure and cholesterol and thin the blood. Some research shows that garlic may help to treat stomach ulcers.

Ginger is another food commonly used in cooking. Ginger is one of the best remedies for a cold. Some people also use this plant to relieve motion sickness and dizziness.

Bananas are grown in hot climates. Some people eat bananas to fight colds. People also eat bananas for indigestion and heartburn.

Tea is one of the most popular drinks around the world. Some people drink it for indigestion. In Japan, green tea is used to prevent tooth decay. In many Asian countries, people believe that oolong tea can reduce cholesterol level and lower blood pressure.

People all around the world eat oranges, a source of vitamin C. Our skin and other tissues need vitamin C to stay healthy. Vitamin C-rich foods protect us from cold germs.

Chili peppers are very popular in many countries, such as Mexico, Colombia, India, and Thailand, where chilies make a variety of foods spicy. Chilies are used as remedies for flu and headaches. They may also slow the development of some types of cancer.

Eating Healthy 78

Pair Discuss with your partner the plants you could use for the following ailments: colds, high cholesterol, indigestion, high blood pressure, flu, headache, stomach ulcers, cancer.

2 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Staying healthy

Grammar: What's your grammar IQ?

E-mail: Get well soon!

3 Wrap Up

Group Each health problem in the chart has a suggested remedy. In a group of three, discuss the problem and the suggested remedy. Suggest two more remedies for each. Then add two more health problems and two remedies for each one.

Health Problem	Suggested Remedy	Your Remedies
a cold	Drink a lot of tea and juices.	_____
a headache	Rub some chili peppers on your forehead.	_____
a toothache	Put clove oil on your teeth.	_____
puffy eyes	Put wet tea bags on your eyes.	_____
a burn	Put aloe vera on the burn.	_____
a sprain	Put ice on the sprain.	_____
insomnia (trouble sleeping)	Drink warm milk before going to bed.	_____
	_____	_____
	_____	_____

Write a short report based on your discussion.

Strategies for Success

- Recycling vocabulary and phrases about health
- Creating opportunities to practice English
- Writing about an illness or accident

1. With a partner, talk about healthy lifestyles: what you both think you should do to be healthy people, such as getting plenty of sleep, eating a balanced diet, and exercising regularly. Make a list of “ten commandments” for a healthy lifestyle. Put your list on a wall or bulletin board.
2. With some classmates, go to a restaurant that serves “health food.” Order items that you think are especially healthy: low-fat, whole-grain, low-sugar, etc. Talk about your orders with each other in English.
3. In your journal, describe a time when you were sick or had a bad accident. Share your story with a partner and/or the rest of the class.

3 Wrap Up

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- As a class, read the instructions and information given in the chart. Clarify vocabulary as needed. Remind the students that they have learned about many types of remedies in this unit, including foods that heal, modern treatments, home remedies, and alternative medicine. They can use all of this information in their group discussions, as well as their own background knowledge.
- **Group.** In groups of three, the students complete the chart by discussing and deciding on the two best additional remedies for each health problem. They should also add two additional health problems and suggest remedies for them.
- Direct each group to write a short report summarizing the information they gathered in their group discussions. Use the *Alternative Medicine* reading on page 68 of the Student Book as a model, and show the students how the article begins with a short, summarizing introduction, and then contains several clear main points, with supporting information for each point. Review the characteristics of paragraph format before the students write. Have each group read its report to the class.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

By now, your students should be accustomed to these Strategies for Success exercises. They should need less direction from you. However, your encouragement and assistance are still important.

1. For Exercise 1, remind the students of the importance of living a healthy lifestyle and share any personal experiences you have had with exercising, dieting, getting enough rest, etc.
2. For Exercise 2, help your students, if necessary, to form a group, find a restaurant, and organize a dinner or lunch together.
3. For Exercise 3, suggest that partners might help each other to improve their descriptions by correcting grammar, spelling, etc.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

listen more effectively? Exercise ____	read more easily? Exercise ____
speak more fluently? Exercise ____	write more clearly? Exercise ____

Which exercise did you like the most? ____ Why? _____

Which exercise did you like the least? ____ Why? _____

VOCABULARY

Verbs

advise
cure
experiment
fry
get in shape
itch
prescribe
renew
rub
scratch
sneeze
steam
weigh

Nouns

advice
ailment
cure
health food
illness
junk food
pulse
remedy
symptom
treatment
weight
whole food

Medical Specialists

allergist
cardiologist
dermatologist
general practitioner
neurologist
obstetrician
ophthalmologist
pediatrician

Ailments & Remedies

alternative medicine
anemia/ anemic
ant bites
bandage
cast
checkup
dizzy
food poisoning
heart disease
herbs
high blood pressure
injury
nauseated
ointment
poison oak
pregnant
sprained ankle

▶ **GRAMMAR SUMMARY**

Verbs Followed by Infinitives

agree	love	remember
forget	need	try
hate	plan	want
like	prefer	would like

Examples

I **need to see** a doctor.
They **like to steam** fresh vegetables.
She **plans to eat** healthier food in the future.

Modal: *Should* (Review)

Affirmative Statement

You **should go** to the doctor.

Negative Statement

You **shouldn't eat** junk food.

Affirmative and Negative Imperatives (Review)

Affirmative Imperatives	Negative Imperatives
Eat healthy food.	Don't eat a lot of junk food.
Drink a lot of juice when you have a cold.	Don't forget to take your pills.
Get a lot of rest and drink a lot of water.	Don't try to talk with a sore throat.

▶ **COMMUNICATION SUMMARY**

Talking about health problems and remedies

I think I'm catching a cold. I have a sore throat and a headache.
In my country, people put butter on poison oak.
You should use a Band-Aid on that cut.

Making a doctor's appointment

I need to see a doctor.
I'd like to make an appointment with Dr. Sanders, please.
Dr. Brown can see you on Monday at 11:00.
Would you like to make an appointment?
Yes, please.

Making suggestions/giving advice

You should exercise more.
Don't eat before sleeping.

Discussing a healthy diet

People should try to eat 3 to 5 servings of vegetables a day.

Talking about preferences, likes, and dislikes in food

I prefer to eat some kind of meat for dinner.
I don't like fish very much.
Yoshi likes to have yogurt and fruit for breakfast, but I prefer milk and cereal.

Planning a balanced meal

I'd like to broil some fish.
We need to add some vegetables.
We shouldn't use a lot of butter.

Writing a report on health problems and remedies

Doctors often suggest that you drink a lot of tea and juices when you have a cold. Ana also likes to get a lot of rest, and Ali says that you should eat a lot of chili peppers.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Ask the students to each write three sentences using a verb followed by an infinitive. You can assign specific verbs to each student, or you can let them choose their own. Recap by having the students read their sentences aloud. Repeat this process with affirmative and negative imperatives, as well as with using *should* to give advice.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Lesson 1, Exercise 2 (p. 62)

Understanding Medicine Labels

- This activity heightens students' awareness of the importance of reading and understanding dosage and contra-indication information on medication labels and information sheets. Although it is not possible to teach all of the terms that the students will encounter when reading medication labels, this activity will provide them with the skills they need in order to ask for assistance in understanding this information.
- Ask your students to each bring in a bottle of medicine with a label written in English. If the students have the informational insert that came with the medicine, they should bring that as well. Bring in a few bottles in case some of the students don't have their own. Write the following questions on the board and have the students copy them into their notebooks:
 - What is the brand name of this medicine?
 - What are the ingredients?
 - What ailment is this medicine for? Will this medicine make you sleepy?
 - How much should you take? How often should you take it?
 - Should you eat or drink something when you take it?
 - Can you drink alcohol when you take this medicine?
 - Can you combine other medicines with this one?
 - Is this medicine for children or adults? Who should not take this medicine?
- If possible, enlarge and photocopy or reproduce a medicine label onto a transparency, and, as a class, answer the questions as they pertain to that medication. Then, instruct the students to answer the questions for their own medications and write the answers in their notebooks.
- In pairs, the students discuss what they learned about their medications. If they cannot answer all the questions about their medications, they should make notes about what they need to ask a pharmacist, doctor, or nurse before taking the medicine.
- Explain to the students that if there is a pharmacist in the store where they buy their medicine, they can ask him or her for information, even if the medicine is non-prescription. To practice this kind of conversation, instruct the students to create role-plays of a customer asking a pharmacist about a medication. Tell them to choose which of their medications they will use for their role-play. Clarify that one student will play the part of the customer, and the other will play the part of the pharmacist. Encourage them to prepare the role-plays without writing out the dialog. The customer can, however, use the list of questions during the conversation.
- As the students prepare their role-plays, circulate and help with information and pronunciation as needed. Encourage the students not to be shy when talking to the pharmacist. Ask all the pairs of students to perform their role-plays.
- After the students perform their role-plays, remind them that they can take their lists of questions with them to their doctor, nurse, pharmacist, or drugstore so that they can remember what questions to ask before taking any medication. Emphasize that correct or incorrect use of medications can be a life-or-death issue.

WORKBOOK ANSWER KEY Lesson 1, pp. 39–42

Exercise 1

- d. You might get a rash.
- f. You could get lost.
- e. You could sprain your ankle if you don't.
- a. You could fall.
- c. You might get sick from bacteria in the water.
- b. They might be poisonous.
- Wear a hat and sun screen when you hike in the sun.
- Carry a canteen of water on a hike.
- Take a compass.

Exercise 2

- A: My daughter has a fever, and she coughs a lot.
B: Take her to the pediatrician.
- A: The trees are in blossom, and I have been sneezing a lot.
B: Make an appointment to see an allergist.
- A: I have this rash. It itches!
B: You should see a dermatologist.
- A: My husband has frequent headaches. I think the computer screen is bothering his eyes.
B: He should see an ophthalmologist.
- A: Lately, my mother has been complaining of chest pains. I wonder what's going on.
B: She should call a cardiologist.
- A: I'll start my new job next week. I need a medical check-up first.
B: You need to find a general practitioner.

Exercise 3

Wording may vary.

- Mina: My arm itches. I'm scratching it a lot.
Doctor: Put some ointment on it.
- Janet: I tripped over a rock, and now it hurts to walk.
Doctor: Put an ice pack on your ankle.
- Kenji: I am dizzy and nauseated. I also have a fever and a headache.
Doctor: Take some aspirin and drink lots of water.
- Terry: I broke this glass, and now my finger is bleeding.
Doctor: Put a Band-Aid on the cut.

Exercise 4

- You need *to take* insect repellent or the bugs will get you.
- You should *pack* the radio.
- Remember *to pack* the sleeping bags.
- We should all *wear* hats.
- We need *to use* sunscreen.
- Can we *take* the dog?
- We must not *forget* the camera.
- You might want *to bring* some maps.
- I want *to sleep* on my own pillow.
- Try *to borrow* a tent from your friend.
- We might need *to cook*, so let's take a camping stove.
- You should *make* a reservation at the campground.

WORKBOOK ANSWER KEY Lesson 1 (continued)

Exercise 5

Answers will vary.

Exercise 6

Answers will vary.

1. You should eat lots of fruit.
2. Drink lots of water, but don't drink a lot of coffee.
3. Get plenty of sleep every night.
4. Eat at least five servings of fruit and vegetables every day.
5. Avoid eating greasy food like French fries and hamburgers.
6. Don't smoke!

WORKBOOK ANSWER KEY Lesson 2, pp. 43-44

Exercise 1

Answers will vary.

1. Patient: I need to take care of my teeth.
You should brush your teeth more often. Don't eat sweets. See a dentist regularly.
 2. Patient: I want to get better so I can play tennis.
You should stay in bed until your temperature is normal. Get lots of sleep. Drink lots of liquids. Don't get up too soon.
 3. Patient: I want to become stronger and have muscles!
You should exercise regularly and eat healthy food. Don't smoke, and avoid sugared soft drinks and beer.
 4. Patient: I was on a plane and started to get pains in my chest. I want to know what's the matter!
- I'll check you out. But you must change your eating habits when you are traveling. Avoid fast food, which has a lot of grease and fat. Instead, eat lots of fruit, vegetables, and salad. Drink lots of water, and get enough sleep and exercise.

Exercise 2

Answers will vary.

Exercise 1

- | | | |
|---|--|---|
| 1. No. | 5. High blood pressure and high cholesterol, flu, and headaches. | headaches, may also slow the development of some types of cancer. |
| 2. It contains too much butter. | | |
| 3. A cold. | 6. The garlic may lower blood pressure by thinning the blood. The chili pepper, a remedy for flu and | |
| 4. Some people think ginger is one of the best remedies for a cold. | | |

Exercise 2

Answers will vary.

Lunch: for French fries, substitute carrot sticks. Eat fruit for dessert, and drink a glass of milk instead of a milkshake.

Dinner: a clear soup instead of a creamed soup; only one dessert, not two, and preferably fruit.

UNIT 7

Overview

TOPICS

- Stores and shopping
- Exchanging and returning
- Advertising
- Consumer scams

GRAMMAR

- Compound sentences: *and, or, but, so*
- Superlative adjectives: regular and irregular
- Comparisons with *as ... as*

COMMUNICATION GOALS

Listening and Speaking

- Talking about purchases
- Exchanging a purchase
- Comparing features of stores and items
- Making a catalog purchase
- Giving reasons for returning a purchase
- Role playing business transactions
- Listening to television ads

Reading and Writing

- Writing a letter of complaint
- Analyzing an ad
- Writing an ad for a school
- Writing about fashion, television ads, desirable products, and comparing stores

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Decision making

Seeing things in the mind's eye

Knowing how to learn

Personal Qualities

Responsibility

Self management

Integrity/honesty

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Exercises leadership

Negotiates

Resources

Time—allocates time, and prepares and follows schedules

Money—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

Systems

Understands systems—Knows how social and organizational systems work and operates effectively with them

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.1.3 Identify or use appropriate language to influence or persuade

1 Consumer Economics

1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services

1.2.2 Compare price or quality to determine the best buys for goods and services

1.2.3 Compare discounts

1.2.5 Interpret letters, articles, and information about consumer-related topics

1.3.1 Compare different methods used to purchase goods and services

1.3.3 Identify or use various methods to purchase goods and services, and make returns and exchanges

1.3.4 Use catalogs, order forms, and related information to purchase goods and services

1.3.7 Interpret information or directions to locate merchandise

1.6.2 Identify consumer protections resources available when confronted with fraudulent practices

1.6.3 Identify procedures the consumer can follow if merchandise or service is unsatisfactory

6 Computation

6.4.1 Apply a percent to determine amount of discount

7 Learning to Learn

7.2.1 Identify and paraphrase pertinent information

7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas

8 Independent Living Skills

8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Bring in a selection of magazines that contain advertisements. Distribute one magazine to each pair of students.
- Ask the students to write down the name of their magazines, and to guess what kind of people might read it. They should describe what the gender, income level, education level, and interests of the readers might be.
- Tell the students to look through their magazines and see what kinds of products are advertised in them. Depending on the time available, you might want them to count how many ads there are for several general categories of products, such as clothes, food, jewelry, medicine, or cars. The students should decide whether these products are luxury items or everyday goods. Ask the students to discuss why these specific products are advertised in their particular magazines.
- Ask each pair to report to the class about their magazine, including its title, target readership, the kinds of products advertised in the magazine, and why those items are appropriate for that magazine's readers.

PRESENTATION

I planned to buy the smallest TV in the store.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask a volunteer to read the title and introduction, then ask the students to predict what Ivan's problem might be.
- **Personalize the situation.** Ask if any of your students has ever planned to buy one thing, and then, after going to the store, bought something completely different. What did they end up buying? Were they happy they bought the different item? If not, what did they do about it?
- **Set the listening task.** Write the following on the board: *What was Ivan's problem with the TV? Why did he have this problem?* Play the cassette twice as the students listen for the answers and take notes.
- **Check the listening task.** Ask the students for their answers to the listening questions. Also inquire what they think Ivan should do about his problem. What would the students do if they were Ivan?
- **Engage the students in pair work.** Read the discussion questions aloud. Elicit the meaning of *aggressive*, and relate it to the salesperson who sold Ivan the TV. Direct the students' attention to the last line of the dialogue: *He's probably laughing all the way to the bank.* Elicit the meaning of this phrase (*the salesman is probably happy because he made a lot of money from the sale*). In pairs, the students come up with three specific suggestions or ideas that shoppers can use to protect themselves from aggressive salespeople.
- **Circulate and monitor progress.** As the students complete the task, circulate and help with vocabulary if necessary. Make sure that the students' responses are in the form of specific advice statements. Recap by having each pair write their suggestions on the board and read them aloud.

Additional Activity See Unit 7 Appendix.

UNIT 7

Lesson 1

In this lesson, you will

- talk about purchases.
- write a letter of complaint.
- exchange a purchase.
- compare features of stores.

I planned to buy the smallest TV in the store.

 **Ivan bought a TV set. Listen and read about the problem he had with the TV.**



Nelson: Ivan, why did you buy this big TV?

Ivan: Well, I planned to buy the smallest TV in the store . . .

Nelson: This is the smallest TV?

Ivan: I asked for the smallest one, but the salesman said a big TV is the best choice.

Oscar: This is the biggest TV I've ever seen!

Ivan: Do you think I made a mistake? It was on sale.

Oscar: Well, a small TV is cheaper than this big TV, and a small TV is easier to move!

Tony: There are lots of persuasive sales-people, so you have to be careful when you go shopping.

Ivan: I guess he got a nice commission.

Tony: Yep, he's probably laughing all the way to the bank.

Pair Discuss the conversation with your partner. Do you think it is dangerous to deal with an aggressive salesperson? How can shoppers protect themselves?

1 I would like to return an item.



Ivan is returning the TV set. Listen to the conversation.

Ivan: Hello. May I speak to the manager?

Ivan: It's too big for my apartment.

Manager: This is the manager. How may I help you?

Manager: Here's what you should do. Write a letter to the Customer Service Department, and attach the receipt.

Ivan: I would like to return a TV set I bought this morning.

Ivan: Yes, I'll do that. Thank you.

Manager: May I know why you want to return the TV?

Pair Discuss: Is Ivan's reason for returning the TV set valid? Explain.

2 To Whom It May Concern

Ivan wrote a letter of complaint to the store where he bought his TV. Complete the sentences with *and*, *but*, *or*, or *so*.

Examples:

It was a good price, **and** it was on sale.

You can pay cash, **or** you can charge it.

The TV was nice, **but** it was too big.

It was inexpensive, **so** I bought it.

December 15, 2000

A.J. Gerlain's Department Store
Customer Service Department
565 First Avenue East
Riverside, California 98002

To whom it may concern,

I would like to return the TV set that I bought from your store. I wanted to get a smaller TV for my apartment, _____₁ a salesman at your store sold me a much larger one. He was very convincing, _____₂ I bought the biggest set that he showed me. The TV wouldn't fit in my car, _____₃ I had to rent a bigger one. It is now in my apartment, _____₄ I can't find a place to put it.

Could you give me a refund, _____₅ could I choose a smaller replacement? Enclosed is a copy of the receipt. Could your delivery truck pick up the TV? Thank you for your prompt attention.

Sincerely,
Ivan Gorki

Pair You ordered shoes from a catalog but would like to return them. On a piece of paper, write a letter to the Customer Service Department explaining why you're returning them.

1 I would like to return an item.

► **Listening** ► **Speaking**

- Tell the students to close their books. Read the instructions aloud, and tell the class that they will hear a telephone conversation between Ivan and the store manager. Write the following listening questions on the board: *Why does Ivan want to return the TV? What does the manager tell him to do?* Ask the students to listen and take notes as you play the cassette. Play the cassette once or twice. Ask for students' answers, and make brief notes on the board.
- Read the conversation aloud, instructing the students to repeat after each sentence. In pairs, the students practice the conversation. Have a few pairs perform.
- **Pair.** Ask the pairs to decide whether they think Ivan's reason for returning the set is valid. If necessary, elicit the meaning of *valid*. Ask each pair to report their decision. Encourage the students to support their answers with explanations.

2 To Whom it May Concern

► **Reading** ► **Writing**

- Elicit the meaning of *to whom it may concern*, and ask the students when we use this phrase (*when we want to write a formal letter, but we do not know the name of the person we are writing to*).
- Read the instructions aloud. Write the words *and*, *but*, *or*, and *so* on the board. Elicit the term **conjunctions** and write it on the board. Elicit that we use these words to join sentences (to create **compound sentences**) and to show a relationship between events or ideas. Elicit the meaning of each of the words: *and* is used to add more information; *but* is used to add contrasting or contradictory information; *or* is used with alternate information; *so* is used to show a result or effect. Review by giving the class a verbal cue for each word and asking them to complete the sentences: *I like to listen to jazz, but . . . ; I stayed up very late last night, so*
- Instruct the students to complete the paragraph. Recap the answers as a class.

Answers

- | | |
|-----------|------------|
| 1. but | 4. but/and |
| 2. so/and | 5. or |
| 3. so/and | |

- **Pair.** Ask for a volunteer to read the instructions aloud. In pairs, the students write a letter asking to return a pair of shoes. Make sure that both partners participate in the composition of the letter. After the pairs have finished, have them exchange letters with another pair. Tell the pairs to read each other's letters and decide which one is more effective and why.

3 I bought this yesterday, and I'd like to exchange it. 📺

► **Listening** ► **Speaking** ► **Writing**

- Read the instructions aloud. Elicit the meaning of *how the problem is resolved (what solution is found for the problem)*. Play each conversation twice while the students take notes. Go over the answers as a class; list the students' answers on the board. Play all three conversations again, stopping the cassette after each conversation to ask the class if they want to add anything to their answers.

Answers

1. CD; doesn't like it; exchange not possible because CD has been opened
2. sweater; too small; has receipt, so exchange possible
3. baby carriage; needs bigger carriage; exchange possible

- **Group.** Read the instructions aloud. In groups, the students make a list of reasons people return purchases. Encourage the students to think of many different kinds of things that people might want to return and what reasons they might give. Ask each group to share its reasons with the class.

4 Our toys are the cheapest.

► **Reading** ► **Writing**

- Bring in three different sizes of an object (soft drink cups, books, pieces of paper). Show the two smallest objects to the class and ask them to describe the difference between them: *The cup on the left is bigger. The cup on the right is smaller.* Put the largest item next to the other two, and ask them to describe it. If your students do not generate the superlative, write the following on the board: *This cup is bigger than the other two cups. This one is the _____ cup.* You should then be able to elicit the superlative. Next, point to the smallest item and ask the class to describe it: *That cup is the smallest cup.*
- Direct the students' attention to the adjectives in the box. Read them aloud with the students. Tell the students that we follow the same rules for forming superlatives as we do for forming comparatives. You can refer the students to the comparatives they used in Unit 5, Lesson 1. Elicit the rules for forming the superlatives, and make notes on the board. Superlatives are almost always preceded by *the*. For one-syllable adjectives, add *-est* (*-st* if the adjective ends in *e*).

For two-syllable adjectives ending in *-y*, change the *y* to *i* and add *-est*. For most other adjectives with two syllables or more, use *most* before the adjective. When a one-syllable adjective ends in a single consonant preceded by only one vowel (not including *w*), double the consonant before adding *-est*. Remind the students that *bad* and *good* are irregular adjectives and have special comparative and superlative forms.


- **Pair.** In pairs, the students complete the ad with the superlative forms of the adjectives given. Ask for volunteers to write the five sentences of the ad on the board and to read them aloud.

Answers

1. the newest
2. the most exciting
3. the prettiest
4. the cheapest
5. the best
6. the widest
7. the lowest

Additional Activity See Unit 7 Appendix.

3 I bought this yesterday, and I'd like to exchange it.

 Listen to three customers complain about things they bought at Gerlain's Department Store. Write what they want to exchange, why they want to exchange it, and how the problem is resolved.

Customer	What?	Why?	How?
1.			
2.			
3.			

Group In a group of three, make a list of reasons people return purchases. Share your list with the class.

4 Our toys are the cheapest.

Pair Complete the ad with the superlative form of the adjectives.

cheap → cheaper → the cheapest	expensive → more expensive → the most expensive
big → bigger → the biggest	bad → worse → the worst
busy → busier → the busiest	good → better → the best

TOY TOWN—*The Biggest Toy Store in Texas*

Come to **TOY TOWN** and see (1) _____ and
(new)

(2) _____ toys in town! Our dolls are
(exciting)

(3) _____! Our bicycles are (4) _____!
(pretty) (cheap)

Our video games are (5) _____! Our selection is
(good)

(6) _____, and our prices are (7) _____!
(wide) (low)

5 Computer World is the best.

Mr. Brennan is writing a story about computer stores for a local magazine. Look at his notes and then answer the questions.

	Salespeople	Selection	Prices
Computer World <i>Open daily except Sundays 10 A.M. to 9 P.M.</i>	<i>Friendly, mostly college students.</i>	<i>Large: all brands of laptop and desktop computers, printers, modems, and CD-ROMs.</i>	<i>Very expensive. Finance rate: 15%</i>
The Input <i>Open Monday to Friday 8:30 A.M. to 6 P.M.</i>	<i>Very friendly, with degrees in computer science.</i>	<i>Small: only some brands of desktop computers and printers. No laptops, modems, or CD-ROMs.</i>	<i>Expensive. Finance rate: 5%</i>
Computer Central <i>Open daily 9 A.M. to 11 P.M.</i>	<i>Unfriendly, but with at least 5 years computer sales experience.</i>	<i>Large selection of some brands of laptop and desktop computers, printers, modems, and CD-ROMs.</i>	<i>Cheap. Finance rate: 15%</i>

1. Which computer store has the most convenient hours? _____
2. Which one has the friendliest salespeople? _____
Which has the most experienced salespeople? _____
3. Which one has the largest selection? _____
4. Which one has the best prices? _____
Which has the lowest finance rate? _____

Pair Discuss which computer store is the best for you. Write a paragraph comparing the three stores. Use the questions above to guide you.

5 Computer World is the best.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Introduce this activity with the students' books closed. Ask the class what features will attract customers to a computer store. Make notes of the students' ideas on the board.
- Tell the students to open their books to the activity. Read the introduction aloud, and ask the students what qualities Mr. Brennan compared (*salespeople, selection, prices*). Ask for volunteers to read the comprehension questions aloud. Write key vocabulary terms on the board: *finance rate, selection, convenient*. Elicit their meanings.
- Ask the students to read each question, then look at the chart for the information they need to answer the question. The students answer the questions individually.
- **Pair.** In pairs, the students explain which computer store is best for them. This individual decision will vary from person to person.
- After the students have decided which store is best for them, ask them to write a paragraph comparing the stores and explaining why they chose one store over the others. Remind the students to use comparatives and superlatives. Ask several students to read their paragraphs aloud.

Answers

1. Computer Central
2. The Input; Computer Central
3. Computer World
4. Computer Central; The Input

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Ask your students if they have gone shopping recently. Ask them what they bought and whether the item was on sale. If the item was on sale, ask for the original price of the item, the percentage discount they got, and the final price of the item.
- Ask what stores in your area have sales and what kind of discounts they offer. As the students give their answers, make notes on the board.

PRESENTATION

I don't have enough cash.


- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask if they can identify the two women who are shopping (*Gina and Lynn*) and what kind of store they are in.
- **Personalize the situation.** Ask your students what their favorite clothing stores are, and what kind of clothing those stores sell. Ask if the stores give discounts or have sales.
- **Focus on selected items.** Ask what discounts the store in the picture is offering. Elicit the meaning of *Get 2 for the price of 1*, *New arrivals for fall*, and *Excluding sale items*.
- **Set the listening task.** Write the following on the board: *Why didn't Gina get a discount? How did she finally get the discount?* Play the cassette as the students read along. If necessary, play the cassette a second time.
- **Check the listening task.** Let the students talk with a partner to make sure they can explain the answers to the listening questions. Then ask for volunteers to explain the store's discount policy and what Gina had to do to get the discount. (*Gina couldn't get a discount, because the non-sale items she bought came only to \$74.86. When she added a silk skirt, her non-sale total came to over \$100, so she got the 25% discount.*)
- **Play or read the conversation aloud with pauses.** Ask the students to repeat each line as you read. If necessary, review the pronunciation of prices. Tell the students to practice the conversation in groups of three, changing roles if time permits. Have a few groups perform for the class.
- **Engage the students in pair work.** Ask for a volunteer to read the discussion questions aloud. Point out that the students will discuss two topics: Gina's decision to use her mother's credit card, and a bad shopping decision that the students may have made. In pairs, the students answer the questions.
- **Circulate and monitor progress.** After the students have discussed the questions, recap as a class. If the class feels that Gina's decision to use her mother's card was a bad one, ask for reasons why it was a bad decision. Do your students feel that it is the wrong thing to do, or do they think it's a bad idea because Gina's mother might be angry? Remind the students that many credit cards have rules against using another person's credit card without permission.

Lesson 2

In this lesson, you will

- compare features of items.
- give reasons for returning a purchase.
- make a catalog purchase.

I don't have enough cash.

 Did Gina get a good deal? Listen to and read the following conversation.



Lynn: I like those wool sweaters.

Gina: Yes, and they're a good deal! I also love the red dress.

Clerk: Your total is \$114.79.

Lynn: Doesn't she get a discount? That sign on the wall says 25 percent off all purchases over a hundred dollars.

Clerk: Yes, but the discount doesn't apply to sale items. Your non-sale purchases alone total \$74.86.

Gina: So if I buy something else, can I get the discount?

Clerk: Yes, we have some lovely silk skirts. They go with the sweaters you just bought.

Gina: Oh, these aren't as expensive as the wool skirts, are they?

Clerk: No, they aren't. With the skirt and the discount, the total would be about \$116.

Gina: That's a great deal. Uh-oh . . .

Lynn: What?

Gina: I don't have enough cash. I have to use my mom's credit card. Oh well, she won't mind when I tell her how much money I saved on today's sale.

Lynn: Hmm . . . I wonder if you saved as much money as Ivan did yesterday.

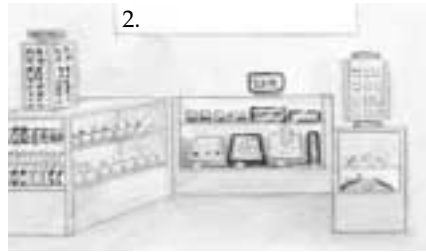
Gina: OK, OK, I didn't exactly save money, but it was still a good deal!

Pair Was it a good idea for Gina to use her mother's credit card? What do you think Gina's mother will say? Have you ever made a bad shopping decision? Tell your partner what happened.

1 Word Bag: Stores



1.



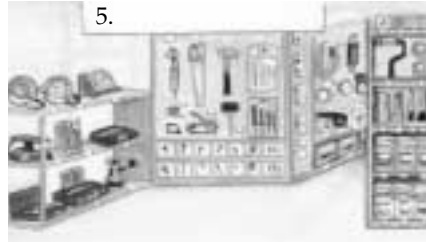
2.



3.



4.



5.



6.

Pair Write the name of each store in the box above each picture: Clothing, Toys, Electronics, Hardware, Jewelry, Music. Write the number of the store that sells each of the items below. Add two more items, then write the number of the store that sells them.

[5] nails

[] doll

[] fax machine

[] necklace

[] computer

[] videocassette

[] wristwatch

[] shirt

[] bicycle

[] sheet music

[] screwdriver

[] hammer

[] CDs

[] cell phone

[] _____

[] _____

2 Is the black dress as elegant as the blue dress?

Pair Compare each pair of items below, using the adjectives under each picture.

The black dress is **more elegant** than the blue dress.

The black dress is **as elegant** as the blue dress.

The blue dress is **not as elegant** as the black dress.



elegant



fast



fashionable



convenient

Group Compare and discuss your answers with your group and report back to class. With your group, choose two things: two cars, two schools, two places. On a piece of paper, write a paragraph comparing the two things you chose.

1 Word Bag: Stores

► **Listening** ► **Speaking** ► **Writing**

- **Pair.** Read the instructions aloud, clarifying that there are two steps to this activity. In pairs, the students first identify the stores shown in the picture; then they decide where they could buy the items listed in the activity. Remind them to add two more items to the list and write the number of the store that would sell those items.
- Ask the students what each of the six stores is. As they answer, make column headings on the board, labeling each with the name of the store. Then assign each student one of the items on the list. Write *nails* under **hardware store** as a model, then ask the students to come to the board and write their item under the name of the store that sells it. Also ask them to write their additional items on the board.

Answers

1. music store (CDs, sheet music)
2. jewelry store (wristwatch, necklace)
3. toy store (bicycle, doll)
4. clothing store (shirt, coat)
5. hardware store (nails, screwdriver, hammer)
6. electronics store (computer, videocassette, cell phone, fax machine)

2 Is the black dress as elegant as the blue dress?

► **Listening** ► **Speaking** ► **Writing**

- Ask for volunteers to read the example sentences. Elicit the meaning of *elegant*. Ask the students what the pattern is for making comparative statements. Write the pattern on the board (*more + adj. + than* or *adj. + -er + than*).
- Elicit the meaning of *as elegant as*. Ask the students what the pattern is for saying two things are the same in terms of an adjective (*as + adj. + as*). Choose two students who are the same height. Ask them to stand, and have the class describe them, using *tall*. (*Alicia is as tall as Hoon.*)
- Elicit that the third sentence has the same meaning as the first. Demonstrate the two ways we can state a comparison. Ask two students to stand, and tell the class to compare them using *tall* and the patterns of the first and third example sentences. (*Pedro is taller than Yuki. Yuki is not as tall as Pedro.*)
- **Pair.** Elicit the meaning of *convenient*. In pairs, the students describe the items, using the adjectives given. If you wish, instruct the students to write their sentences in their notebooks.
- **Group.** Tell the pairs to join with another pair to compare and check their answers. Circulate and assist as necessary. Instruct each group to choose two additional things they can compare (*cars, schools, places*). They should use as many adjectives as possible, as well as a variety of comparative patterns. Also remind the students that they can use the conjunctions they have learned for joining sentences: *and, but, and so*. As a group, the students write a paragraph comparing the two things. To encourage all the students to participate, each group should assign one person to write down the group's ideas, and another to read the paragraph aloud to the class.

3 The Style Quiz

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Ask the class what the word *fashion* means. Is the latest style better than an item of good quality?
- **Pair.** In pairs, the students interview each other, then switch roles. Students determine their partners' fashion attitudes by seeing how many *a*, *b*, or *c* answers were given.
- **Group.** In groups, the students compare answers. They discuss how important fashion is to them and in their cultures. To recap, each group mentions similarities and differences of opinion.
- Students write a paragraph about the importance of fashion in their countries. Several students read their paragraphs aloud.

4 Information Gap Activity, pages 131 and 132.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Preparation.** Ask if anyone has ever ordered anything by telephone. Was it easy or difficult?
- As a class, look at both pages of the activity. Read the Student A sheet instructions and elicit the information the telephone salesperson will need to get. Read the *Useful Language* phrases aloud and practice them as a class. The salesperson should tell the customer whether there will be any shipping and handling charges.
- Repeat the procedure with the Student B sheet, reminding the students to mark which items they want to buy so that they can later check their partners' answers.
- **Activity.** Divide the class as before. Students should sit so they cannot see each other's books. Encourage the students to begin and end with appropriate language for telephone conversations.
- **Wrap Up.** When the role-play is completed, the "customers" check their partners' order forms for accuracy. If there are errors, students repeat that part of the activity to see if they can determine why the misunderstanding occurred.

5 Hear it. Say it.

► **Listening** ► **Speaking**

- Review the sound [b], a voiced sound, showing the position of the mouth. Have students say the first word in each minimal pair, producing the sound clearly when it is at the end of the word. Repeat this procedure for the voiced sound [d]. Point out that this sound is used with regular past tense verbs. If it is not pronounced clearly, the listener may not know that the speaker has used the past tense.
- **Pair.** While listening, students mark the word they hear. Volunteers write their answers on the board. Play the cassette again, stopping after each word. Check. In pairs, the students practice pronouncing the minimal pairs.

Answers

- | | |
|----------|----------|
| 1. bad | 5. roads |
| 2. dead | 6. web |
| 3. big | 7. heard |
| 4. pedal | 8. tribe |

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.

3 The Style Quiz

Pair Ask your partner the questions and circle his or her answers.

1. At a party, you see a person wearing the same clothes as you. What do you do?
(a) Leave the party.
(b) Compliment the person.
(c) Pay no attention because you're having so much fun.

2. When you buy shoes and clothes, what influences your decision?
(a) Current fashion.
(b) Fit and price.
(c) Need.

3. When you are invited to a formal wedding, what do you wear?
(a) A formal outfit bought especially for the occasion.
(b) Formal clothes that you have worn before.
(c) Whatever you find hanging in your closet.

4. Are you going to buy a new jacket?
(a) Yes, yours is out of style.
(b) No, yours is still in good condition.
(c) Yes, your old one is worn out.

5. You're at a nice restaurant waiting for your sister. She arrives wearing shorts and a wrinkled shirt. How do you feel?
(a) Embarrassed.
(b) Disappointed.
(c) It doesn't bother you.

Score your partner's answers:

(a) Fashion is important to you. You work hard to look good.
(b) You are practical. You try to look good, but you don't spend a lot of time and money on shopping and clothes.
(c) Fashion does not matter to you. You have other interests that take your time and energy.

Group In a group of four, compare and discuss the results of the quiz. How important is fashion to you? to your partner? in your culture? Why?

In your notebook, write a paragraph about fashion and how important it is in your country.

4 Information Gap Activity, pages 131 and 132.

Pair Turn to pages 131 and 132 and follow your teacher's instructions.

5 Hear it. Say it.

 Listen to the words. Check (✓) the word you hear.

Minimal Pairs [b] [d]

- | | | | |
|---------------|-----------|--------------|-----------|
| 1. [] bad | [] dad | 5. [] robes | [] roads |
| 2. [] bed | [] dead | 6. [] web | [] wed |
| 3. [] big | [] dig | 7. [] herb | [] heard |
| 4. [] pebble | [] pedal | 8. [] tribe | [] tried |


Pair With a partner, practice pronouncing each pair of words.

Lesson 3

In this lesson, you will

- analyze information in an advertisement.
- write an advertisement.

Can you save money when you spend money?

 Read and listen to the advertisement. Would you enroll in the *Everyday Rewards* program?



The UNICA Card®

If you're not enrolled in the *Everyday Rewards* program, call **1-800-REWARDS** and start earning points immediately.

Five everyday ways to faster rewards.

You make purchases almost every day—you buy groceries, fill up the car, mail packages, or buy stamps. Now you can turn all the purchases you make into rewarding experiences. Just use a *Unica Card* instead of cash or checks.

Look at these everyday places where your purchases can add up to points and rewards:

- at the grocery store
- at the post office
- at the department store
- at entertainment and sports events

How? For every dollar you charge on your *Unica Card*, you will earn valuable points that can be credited toward gifts, travel, hotel discounts, and other rewards. So think about using the *Unica Card* this holiday season.

Group Discuss these questions.

1. What product is advertised?
2. Who are the customers for this product? Young people? Parents? Retired people? Rich people? People who need to save money?
3. What do you think of the Unica Card? Is it useful? Would you use it?
4. Should you believe advertisements? Why or why not?

Lesson 3

WARM UP

- Ask your students how they pay for their purchases. Do they use cash, checks, or credit cards? Write the students' answers on the board. Ask about the benefits of each form of payment. Which is safest? the most convenient?

PRESENTATION

Can you save money when you spend money?

- **Set the stage.** Tell the students that they will be reading and listening to an advertisement and evaluating the product that is being advertised. Ask the students to glance briefly at the ad in the activity and tell you what kind of product the ad is for.
- **Personalize the situation.** Ask how many of your students have credit cards. Ask whether they think credit cards are a good idea. Elicit some of the problems associated with credit cards, as well as some of the benefits.
- **Focus on specific items.** Write the words *rewards, rewarding, enroll, earn, and points* on the board. Elicit what part of speech each word is, as well as its meaning.
- **Set the reading and listening task.** Write the following on the board: *What special program does the Unica Card offer? What are the "five ways" you can get rewards with the Unica card? Does it cost anything to use the Unica card?* Tell the students to read the ad the first time you play the cassette. The second time you play the cassette, they should take notes or mark important information in their books.
- **Check the reading and listening task.** Ask the class for their answers to the questions. Take brief notes on the board. (Note: the *five ways* are *at the grocery store, at the post office, at the department store, at entertainment events, and at sports events*. Also, the ad does not mention whether there is any cost for using the Unica Card.) Ask if any of the students have credit cards that give them points, and whether or not that kind of program is useful for them.
- **Engage the students in group work.** Ask for volunteers to read the discussion questions aloud. In groups, the students evaluate the Unica Card. Elicit that question 2 requires the students to infer information from the ad, question 3 asks the students' opinion of a specific topic, and question 4 asks the students to make judgments about a more general topic.
- **Circulate and monitor progress.** Encourage the students to give reasons for their responses to the questions. Ask the groups to report their opinions to the class. Recap by having a general class discussion about advertisements.

1 What are they selling?

► **Listening** ► **Speaking**

- **Pair.** Write the word *slogan* on the board. Ask two volunteers to read the slogans in the ads. Elicit the meaning of *slogan*. In pairs, the students determine what each ad is selling. Tell them to think of reasons why the ads use the slogans that they do, and what the implied meaning of each slogan is.
- **Group.** Write the term *effective advertisement* on the board. Elicit the meaning of the phrase (*an*

advertisement that makes people want to buy a product). In groups, the students discuss the ads and their slogans. Ask the students to give their opinions about the effectiveness of the two ads. Recap as a class, encouraging the students to support their opinions with reasons and examples of other effective or ineffective ads they have seen or heard.

2 It could happen to you.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Ask for a volunteer to read the instructions. Write the word *scam* on the board and elicit the meaning. Ask four students to read the four passages aloud. Clarify any difficult vocabulary words by writing them on the board and eliciting the meaning from the context of the passages.
- **Group.** In groups, the students decide what they could do to protect themselves in each of

the four situations. Instruct them to write several suggestions for each situation, using the modals of advice that they have learned. Ask each group to write its suggestions on the board and read them aloud. As a class, produce a list of general suggestions that people can use to protect themselves against scams.

1 What are they selling?

Pair What do you think each ad is selling? Discuss with your partner.



"We eat as much as we can and sell the rest."



"The best comes from a tiny mountain village."

Group In a group of four, discuss the two ads. Are the ads effective in attracting customers?

2 It could happen to you.

Group A scam is a trick to get someone's money. In groups, discuss what you could do in these situations. Make a list of suggestions for avoiding these scams.

Gold Card Scam

A woman phones to offer you a low-interest credit card. To process the card, she needs some information from you. This will be your first gold credit card, so you are excited and give her the information she asked for.

You never get the card. Later, you discover that the caller used the information to steal from your bank account and used your credit card.

The Slippery Used-Car Dealer

You want to buy a used car. The dealer shows you a car and says that it is in perfect condition. You are happy with the test drive, so you buy the car.

A week later, you notice sand in the carpet. Your mechanic tells you the car was in a flood and the metal is rusting away.

Paying for Your "Prize"

You get a sweepstakes notice in the mail. It says you have won a valuable prize. To learn how to collect, you must call a special long-distance number.

When you call, the person talks to you a long time. Finally he says that you must pay shipping charges for your "prize." You hang up—but they've already charged you for the expensive phone call.

Quick-Change Artist

You are watching a musician play the guitar on the street. A man asks you for change. He shows you a twenty-dollar bill. You give him a ten, a five, and five one-dollar bills. The man puts a dollar in the musician's hat and leaves.

You look at the money in your hand and find that you are holding a one-dollar bill.

3 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Shopping on the Internet

Grammar: What's your grammar IQ?

E-mail: Shopping spree

Did you know that . . . ?

Shopping on the Internet is rapidly increasing. Every year more and more sales are made over the Internet.

4 Wrap Up

Group Work in a group of four. You have a language school. Design an advertisement for your school.

1. Circle the type of market you are targeting: (You can circle more than one.)

K-6 Middle School High School Adults Seniors

2. Check the media you will advertise in.

___ radio ___ television ___ newspapers
___ magazines ___ flyers ___ other: _____

3. Write a catchy slogan for your school:

4. Write a 30-second commercial or design a flyer for your language school.
5. Present your commercial or flyer to the class.

Strategies for Success

- Role playing business transactions
- Using television for listening practice
- Writing to persuade

1. Find a mail-order catalog written in English. Decide on ten items that you would like to order. With a partner, role play the process of ordering the items.
2. Make plans to listen to an English-speaking television program that has commercials in it. Listen very carefully for words (for example, "more," "discount," "sale"), phrases (for example, "number one," "save more money"), and superlatives ("best," "the most efficient") that try to convince you to buy a product. Write a paragraph about whether this commercial was convincing.
3. Write a description of a particular product that you would like to own, such as a special model of a car, a particular type of computer, or a stereo system. Describe why you think this product is (a) important for you to have, and (b) the best choice compared to other models. Read your description aloud to your partner.

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

- Ask for a volunteer to read the *Did you know that . . . ?* paragraph. Ask your students if any of them have ever bought anything over the Internet. Ask what they bought and why they used the Internet instead of going to a store. Ask the class how Internet shopping might affect business people, shoppers, and communities, both positively and negatively.

4 Wrap Up

► **Speaking** ► **Writing**

- Ask the students how they heard about your language school or program. Did they hear about it from a friend, from an ad, on the Internet? In groups, the students design an ad for an imaginary language school. Read the instructions aloud, clarifying terms as needed. If you wish, you can supply the students with materials such as markers, paper, magazines from which to cut pictures, scissors, and glue. Encourage the students to use whatever formats they wish for their ads. Ask the students to perform their radio or television commercials, and explain their flyers or print ads to the class.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. For Exercise 1, if necessary, help your students to find an English language mail-order catalog.
2. For Exercise 2, suggest TV programs in your coverage area, if necessary. Tell students to take notes in their journals of the words or phrases they hear, in order to do the next exercise.
3. For Exercise 3, make sure that students address both (a) and (b) in their paragraphs.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

- | | |
|---|------------------------------------|
| listen more effectively? Exercise _____ | read more easily? Exercise _____ |
| speak more fluently? Exercise _____ | write more clearly? Exercise _____ |

Which exercise did you like the most? _____ Why? _____

Which exercise did you like the least? _____ Why? _____

VOCABULARY

Verbs

advertise
apply
bother
carry
complain
exchange
fit
influence
load
purchase
return
save

Stores

clothing
electronics
hardware
jewelry
music
toy

Nouns

cash
cell phone
comfort
commission
complaint

cotton
discount
fax machine
flyer
hammer
item
nail
necklace
product
purchase
raincoat
scam

screwdriver
selection
service
silk
sports jacket
style
wool
wristwatch

Adjectives

aggressive
anxious

attractive
convenient
dangerous
efficient
elegant
expensive
experienced
persuasive
reasonable
valid
worn out

▶ **GRAMMAR SUMMARY**

Compound Sentences

		Conjunction	
Additional information: <i>and</i>	It was a good price,	and	it was on sale.
Contradictory information: <i>but</i>	The TV was nice,	but	it was too big.
Alternate information: <i>or</i>	You can pay cash,	or	you can charge it.
Result: <i>so</i>	It was expensive,	so	I didn't buy it.

Forming the Superlative of Adjectives

Regular Adjectives

One-syllable Adjectives

big → the biggest
cheap → the cheapest

Two-syllable Adjectives Ending in -y

busy → the busiest
heavy → the heaviest

Multisyllable Adjectives

beautiful → the most beautiful
expensive → the most/least expensive

Irregular Adjectives

good → the best
bad → the worst
far → the farthest

Comparisons of equality with *as . . . as*

	Subject	Verb Be	<i>as + adj. + as</i>	Complement
Affirmative	The black dress	is	as elegant as	the blue dress.
Negative	The wool skirts	are not	as fashionable as	the silk ones.

▶ **COMMUNICATION SUMMARY**

Talking about purchases

It was on sale.

Writing a letter of complaint

I wanted to buy a small TV, but the salesman sold me a large one.

Exchanging a purchase

I bought this yesterday, and I'd like to exchange it.

Comparing features of stores

Computer Central has the lowest prices.

Comparing features of items

The black dress is more elegant than the blue dress, but it is also more expensive.

Giving reasons for returning a purchase

I'd like to return this shirt because it doesn't fit. I have one just like it.

Analyzing information in an advertisement

I think this advertisement is for adults.

Writing an advertisement

It's the fastest way to learn English.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Ask the students to write sentences using each of the conjunctions in the *Compound Sentences* box. Review superlative and equative statements by asking the students to describe things that they see in the classroom.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 1, Presentation (p. 73)

Shopping Role-Play

- In this role-play, the students play the parts of a customer and an aggressive salesperson.
- On index cards, write description of objects that a shopper could buy. One item in each pair should be inexpensive or moderately priced, and the other should be more expensive (*a plain wristwatch* and *a waterproof watch with calculator, stopwatch, and alarm*). Alternatively, you can instruct your students to create their own pairs of items.
- Write one pair of descriptions on the board. Elicit the kinds of things that an aggressive salesperson might tell a customer in order to convince him or her to buy the more expensive item.
- In pairs, the students create a role-play about an aggressive salesperson and a customer. Encourage the students to think of many different arguments that the salesperson can use, and reasons why the customer might still want the less expensive item.
- Ask several pairs to perform their role-plays.

Lesson 1, Exercise 4 (p. 75)

Create an Advertisement

- Ask the students to create an imaginary product and write an ad for it using comparatives and superlatives. The ad can be a television or radio commercial that the students perform, a poster-sized ad that the students draw and then present, or a combination of the two. Encourage the students to be creative with both the choice of products and the claims of what the product will do for the person who buys it.

WORKBOOK ANSWER KEY Lesson 1, pp. 47–50

Exercise 1

- | | | |
|------|------|------|
| 1. c | 3. d | 5. a |
| 2. e | 4. f | 6. b |

Exercise 2

Answers will vary.

Exercise 3

- | | | |
|--------|-------|--------|
| 1. but | 4. or | 6. but |
| 2. and | 5. so | 7. and |
| 3. and | | |

Exercise 4

- | | | |
|----------|-----------|----------|
| 1. Susan | 3. Andrew | 5. Paul |
| 2. Mark | 4. Anita | 6. Alice |

Exercise 5

- | | | |
|--------------------|---------------------|-----------------------|
| 1. older, taller | 5. younger, shorter | 9. youngest, shortest |
| 2. youngest | 6. oldest | 10. younger, shorter |
| 3. older, shorter | 7. shortest | |
| 4. oldest, tallest | 8. older, taller | |

Exercise 6

Answers will vary.

Exercise 7

- | | | |
|-------------------|-----------------------|------------|
| 1. better | 3. cheaper | 5. cheaper |
| 2. more expensive | 4. the most beautiful | 6. happier |

Exercise 8

- | | | |
|-------------------|---------------------|--------------------|
| 1. smaller | 6. more modern | 11. costlier |
| 2. newer | 7. cheaper | 12. more beautiful |
| 3. more expensive | 8. friendlier | 13. older |
| 4. higher | 9. more fascinating | 14. more charming |
| 5. bigger | 10. lower | |

WORKBOOK ANSWER KEY Lesson 1 (continued)

Exercise 9

- | | | | |
|-----------------|----------------|----------------------|--------------------------|
| 1. the highest | 4. the tallest | 7. the longest | 10. the most interesting |
| 2. the largest | 5. the biggest | 8. the busiest | |
| 3. the smallest | 6. the deepest | 9. the most valuable | |

WORKBOOK ANSWER KEY Lesson 2, pp. 51-52

Exercise 1

Answers will vary.

- | | | |
|--|---|----------------------------------|
| 1. Steve is as old as Martha. | 4. The chocolate cookies are as delicious as the peanut butter cookies. | 6. I was as tired as my husband. |
| 2. This old chair is as comfortable as that new chair. | 5. The supermarket is as close as the drugstore. | |
| 3. The nurses were as busy as the doctors. | | |

Exercise 2

- | | | |
|---|--|---|
| 1. I'm not as tired tonight as I was last night. | 4. It is not as beautiful today as it was yesterday. | 6. The red dress is not as expensive as the purple dress. |
| 2. George is not as tall as Frank. | 5. The French film was not as exciting as the American film. | |
| 3. The Italian restaurant is not as good as the Spanish restaurant. | | |

Exercise 3

Keiko			Miyako		
Sale		Price	Sale		Price
leather jacket	$\$170.00 \times .50$	= \$85.00	jacket	$\$65.00 \times .50$	= \$32.50
sneakers	$\$75.00 \times .50$	= \$37.50	sneakers	$\$35.00 \times .50$	= \$17.50
jeans	$\$50.00 \times .50$	= \$25.00	jeans	$\$25.00 \times .50$	= \$12.50
sweater	$\$45.00 \times .50$	= \$22.50	sweatshirt	$\$15.00 \times .50$	= \$7.50
	Total	\$170.00		Total	\$70.00

Exercise 4

- | | | |
|------|------|------|
| 1. a | 3. a | 5. b |
| 2. b | 4. b | 6. a |

WORKBOOK ANSWER KEY Lesson 3, pp. 53-54

Exercise 1

1. c

3. b

5. a

2. b

4. a

6. c

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

UNIT 8

Overview

TOPICS

- Credit cards
- Opening a checking account
- The American consumer

GRAMMAR

- Present perfect: statements with *already, yet*, with *have/has* questions and responses
- *Too/either*
- Contractions

COMMUNICATION GOALS

Listening and Speaking

- Talking about budgets
- Talking about past actions
- Opening a checking account
- Calling an account information line
- Listening to a radio broadcast for specific details
- Listening to information about budgets

Reading and Writing

- Recording information in a check register
- Comparing and making budgets
- Writing about learning English, credit cards, and saving money
- Making a “to do” list

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking
Arithmetic/mathematics

Thinking Skills

Decision making
Problem solving
Seeing things in the mind's eye
Knowing how to learn

Personal Qualities

Responsibility
Self-management

Competencies

Information

Acquires and evaluates information
Organizes and maintains information
Interprets and communicates information

Interpersonal

Participates as a member of a team

Resources

Money—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

Systems

Understands systems—Knows how social and organizational systems work and operates effectively with them

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

1 Consumer Economics

1.1.3 Interpret maps and graphs

1.5.1 Interpret information about personal and family budgets

1.8.1 Demonstrate the use of savings and checking accounts, including using an ATM

1.8.2 Interpret the procedures and forms associated with banking services, including writing checks

5 Government and Law

5.8.1 Interpret economic information and statistics

6 Computation

6.2.1 Add decimal fractions

6.2.2 Subtract decimal fractions

6.4.3 Calculate percents

6.7.4 Interpret data given in a circle graph

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Ask the students what they spend their money on. Take notes on the board. Ask which of these items are monthly expenses. Mark those items with an asterisk. Elicit other types of recurring expenses and add them to the list. Tell the students that in this unit they will be talking about how to manage their money.

PRESENTATION

Have you paid the tuition bills yet?

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the situation. Encourage the use of the present continuous to describe actions: *The man and the woman are drinking coffee. The waiter is bringing the check.* Read the title and instructions aloud, and ask the students to predict what Gina's parents might be discussing (*paying their bills; managing their money*).
- **Personalize the situation.** Ask if the students think that couples should discuss their bills and their finances together, or if one person should take care of those things by him- or herself. Encourage them to support their opinions with specific reasons.
- **Focus on selected items.** Ask what kinds of bills the Poggis might have. If necessary, elicit the word *tuition* by reminding the class that Gina is a student and that her parents have to pay for her schooling.
- **Set the reading and listening task.** Write the following on the board: *What does the waiter tell the Poggis? Why did this happen?* Tell the students to uncover the conversation and read along while they listen and take notes. Alternatively, you can have the students listen with the conversation covered. Play the cassette twice.
- **Check the listening task.** Ask the students for their answers to the questions, and note the answers on the board. Ask what it means when a credit card is *declined* (*you cannot use it until you pay part of your bill*). Ask the students what they think the Poggis will do about Gina's use of the credit card.
- **Play or read the conversation aloud with pauses.** Ask the students to repeat each line. Draw their attention to the difference between the voiced consonant [v] in *have you* and *haven't* and the unvoiced consonant [f] in the modal *have to*. Elicit the meaning of *She ran off to the mall* (*She went to the mall*) and *You know Gina* (*You know what her behavior is like*). In pairs, the students practice the conversation; one of the partners can also read the part of the waiter. Ask several pairs to perform.
- **Engage the students in pair work.** In pairs, the students make a list of the pros and cons of using a credit card. They should also discuss who should use credit cards (*responsible people*) and who probably should not (*people who cannot control their spending well*).
- **Circulate and monitor progress.** Ask each pair to tell the class its opinion of credit cards.

UNIT 8

Lesson 1

In this lesson, you will

- talk about budgets.
- talk about actions that have already happened.

Have you paid the tuition bills yet?



Gina's parents are having dinner together. Read and listen to their conversation.



Mrs. Poggi: I'm so proud of the kids. Alberto is in college, and now Gina is going to start. By the way, have you paid the tuition bills yet?

Mr. Poggi: I paid the car insurance, the electric bill, and Alberto's tuition, but I haven't paid Gina's tuition yet.

Mrs. Poggi: We'll have to use the credit card for the rest. Wait a minute . . . I think Gina has my credit card.

Mr. Poggi: You should get it back right away. You know Gina.

Mrs. Poggi: Yes, I do. And this morning she ran off to the mall to buy winter clothes.

Mr. Poggi: Winter? Why does she need winter clothes in Los Angeles?

Waiter: Excuse me, sir. Your credit card has been declined.

Mrs. Poggi: Uh-oh! Are you thinking what I'm thinking?

Pair On a piece of paper, make two lists. In the first, list the pros, or good things, about using a credit card. In the second, list the cons, or bad things. Compare the two lists. Is it a good idea to use a credit card?

1 Which bills have they paid?

Pair Read the conversation again. Put a check (✓) next to the bills the Poggis have already paid. Then ask your partner the questions.

Examples:

Has Mr. Poggi **paid** for dinner yet?

No, he **hasn't**.

Have the Poggis already **paid** the electric bill?

Yes, they **have**.

___ Dinner ___ Insurance ___ Alberto's tuition ___ Gina's tuition ___ Electric bill

2 A Family Budget

 Listen to the Poggi family meeting. Then check if the statement is true, false, or you don't know.

1. The Poggis haven't finished eating dinner.
2. Alberto has studied for his test.
3. The Poggis have decided to continue using the credit card.
4. Alberto has saved a lot of money.
5. Alberto has been good with money.
6. Gina hasn't bought a lot of clothes.
7. Gina has had a checking account in the past.

True	False	Don't Know

3 What have they done?

Group Listen to the tape again and discuss these questions.

1. What's the Poggis' problem?
2. What are they doing to solve their problem?
3. Do you agree with their solution? Can you think of other possible solutions?

Mr. Poggi could _____

Mrs. Poggi could _____

Gina could _____

Did you know that . . . ?

In the United States, delinquent creditors are reported to a credit bureau. Lending institutions, like banks, usually get an applicant's credit history before approving a loan application.

1 Which bills have they paid?

► **Listening** ► **Speaking**

- The students reread the conversation and mark which bills the Poggis have paid. Next, direct the students' attention to the example sentences. Read each question and answer aloud, and ask the class to repeat.
 - Pair.** In pairs, the students practice both question and answer patterns using the information from the conversation. Recap by having several pairs ask and answer a question from the activity.
- Answers**

bills paid: insurance, Alberto's tuition, the electric bill

bills not paid: dinner; Gina's tuition
- Write the following on the board: *The Poggis have paid the electric bill. Mr. Poggi has paid Alberto's tuition.* Elicit or provide the name of the tense (*present perfect*) and how it is formed (*have/has + past participle*). Underline both parts of the verb in each sentence. Elicit that we use *have* to form this tense, except with third person singular (*he, she, it*), which takes *has*. Point out that present perfect indicates *something has or has not happened before now*. It is not important *when* the event occurred; this tense simply tells us whether or not the event happened. Point out that we can use *yet* at the end of questions and negative statements; *already* can be used with questions and affirmative statements, and precedes the past participle. Both words mean *before now*.

2 A Family Budget

► **Listening** ► **Reading**

- Read the instructions aloud. Elicit the meaning of *family meeting* (*a time when family members can talk about important family matters*). Read the statements aloud. On the first listening, the students mark whether each statement is true, false, or whether the conversation doesn't give enough information to answer. Play the cassette again. Recap as a class, asking what specific information gave the answers.

Answers

- | | |
|---------------|------|
| 1. T | 5. T |
| 2. F | 6. F |
| 3. F | 7. F |
| 4. Don't know | |

3 What have they done?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Group.** Read the questions aloud. In groups, the students take notes on the first two questions while listening. Each group compares their answers, then discusses question 3. Circulate and encourage the students to support their opinions. Ask the groups to write their suggestions on the board. Check as a class.
- Ask a volunteer to read the *Did you know that . . . ?* paragraph. Provide or elicit meanings for new vocabulary as necessary. Ask what effect Gina's credit card use might have on her parents' credit history.

4 Alberto has planned his budget. ▶ Listening ▶ Speaking ▶ Reading ▶ Writing

- Read the instructions aloud. Elicit the meaning of *budget*. Ask the students to describe the items on Alberto's bulletin board. Ask for volunteers to read the example sentences. Elicit why one sentence uses the present perfect (*the event happened before now*) and why the other uses the simple present (*a general truth about Alberto*).
- **Pair.** In pairs, the students discuss the items on the bulletin board and write statements about Alberto's budget planning. Recap by asking several students to write their sentences on the board.
- Read the writing instructions aloud. Elicit several statements about what the students have done (or do) to save money. Remind them that they can use all of the tenses they have learned when they write their paragraphs. Ask volunteers to read their paragraphs aloud.

5 Have you ever forgotten to pay a bill? ▶ Listening ▶ Speaking ▶ Reading

- Write the title of this activity on the board. Elicit the meaning of *ever* in a present perfect question (*at any time in the past*). Direct the students' attention to the cues in the activity. Inquire how we can phrase these questions, beginning with *Have you ever*. As the students respond, write one or two of their answers on the board.
- **Group.** In groups, the students decide which of them are the best money managers. Each group should compare its findings with another group. Recap by having each set of two groups report to the class, giving reasons to support its findings.

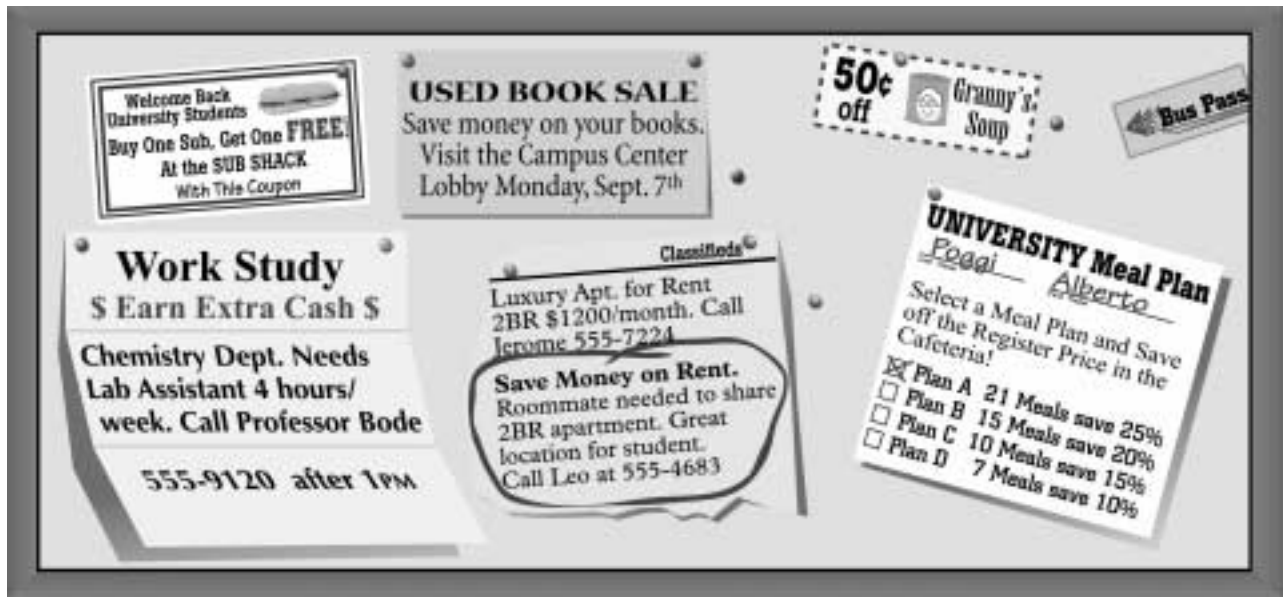
6 Information Gap Activity, pages 133 and 134.

▶ Listening ▶ Speaking ▶ Reading

- **Preparation.** Divide the class as before. Read the instructions aloud. Elicit the meaning of *housework* (*things that you do to keep your house clean*). Elicit that the present perfect should be used to find out who has finished which chores. Read the *Useful Language* sections from both pages. Elicit the past participle of *make* (*made*) and the other verbs (*fed, ironed, taken, washed, swept*). Write them on the board.
- **Activity.** Instruct the students to ask their partners questions to find out who did which chores. Remind the class not to look at their partners' sheets while they do the activity.
- **Wrap Up.** Ask every student to ask a question from the activity. Ask for volunteers to answer the questions as they are asked.

4 Alberto has planned his budget.

Pair Gina's brother, Alberto, has planned his budget very carefully. Look at Alberto's bulletin board and make sentences like those below.



Examples:

Alberto has decided to share an apartment with a roommate.

Alberto does not own a car.

What have you done to save money? In your notebook, write a paragraph about how you have saved money. Share any useful tips on saving money with your classmates.

5 Have you ever forgotten to pay a bill?

Group Have one person in your group ask these questions and add up the score. Then compare your group's score with the other groups' scores. Which group has the best money managers?

1. ___ How many people in your group have forgotten to bring money to a restaurant?
2. ___ How many people in your group have forgotten to pay a bill?
3. ___ How many people in your group have had problems with a credit card?
4. ___ How many people in your group have lost money?
5. ___ How many people in your group have never budgeted their money?

Total ___

6 Information Gap Activity, pages 133 and 134.

Pair Turn to pages 133 and 134 and follow your teacher's instructions.

7 Hear it. Say it.



The full forms are written below. Listen to the contracted forms and practice saying them.

Full forms and contractions with *have*

1. What have you done?
2. Who have they found?
3. When have I ever said that?
4. Why have we come?
5. Where have we heard that before?
6. How have you been?
7. What have you been up to?
8. How have they taken the news?

Pair Write your own questions. Ask your partner these questions using the contracted form.

1. Why have _____
2. Where have _____
3. What have _____
4. How have _____
5. When have _____

8 Have you ever made a budget?

To find out where your money goes, make a weekly budget. List all your expenses for a week. Then review your list and check (✓) whether each item is *optional* or *essential*.

<i>Expenses</i>	<i>Optional</i>	<i>Essential</i>

Pair Share your list with a partner. Discuss which optional expenses you can cut down on without cutting down on fun.

7 Hear it. Say it.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Remind the students that *spoken* English is often different from *written* English. When using *Wh*-questions in the present perfect tense, speakers often contract the auxiliary verb. Write the first two sentences on the board as examples and then pronounce them: *What have you done* (*What've you done?*); *Who have they found?* (*Who've they found?*). Point out that the vowel in *have* is reduced. Tell the students that even though the auxiliaries can be contracted, it is important that they be pronounced clearly. Also point out that these contractions are not used in standard written English.
- Tell the students to just listen while you play the cassette the first time. Then tell them to listen to each contracted form and repeat. Play the cassette again, stopping after each sentence to allow the students to repeat. Ask the students to close their books, because it will be easier for them to pronounce the contractions if they're not looking at the full forms at the same time. Ask individual students to read the sentences using the contracted forms. Supply idiomatic meanings if necessary: *What've you been up to?* means *What have you been doing recently?*

Contracted forms

1. What've you done?
 2. Who've they found?
 3. When've I ever said that?
 4. Why've we come?
 5. Where've we heard that before?
 6. How've you been?
 7. What've you been up to?
 8. How've they taken the news?
- **Pair.** In pairs, the students create their own questions using the present perfect. After they have written the questions, tell them to practice pronouncing them, using the contracted forms.
 - Verify that the students still recognize the contracted forms as being in the present perfect. Ask each student to say one of his or her questions to the class. Then ask for a volunteer to repeat the question using the *uncontracted form* of the verb. Ask the student to repeat his or her question, again using the contracted form.

8 Have you ever made a budget?

► **Listening** ► **Speaking** ► **Writing**

- Read the instructions aloud. Review the meaning of *budget*; elicit the meanings of *optional* and *essential*. Tell the students to fill in the form with their weekly budgets.
- **Pair.** In pairs, the students compare their budgets. The partners should check each

other's budgets to make sure that no expenses have been forgotten. Tell the partners to discuss how they can cut down on their expenses, then report to the class using modals of possibility: *could* and *might*.

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Bring in several checking account brochures for the students to look at. The brochures should contain specific information about the rules and benefits of several different types of checking accounts.
- Ask the students what questions they need to ask before they choose a checking account: *Do I*

have to pay a fee for this checking account? Will the bank pay me interest? Can I do my banking online? Write the students' questions on the board. Provide or clarify vocabulary as needed.

- Give one brochure to each pair. Ask the students to tell the class what the rules are for those accounts.

PRESENTATION

I want to open a checking account.

- **Set the stage.** Tell the students that Gina and her brother, Alberto, want to open checking accounts. They are having a conversation with the manager of the bank.
- **Personalize the situation.** Ask the students if they have checking accounts. If they do, ask how they found out what the bank rules are for checking accounts. Did they read a brochure, or did they speak to a teller or a manager?
- **Focus on selected items.** Direct the students' attention to the illustration. Ask them to identify the items in the picture (*check, deposit slip, withdrawal slip*) and explain what they are used for.
- **Set the listening task.** Write the comprehension questions on the board: *What is the name of the checking account? Do Gina and Alberto have to pay a fee for their checking accounts? How many checks can each of them write every month? What other benefit does this checking account offer?* Tell the students to listen and read along while you play the cassette. Encourage them to take notes or mark important information in their books.


- **Check the listening task.** Ask the students for their answers to the comprehension questions and make brief notes on the board. Ask the students to check if there is an account in their brochures that is similar to the Econo Checking Account.
- **Play or read the conversation aloud with pauses.** Ask the students to repeat, using natural speed and intonation. Let the students practice the conversation in groups of three, changing roles so that every student gets to read each part. Ask for volunteers to perform for the class.
- **Engage the students in pair work.** In pairs, the students decide whether they prefer to use an ATM (automatic teller machine) or to talk to a teller. Remind them to support their decisions.
- **Circulate and monitor progress.** Encourage the students to use comparatives when discussing the options. Ask several pairs to tell the class which option they prefer and why.

Lesson 2

In this lesson, you will

- open a checking account.
- call an account information line.
- record information in a check register.
- compare two monthly budgets.

I want to open a checking account.

 Gina and her brother, Alberto, are opening checking accounts. Listen and read.



Manager: Can I help you, miss?

Gina: Yes, we each want to open a checking account.

Manager: How many checks will you write every month?

Gina: Maybe ten to fifteen.

Manager: Then our Econo Checking Account is the one for you.

Gina: What kind of account is that?

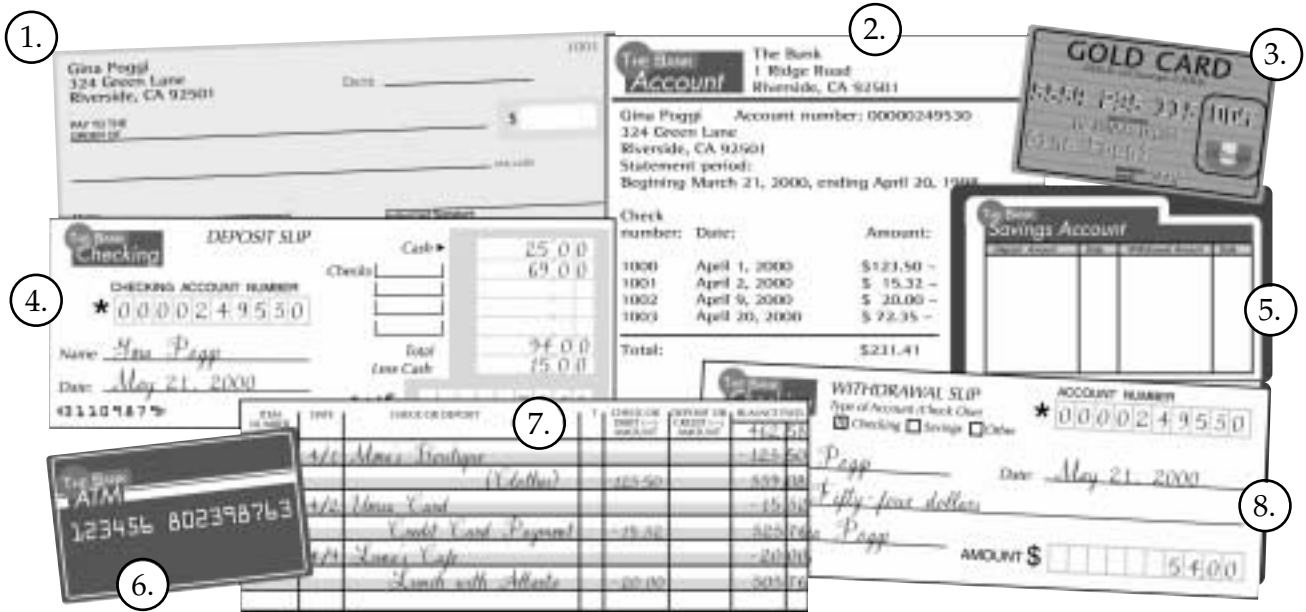
Manager: There is no fee if you write fewer than twenty checks a month. You will also get an ATM card that you can use at ATM machines twenty-four hours a day to deposit money in your account or to get cash. You don't need to stand in line at the bank.

Gina: Great! Now I can go shopping at all hours of the day or night!

Alberto: Thank goodness the mall isn't open all night!

Pair Ask your partner: *Do you use an ATM card, or do you prefer to speak to a teller inside the bank? Why?*

1 Word Bag: At the Bank



Pair With your partner, write the number of each picture next to the correct word.

- [] ATM card [] check register [] check [] deposit slip
 [] credit card [] bankbook [] monthly statement [] withdrawal slip

2 Gina's Check Register

Pair Fill in Gina's check register. She wrote two checks this week: check #1010 to the Soap Shop on May 2 for \$37.81, and check #1011 to the Unica Card on May 4 for \$15.32.

ITEM NUMBER	DATE	CHECK OR DEPOSIT	ISSUED TO ISSUED FOR	T	CHECK OR DEBIT (-) AMOUNT	DEPOSIT OR CREDIT (+) AMOUNT	BALANCE FWD.
							850.00
1009	4/29	Acme Groceries			-52.00		818.00
	5/1	Deposit				+500	1,118.00
1010							
1011							
1012							
1013							
	5/15						

ITEM NUMBER	DATE	CHECK OR DEPOSIT	ISSUED TO ISSUED FOR	T	CHECK OR DEBIT (-) AMOUNT	DEPOSIT OR CREDIT (+) AMOUNT	BALANCE FWD.

Gina wants to find out about her most recent transactions. She calls an account information line. Listen and fill in the register above.

1 Word Bag: At the Bank.

► Reading ► Speaking

- **Pair.** In pairs, the students look at the items in the picture and match them to the banking vocabulary provided. Recap as a class, clarifying pronunciation as necessary. Ask how many students have used each of these items. Encourage them to respond using the present perfect:

I have used checks, a check register, and an ATM card.

Answers

- | | |
|----------------------|--------------------|
| 1. check | 5. bankbook |
| 2. monthly statement | 6. ATM card |
| 3. credit card | 7. check register |
| 4. deposit slip | 8. withdrawal slip |

2 Gina's Check Register

► Listening ► Writing

- Direct the students' attention to the illustration of Gina's check register. Elicit the meaning of each column heading. Ask the students what information needs to be written in each column. Elicit the reason for keeping an accurate check register (*so that you always know how much money you have in your account*).
- **Pair.** Read the instructions aloud. In pairs, the students fill in Gina's check register and subtract the amounts from her balance. Ask for volunteers to read what they wrote in each column.
- If possible, make a transparency of the check register. As you go over the answers to the two parts of this activity, ask for volunteers to fill in the correct information on the transparency.
- Read the instructions for the listening activity. Ask the students what an *account information line* is (*a way to call the bank to find out about your checking account*). Instruct the students to take notes as they listen. Tell them that they will use their notes to fill in the rest of the check register. Play the cassette two or three times while the students take notes. Have the students write the information in the check register, adding or subtracting each transaction. Recap the answers orally, or by having the students write the information on the transparency. Ask whether the balance in their check registers agrees with the balance that the bank gave on the account information line (\$1179.87).

3 Betty has a monthly budget, and Ann does too.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Pair.** Divide the class into pairs. Read the instructions aloud. In addition to the questions in the book, the students should discuss each item in the two budgets and decide whether Betty Poggi and Ann Brennan have made good decisions about how they spend their money. Also tell the students to mark whether the statements are true or false, using the information given. Recap the answers as a class. Ask the pairs to tell the class their opinions of the women's spending habits.
- Write *Betty is paying for insurance, and Ann is too*. Elicit the meaning of *Ann is too* (*Ann is paying for insurance too*). Repeat with the third and fourth sentences in the activity. Make statements about your students and ask the class to complete them with tag statements about other students. Use negative statements or statements in the present perfect or present continuous that contain a clear auxiliary: *Satoshi is wearing jeans, and Mari . . . ; Carlos has finished his homework,*

and Keiko . . . After the students have produced several responses, elicit that we form tag statements by using an affirmative auxiliary followed by *too*. For tag statements in negative sentences, we use the negative auxiliary followed by *either*.

- Ask the students to look at the first two sentences in the activity. Elicit that *does* is in the tag statement because it is the auxiliary for *uses* and *spends*. Again, make several statements about your students, using the simple present, and ask the class to complete them: *Hoon likes to study, and Ricardo . . .*
- **Pair.** Instruct each pair to write more sentences comparing Betty's and Ann's expenses. Tell them to then write a paragraph comparing the two women's budgets. Encourage the students to use tag statements as well as other types of sentences. Ask several pairs to read their paragraphs aloud.

4 Betty has a checking account, and Leonardo and Ann do too.

► **Reading** ► **Writing**

- Direct the students' attention to the chart in the book and the sentences below. Ask for a volunteer to read the first sentence. Elicit that the auxiliary in the tag statement is *do* because the subject of the tag statement is plural. Ask the students to complete the sentences, using tag statements with *too* or *either*. Recap the answers as a class.

Answers

3. . . . Betty and Ann do too.
4. . . . and Betty has too.
5. . . . and Betty hasn't either.

Additional Activity See *Unit 8 Appendix*.

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.

3 Betty has a monthly budget, and Ann does too.

Pair Compare Betty Poggi's budget with Ann Brennan's. In your opinion, who is a better money manager? Who has a more comfortable life?

Betty Poggi	
Monthly income	\$6,000
Basic living expenses	
Phone	\$150
Electric	\$95
Insurance	\$250
Food	\$750
Clothing	\$900
House payment	\$1100
Cable TV	\$35
Gas and car repair	\$100
Entertainment	\$500

Ann Brennan	
Monthly income	\$2,700
Basic living expenses	
Phone	\$45
Electric	\$100
Insurance	\$300
Food	\$350
Clothing	\$200
House payment	\$700
Cable TV	\$25
Gas and car repair	\$100
Entertainment	\$50

Using the information given above, write *T (true)* or *F (false)* before each sentence.

- ___ Betty uses the phone a lot, and Ann does too.
- ___ Ann spends a lot of money on entertainment, and Betty does too.
- ___ Ann has bought a house, and Betty has too.
- ___ Ann doesn't spend a lot of money on clothes, and Betty doesn't either.
- ___ Betty is paying for insurance, and Ann is too.

Pair In your notebook, write more sentences comparing Betty's and Ann's expenses. Write a paragraph comparing Ann's and Betty's monthly budgets.

4 Betty has a checking account, and Leonardo and Ann do too.

Look at the chart and complete the sentences.

	Betty	Leonardo	Ann	Jim
Checking account	✓	✓	✓	
Savings account	✓		✓	
ATM card	✓		✓	✓
Loan			✓	✓

- Betty has a checking account, and _____ *Leonardo and Ann do too* _____.
- Leonardo isn't putting money in a savings account, and _____ *Jim isn't either* _____.
- Jim uses an ATM card, and _____.
- Ann has opened a savings account, and _____.
- Leonardo hasn't taken a loan, and _____.

Lesson 3

In this lesson, you will


- interpret a pie chart.
- make a weekly food budget.
- listen to a radio broadcast for specific details.

Each dollar is a piece of your work.

 What is “shopaholism”? Listen and read the magazine article to find out.

Millions Stricken by Shopaholism!

Many people have a new sickness. It's called “shopaholism,” or “addiction to shopping.” If you are suffering from the stress of overwork and overspending, then maybe you are a “shopaholic.” What's the best way to recover from this terrible illness? Here are some suggestions.



- Stop going to shopping centers on weekends. Go hiking or play ball with friends instead.
- Before buying, ask yourself: Do I need it? Do I want to dust, clean, or repair it? Do I already have something like it? How many hours will I have to work to pay for it?
- Consider taking public transportation. It can save you time, money, and the stress of parking.
- Try spending on others once in a while. It is pleasant to buy gifts for your family and friends.
- Stay home. Write a letter. Invite friends over and ask them to bring a dish, play a game, bake bread.
- Make a spending plan. Know how much you are earning and spending. Each dollar is a piece of your work.
- Be careful of advertising. Advertisers want you to feel that you need their products. You don't!

Pair Discuss these questions with your partner.

1. Are you a “shopaholic”? How can you protect yourself from becoming one?
2. What necessary items do you buy frequently? What are some luxury items that you buy?
3. Do you ever have any money left after paying all your monthly bills? If so, what do you do with it?

Lesson 3

WARM UP

- Write the words *alcoholic* and *alcoholism* on the board. Elicit the part of speech and meaning of each. (*An alcoholic is someone who drinks too much. Alcoholism is the name of that person's illness.*) Tell the students that there are many new slang words that are based on these two words. Write *chocoholic* and *shopaholic* on the board, and elicit the meanings of these new words (*someone who eats too much chocolate; someone who shops too much*).

PRESENTATION

Each dollar is a piece of your work.

- **Set the stage.** Read the title of the activity. Ask the class what this expression means to them. Write their ideas on the board.
- **Personalize the situation.** Ask the students why they go shopping. Do they buy things only when they need them? Do they see an advertisement and decide to buy the item? Do they go shopping for recreation?
- **Focus on selected items.** Elicit reasons why people might become *shopaholics*. Take notes of the students' ideas on the board. Tell the students that this article gives some suggestions about what people can do if they have the problem of *shopaholism*.
- **Set the reading task.** Tell the students to first read the article, then to take brief notes in their notebooks about the seven suggestions. Alternatively, you can play the cassette as your students read along, or you can ask them to read silently. The students' notes should be very short, just long enough to help them remember the suggestions.
- **Check the reading task.** After the students have finished, ask them to cover the article and look only at their notes. Ask for volunteers to put their notes on the board. Encourage them to write exactly what they had written in their notebooks. Ask the class what details from the article they can remember about each of these main points. Take notes on their responses next to each of the main points.
- **Engage the students in pair work.** Read the discussion questions aloud. In pairs, the students discuss the questions, taking notes on the answers. Remind them that notes are not complete sentences.
- **Circulate and monitor progress.** Make sure that the students are writing their ideas in note form. The focus of the task is to simply record what they talk about, not to write complete sentences or paragraphs. Recap by asking for volunteers to share their ideas with the class.

1 Where does your money go?

► Reading ► Writing

- Direct the students' attention to the pie chart. Elicit that it is called a *pie chart* because it looks like a sliced pie. Mention that this kind of chart is often used to illustrate percentages. Ask what the smallest section of the pie chart tells us (*An average four-person family in the United States spends 2% of its income on car insurance*). Elicit how to calculate how much money that represents ($\$51,518 \times .02 = \$1,030.36$).
- **Group.** In groups, the students calculate how much the average family spends on each of the expenses listed. Recap the results as a class.
- **Group.** Ask individual students to predict what these percentages might be for their own countries. Read the research assignment aloud, and brainstorm how students could go about finding these figures for their own countries. Write their ideas on the board. If possible, form research groups where all the students in the group are from the same country. Remind the students that they need to find out what the median income is for their countries as well as what percentage of that income goes to which expenses. They should make a pie chart illustrating this information, and be prepared to present it to the class. Tell the students when they will be making their presentations, and schedule it into your lesson plan for that day.
- Tell the students to write a paragraph describing what they do with any extra money they have after paying their bills. Elicit what tense they should use for this description (*simple present for describing habits*). Ask for several volunteers to read their paragraphs aloud.

2 Keep a check in your wallet.

► Listening

- Read the instructions aloud. Tell the students that the radio broadcast they will hear is by a *savings guru*. Write this term on the board, and elicit the meaning (*someone who is very knowledgeable and can give good advice*). Read the activity aloud, pausing to let the students predict what information might complete each sentence. Tell the students to listen and fill in the missing words. Play the cassette two or three times. Ask for volunteers to write the completed sentences on the board.

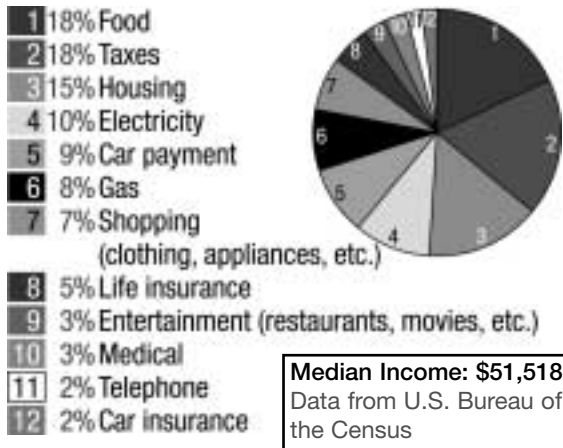
Answers

credit card	food
checkbook	fun
balance	calculator
register	account
rent	balanced

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

1 Where does your money go?

How a Four-Person Family in the United States Spends Its Income




Group Calculate how much the average four-person family spends each month on:

1. Food _____
2. Taxes _____
3. Housing _____
4. Entertainment _____
5. Medical Expenses _____

Group How about in your country? Do a similar pie chart showing median income and spending habits of a four-person family in your country. Go to the library or use the Internet to get the information. Share your chart with the class.

Write a paragraph about what you do with any money left over after you pay all your bills.

2 Keep a check in your wallet.

 Your checkbook can help you budget your money. Listen to the radio broadcast. Fill in the missing words.

- Keep a check in your wallet so you don't have to use your _____.
- Put a clip on the _____ page you are working on so you always use the right _____.
- Write check numbers in the _____ ahead of time so you don't forget to record any checks you write.
- Use colored pens for different purposes (red for _____, blue for _____, green for _____) so you can easily see where your money goes.
- Carry a _____ so you always know exactly how much money is in your _____.
- Keep your checkbook _____ every month.

3 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Balancing my budget

Grammar: What's your grammar IQ?

E-mail: I'm proud of myself!

4 Wrap Up

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Group.** Read the instructions aloud. In groups, the students decide how much they can spend for a week's worth of food. Use Exercise 1 as a guideline, or let the students choose their own amounts. After the students have made their shopping lists and have predicted the price of

each item, the class can go to a grocery store to research the actual prices. Ask the groups to share their results with the class. They should explain their food choices, and report on how accurate their budget predictions were.

Additional Activity See Unit 8 Appendix.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. For Exercise 1, some students may still need assistance in finding a newspaper or selecting an appropriate article.
2. For Exercise 2, offer some examples of items "to do" or refer the students to the information gap activity for this unit.
3. The students could have some difficulty getting started with the assignment in

Exercise 3. Help them by suggesting some reasons for learning English (*to get a degree or certificate; to help me in my job*), contexts for using English (*TV, film, news, travel, job*), and future benefits (*higher-paying job, more pleasure in life*).

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

- | | |
|---|------------------------------------|
| listen more effectively? Exercise _____ | read more easily? Exercise _____ |
| speak more fluently? Exercise _____ | write more clearly? Exercise _____ |

Which exercise did you like the most? _____ Why? _____

Which exercise did you like the least? _____ Why? _____

VOCABULARY

Verbs

budget
declined
deposit
enjoy
lose, lost
manage
record
relax

Nouns

bill
budget
bulletin board

Adjectives

essential
extra
luxury
median
optional
wise

Expressions

bring a dish
Thank goodness!

Banking Terms

account
ATM card
balance
bankbook
check
checkbook
checking
account
check register
credit card
deposit slip

interest
loan application
monthly
statement
savings account
transaction
withdrawal slip

▶ **GRAMMAR SUMMARY**

Present Perfect Tense: Affirmative Statements

Subject	Have/Has	(Already)	Past Participle	Complement
I, You, We, They	have	(already)	studied	for the test.
He, She	has			

Contractions: I've, you've, he's, she's, we've, they've

Present Perfect Tense: Negative Statements

I (You, We, They) **haven't studied** for the test yet.

He (She) **hasn't studied** for the test yet.

Present Perfect Tense: Have/Has Questions

Short Responses

Have/Has	Subject	Past Participle	Complement	Short Response
Have	they	studied	for the test (yet)?	Yes, they have.
Has	he/she	studied		No, they haven't.
				Yes, he/she has.
				No, he/she hasn't.

Too/Either

Betty **uses** an ATM card, **and** Ann and Jim **do too**.

Alberto **doesn't have** a checking account, **and** Gina **doesn't have** one **either**.

▶ **COMMUNICATION SUMMARY**

Talking about budgets

We need to stop using credit cards.
We are going to write checks in the future.

Talking about actions that have already happened

I've written a check for the electric bill.
She's already bought clothes for the winter.

Opening a checking account

I want to open a checking account.
How many checks are you planning to write a month?

Comparing two monthly budgets

Ann doesn't spend a lot of money on clothes, and Betty doesn't either.
Betty is paying for insurance, and Ann is too.

Interpreting a pie chart

The average U.S. family spends about \$770 a month on food.

Making a weekly food budget

We're going to spend \$150 a week on food.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Write several cues on the board using the simple form of the verbs (*do your homework, pay your rent, find a place to live*). Ask the students to ask a partner whether they have done these things yet. Elicit which tense the students should use (*present perfect*) and why. After the students have practiced with a partner, ask for volunteers to demonstrate how to ask and answer a question using the present perfect tense.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 2, Exercise 4 (p. 91)

Compiling Classmate Information

- In this activity, the students compile information about their classmates, then make sentences with tag statements to describe them.
- Ask the students to refer to the Communication Activity sheets from Unit 1. Ask for a show of hands to indicate which students used the *Group 1* sheet and which used the *Group 2* sheet. Divide the class into groups of three or four, making sure that all the students in each group had used the same sheet during the Communication Activity.
- Tell the students to combine the information on their sheets and see how many sentences with tag statements they can create. For example, if one student had written *Carlos* in the *play the guitar* square, and another student had written *Winnie*, the group can write *Carlos can play the guitar, and Winnie can too*. If a group does not have enough information on their sheets to form tag statements, they can use the cues to ask each other questions and get more information. Tell the group to write their sentences, changing the cues on the activity sheets to third-person singular forms as necessary.
- Ask each group to write three or four of their sentences on the board.

Lesson 3, Exercise 4 (p. 94)

Comparison Shopping

- In this activity, the students “comparison shop” to find out how prices differ from one grocery store to another. The students can do this activity individually or with a partner.
- Give the students a list of five to ten grocery items. Use specific name brands and sizes for packaged items. Make sure that the items on the list are things that convenience stores might carry. Tell the students to go to three stores and write down the prices for these items. Suggest that, in addition to large supermarkets, the students include a small neighborhood convenience store in their research. Ask the students to try to find less-expensive substitutes for the items on their lists.
- Ask the students to report to the class, explaining which store was most and least expensive, and whether they found less-expensive alternatives to any of the brands on the list.

WORKBOOK ANSWER KEY Lesson 1, pp. 55–58

Exercise 1

1. No, she hasn't. She is still deciding.
2. Yes, she has. She is taking pictures right now.
3. Yes, they have. They are driving it home.
4. No, they haven't. They are studying at the library.
5. Yes, he has. He is looking for a job.
6. No, she hasn't. She is still waiting.

Exercise 2

1. A: *Have you been to China?*
B: *No, I haven't, but I'd like to go one of these days.*
2. A: *Tito is out playing with his friends. Has he done his homework?*
B: *Yes, he has. I checked it before he went out.*
3. A: *Have you put the money in the bank yet?*
B: *Yes, I have. Here's the deposit slip for your records.*
4. A: *Where's Tom? Has he gone home already?*
B: *No, he hasn't. He went back to his office to check his e-mail.*
5. A: *I can't find my check-book. Have you seen it?*
B: *No, I haven't. Sorry.*
6. A: *I hear Terry's going to Brazil. Has she been to South America before?*
B: *Yes, she has. This is her fourth trip.*

Exercise 3

1. Mrs. Ito hasn't gone to the bank yet.
2. Mrs. Ito hasn't bought milk, cheese, bananas, or yogurt yet.
3. Mrs. Ito has already done the laundry.
4. Mrs. Ito has already called for a dentist appointment.
5. Mrs. Ito hasn't washed the dog yet.
6. Mrs. Ito has already written a check for the phone bill.
7. Mrs. Ito hasn't picked up the shirts from the dry cleaner yet.
8. Mrs. Ito hasn't bought a lottery ticket yet.

Exercise 4

- Mr. Ito: *Hi! I'm calling from work. I'm ready to leave. Have you bought the groceries yet?*
- Mrs. Ito: *No. I've been busy all day. I haven't had time to go shopping.*
- Mr. Ito: *OK. I'll go to the super-market on my way home. What do we need?*
- Mrs. Ito: *We need milk, cheese, bananas, and yogurt.*
- Mr. Ito: *Have you washed the dog?*
- Mrs. Ito: *No, I haven't, but I did the laundry.*
- Mr. Ito: *Did you pick up my shirts from the dry cleaner?*
- Mrs. Ito: *No. And I didn't buy a lottery ticket either.*
- Mr. Ito: *I'll pick up the groceries, the shirts, and the lottery ticket on my way home.*

Exercise 5

1. F
2. T
3. T
4. F
5. T

WORKBOOK ANSWER KEY Lesson 1 (continued)

Exercise 6

Mr. Baily: Ben, my wife has a gambling problem. Has she gone to Las Vegas?

Ben: Yes, she has.

Mr. Baily: Hmm. Is she still in Las Vegas?

Ben: I don't think so. She bought a used car there.

Mr. Baily: A car? Do you have any idea where she went?

Ben: I think she went to Dallas.

Mr. Baily: That doesn't sound good. What else has my wife done?

Ben: She flew out of Dallas on July 24th.

Exercise 7

- | | | | |
|----------|---------------|-------------|---------------------|
| 1. found | 3. has done | 5. have had | 7. took |
| 2. flew | 4. apologized | 6. lost | 8. has been seeking |

WORKBOOK ANSWER KEY Lesson 2, pp. 59-60

Exercise 1

- | | | |
|------|------|------|
| 1. c | 3. c | 5. b |
| 2. b | 4. d | 6. d |

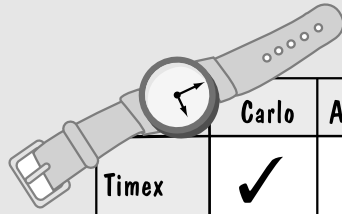
Exercise 2

Answers will vary.

- | | | |
|--|--|--|
| 1. Ramon likes to eat in restaurants, and Rosa does too. | 4. Ramon hasn't traveled abroad, and Rosa hasn't either. | 6. Ramon's office isn't in the city, and Josh's office isn't either. |
| 2. Ramon likes sports, and Josh does too. | 5. Josh has traveled abroad, and Nora has too. | 7. Rosa's office is in the city, and Nora's office is too. |
| 3. Rosa doesn't like sports, and Nora doesn't either. | | |

WORKBOOK ANSWER KEY Lesson 2 (continued)

Exercise 3



	Carlo	Antonio	Teresa	Tina
Timex	✓		✓	
Rolex		✓		✓
2 months ago			✓	✓
3 months ago		✓		
6 months ago	✓			

1. Carlo
2. Teresa
3. Teresa
4. has worn
5. bought
6. May (or April)
7. has worn
8. Christmas
9. Antonio
10. Tina
11. bought
12. Antonio
13. bought
14. has worn
15. three
16. bought
17. April (or March)
18. has worn
19. two months
20. bought
21. May (or April)

WORKBOOK ANSWER KEY Lesson 3, pp. 61-62

Exercise 1

Answers will vary.

1. c
2. d
3. c
4. d

Exercise 2

1. checking account
2. savings account
3. checkbook
4. credit card
5. interest
6. statement

UNIT 9

Overview

TOPICS

- Conflict on the job
- Employment ads
- Job search strategies
- The résumé

GRAMMAR

- Complex sentences with *before, after, when, because*

COMMUNICATION GOALS

Listening and Speaking

- Asking for a letter of recommendation
- Discussing desirable jobs
- Calling about an advertised job
- Listening for information about a job and a job interview
- Role playing an interview

Reading and Writing

- Writing a letter of recommendation
- Reading and writing employment ads
- Writing about skills and abilities
- Reading about careers

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Decision making

Problem solving

Seeing things in the mind's eye

Knowing how to learn

Personal Qualities

Responsibility

Self-esteem

Self-management

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Resources

Human resources—Assesses skills

Systems

Understands systems—Knows how social and organization systems work and operates effectively with them

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.1.3 Identify or use appropriate language to influence or persuade

4 Employment

4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application

4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market

4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses

4.1.6 Interpret general work-related vocabulary

4.1.8 Identify common occupations and the skills and education required for them

4.1.9 Identify procedures for career planning, including self-assessment

7 Learning to Learn

7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Write *letter of recommendation* on the board. Elicit the meaning of *recommendation*. Ask the students if they have ever asked anyone to write a letter of recommendation for them. Ask whether it was it for school, for a job, or for another reason. Elicit the kind of information that is important in this kind of letter, for example, description of a person's abilities. Take notes on the board.

PRESENTATION

I'll be glad to give you a recommendation.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Read the title and instructions aloud. Ask why Lynn might need a letter of recommendation. Ask what kinds of information Mrs. Brennan could write about Lynn in the letter.
- **Personalize the situation.** Tell your students to imagine that you had to write a letter of recommendation for them. Ask them to write down three positive, true things about themselves that you know about them from being their teacher. For example, *Sayaka is a strong group leader. She finishes her work promptly. She volunteers in class.* Tell them to read their sentences to a partner.
- **Focus on selected items.** On the board, write *co-worker*, *promotion*, and *raise*. Elicit the meanings. Take notes on the board.
- **Set the listening task.** Write the following comprehension questions on the board: *Why did Lynn quit her job? What does Mrs. Brennan tell Lynn she should do?* Depending on your students' skills, you can tell them to keep the conversation covered while they listen, or you can have them read along while they listen. Tell the students to take notes. Play the cassette twice.
- **Check the listening task.** Ask the students for their answers to the questions. Take notes on the board. Ask what the students think about what Lynn's manager did.
- **Play or read the conversation aloud with pauses.** Ask the students to repeat each line. Focus on work-related vocabulary. Tell the students to practice the conversation with a partner. Ask a few pairs to perform for the class.
- **Engage the students in pair work.** Read the discussion questions aloud. Review what Mrs. Brennan's advice was (*Lynn should tell the manager's boss why she was quitting*). In pairs, the students answer the questions, giving detailed explanations of their opinions and their experiences.
- **Circulate and monitor progress.** Make sure that the students discuss the reasons they agree or disagree with Mrs. Brennan's advice. Recap by asking which students agree with the advice. Ask them why they think it was good advice. Then, ask the other students why they disagree, and what they think Lynn should do instead. Ask if any of the students have had similar experiences, what happened, and what they did about it.

UNIT 9

Lesson 1

In this lesson, you will

- ask for and write a letter of recommendation.
- read employment ads.
- match skills and qualities with job requirements.

I'll be glad to give you a recommendation.

 Lynn is asking Mrs. Brennan for a letter of recommendation. Listen as you read.



Mrs. Brennan: Why are you looking for a new job, Lynn? You were happy at your last job.

Lynn: I worked very hard. Do you remember when I was coming to class late? That was because of my job. I often got home at 11 P.M. I even stayed late because my co-worker didn't show up.

Mrs. Brennan: That was nice of you.

Lynn: My manager thanked me, and she said I was doing a great job. But she gave my co-worker a promotion!

Mrs. Brennan: You mean you were working because he didn't show up, and then he got the raise? Did you talk to your manager?

Lynn: Yes, but she said I didn't have enough experience. I think she had other reasons though, so I quit.

Mrs. Brennan: Would you like me to talk to her?

Lynn: No. I can get a better job. I just need a recommendation from someone who knows that I am a good worker.

Mrs. Brennan: I'll be glad to give you a recommendation, but you should let your manager's boss know why you are quitting.

Pair Discuss these questions with your partner. Then share your ideas with the class.

1. Do you agree with Mrs. Brennan's advice? If not, what advice would you give Lynn?
2. Have you ever had an experience like Lynn's in school or at work? If so, what did you do?

1 A Letter of Recommendation

Pair Mrs. Brennan has written a letter of recommendation for Lynn. With a partner, fill in the blanks with the appropriate connector from the box.

when because before but so and after

March 23, 2000

To whom it may concern:

I am pleased to recommend Ms. Lynn Wang for the position of assistant to the Director of Human Resources. Ms. Wang has been my student at the World Language Center for the past year. She is friendly and well liked by classmates and teachers. She is very enthusiastic about her studies, _____₁ she is always willing to help her classmates. _____₂ she works with other students, she listens to them carefully. In addition, her creative ideas make the class interesting.

_____₃ Lynn came to the World Language Center, very few people read the school newsletter. Now the newsletter is very popular _____₄ Lynn writes an interesting new column. _____₅ she graduates from the Language Institute, Lynn plans to study social work.

Ms. Wang is an outstanding candidate, _____₆ I recommend her highly for this position. You can contact me at 555-2384 if you have any questions, _____₇ please call between noon and 2:00 P.M.

Sincerely,
Ann Brennan
Associate Professor

Pair Read the recommendation letter again.

1. What are Lynn's good qualities?

2. Your school is looking for an assistant at the Career Counselor's office. Who in your class would you recommend? _____

List this classmate's qualities: _____

Explain why you are recommending this person. _____

1 A Letter of Recommendation

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Write example sentences on the board, using each of the connectors. Elicit the meaning of each one. Possible example sentences:

When students come to Mrs. Brennan for advice, she tries to help them.

Mrs. Brennan tries to help her students *because* she wants them to succeed.

Mrs. Brennan wants her students to succeed, *so* she tries to help them.

Before she became a teacher, she was a school counselor.

After she started to teach, she was able to help even more students.

Sometimes she cannot help her students, *but* she always tries to make them feel better.

Mrs. Brennan's students trust her, *and* they know they can talk to her about their problems.

Grammar note: *When* shows the relationship between two events that occur at the same time or in immediate succession. *Because* gives a reason. *So* tells a result or effect. *Before* and *after* tell the order of two or more events. *But* introduces contrasting information. *And* introduces additional information.

- **Pair.** Read the instruction aloud. Remind the students to use uppercase letters when the connector begins a sentence, and lowercase letters if it occurs in the middle of a sentence. In pairs, the students complete the letter. Compare

answers as a class. Follow up with a discussion of the purpose of each connector. Clarify new vocabulary as necessary, including *enthusiastic*, *column*, and *candidate*.

Answers

- | | |
|-------------|-----------------|
| 1. and (so) | 5. After (When) |
| 2. When | 6. so (and) |
| 3. Before | 7. but |
| 4. because | |

- **Pair.** Tell the students that a letter of recommendation must describe specific qualities and characteristics. These descriptions can contain adjectives, or they can be descriptions of behavior. Ask the students to reread the letter and write down the specific qualities that Mrs. Brennan describes (*friendly*, *well liked*, *enthusiastic*, *willing to help*, *listens carefully*, *has creative ideas*). Check each pair's answers as you circulate, or check as a class.
- Read the second question aloud. Remind the students that they should use adjectives or descriptions of specific behavior to state their classmates' qualities. Ask each pair to read its recommendation aloud.

Expansion: Ask each pair to write a letter of recommendation for the classmate they described in the activity. Encourage them to use connectors. Ask the students to read their letters aloud.

2 Word Bag: Jobs

► Speaking ► Writing

- Write the job titles on the board or on a transparency. Read each job title aloud two or three times. Ask the students to repeat, then instruct them to mark the stressed syllable in each word. Ask for volunteers to mark the stressed syllables on the board or transparency. Say the job title again, and ask the class whether the correct syllable is marked. If a syllable is marked incorrectly, correct the marking and pronounce the word again with the class.
- **Pair.** In pairs, the students identify each of the jobs shown in the illustration. Ask for volunteers to write their answers on the board. Ask the class whether they agree with the answers. Discuss any differences of opinion, encouraging the students to support their answers. Ask the students to describe what people do in each job.

Answers

1. newscaster
2. civil engineer
3. veterinarian
4. disk jockey
5. flight attendant
6. tour guide
7. computer programmer
8. photojournalist
9. carpenter
10. graphic artist
11. social worker
12. hair stylist

3 Lynn should become a social worker because she likes to help people.

► Speaking ► Reading ► Writing

- **Pair.** Read the instructions aloud. Point out the example sentences. Elicit the function of *because* (*gives a reason*) and *so* (*tells a result or effect*). Ask the students which of the qualities listed are *likes*, for example, *Likes to construct model buildings*; which are *abilities*, for example, *Can write interesting true stories*; and which are *qualifications*, for example, *Has a pleasant speaking voice*. Tell the students to explain which job from Exercise 2 would be the best for each person.

Remind them to make sentences using both *because* and *so*. Ask for volunteers to say which job they chose for each person and why.

- Read the writing activity instructions aloud. Tell the students that they can write about jobs other than those from Exercise 2 if they wish. Ask each student to write one or two sentences on the board and read them aloud.

2 Word Bag: Jobs

Pair Write the name of the job under each picture.

disk jockey (DJ)
tour guide
carpenter

newscaster
photojournalist
civil engineer

graphic artist
hair stylist
veterinarian

social worker
computer programmer
flight attendant



1. _____

2. _____

3. _____

4. _____



5. _____

6. _____

7. _____

8. _____



9. _____

10. _____

11. _____

12. _____

3 Lynn should become a social worker because she likes to help people.

Pair Look at the likes, abilities, and qualifications of the following people. With a partner, decide what job they should have and give a reason for your choice.

Robert could become a veterinarian **because** he likes animals.

Sandra can speak four languages, **so** she would be an excellent tour guide.

Likes, Abilities, and Qualifications

Masoud Likes to construct model buildings

Ana Likes animals

Alice Can write interesting true stories

David Likes to work with wood

Rosa Likes to travel

Jeff Has a pleasant speaking voice

Charles Can solve word problems quickly

Harry Loves to listen to popular music

Helen Organizes soup kitchens and finds shelter for the homeless

Leslie Has a new hairstyle every day

In your notebook, write sentences like those in the examples. Write about the likes, abilities, and qualifications of people you know. Share your sentences with the class.

4 A store manager should be friendly.

Group Read the ads. With your group, decide which qualities are needed for each job. Write *A*, *B*, or *C* before each quality. (Some of the qualities are needed for more than one job.) Give reasons for your choices.

A.

Store Manager
 Family-run clothing store is looking for an individual with sales experience. We are especially interested in applicants who speak two or more languages. Mail résumé to 7215 Broadway, Riverside, CA 92501, or fax to 555-7968.

C.

Social Worker
 Looking for a social worker to become a member of our team. Candidates must have:

- Ability to handle several tasks at once
- Master's degree in social work
- Three years of experience

Contact Green Oaks Nursing and Rehabilitation Center at 555-6167 for more information.

B.

Security Officer
 The Riverside Mall is accepting applications for two security officer positions. Applicants must have at least three years experience and a high-school diploma. Call 555-8791 for more info.


Special Events Co-ordinator
 Creative person to plan

- | | | |
|---|------------------------------------|---|
| <input type="checkbox"/> outgoing | <input type="checkbox"/> friendly | <input type="checkbox"/> physically strong |
| <input type="checkbox"/> creative | <input type="checkbox"/> patient | <input type="checkbox"/> team worker |
| <input type="checkbox"/> sympathetic | <input type="checkbox"/> organized | <input type="checkbox"/> excellent attitude |
| <input type="checkbox"/> experienced with computers | <input type="checkbox"/> bilingual | <input type="checkbox"/> emotionally strong |
| <input type="checkbox"/> serious | <input type="checkbox"/> funny | <input type="checkbox"/> honest |

Did you know that . . . ?

In the United States, students under eighteen years old need to get work permits from their schools in order to apply for part-time jobs.

5 Hear it. Say it.

 Check the word you hear.

Minimal Pairs: /θ/ thank /t/ tank

- | | | | |
|--------------|----------|--------------|----------|
| 1. thank [] | tank [] | 5. three [] | tree [] |
| 2. theme [] | team [] | 6. threw [] | true [] |
| 3. thin [] | tin [] | 7. thick [] | tick [] |
| 4. thorn [] | torn [] | 8. thigh [] | tie [] |

Pair With a partner, take turns pronouncing the pairs of words.

4 A store manager should be friendly.

► **Speaking** ► **Reading**

- Read the list of qualities aloud and elicit the meaning of each word. Help the students with pronunciation as needed.
- **Group.** Read the instructions aloud. Tell the class to mark only the qualities that are *required* for each job. Remind them that some of the qualities are needed for more than one job.

Point out that some of the qualities may not be required for any of the three jobs. In groups, the students discuss the ads and decide which qualities are needed for each job. Recap as a class, encouraging the groups to support their choices.

5 Hear it. Say it.

► **Listening** ► **Speaking**

- Write the target sounds [θ] and [t] on the board. Pronounce the first minimal pair and ask the students to repeat. Elicit or point out that for [θ], the tongue touches both the upper and lower teeth, but for [t], the tongue touches the ridge behind the top teeth. Direct the students to put their hands on their vocal cords. Pronounce each sound several times with the students. Elicit that both sounds are unvoiced.
- Pronounce the first word of all the pairs with the students. Focus on the position of the tongue. Repeat with the second word in the pairs. Then ask the students to pronounce each pair. Focus on the contrast between the two sounds.
- Play the cassette or read the words several times while the students mark which sound they hear. Ask several volunteers to write their answers on the board. Play the cassette again and check the answers as a class.

- **Pair.** In pairs, the students practice pronouncing the words, helping each other make the sounds clearly.

Expansion: Elicit or provide the part of speech and meaning for each word. Ask the students to write sentences using one word from each minimal pair. Instruct them to read the sentences to their partners. Tell the listening partners to mark which word was used in each sentence, then check their answers against the sentences their partner wrote down. Tell the students to then switch roles. Depending on the level of your class, you may also want the students to focus on the appropriate sentence intonation.

Answers

- | | |
|----------|----------|
| 1. thank | 5. three |
| 2. team | 6. true |
| 3. thin | 7. thick |
| 4. torn | 8. tie |

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Write the words *bilingual* and *multilingual* on the board. Elicit the meanings of the words. Ask the students which of them are bilingual (*all the students should raise their hands*). Ask which of them are multilingual. Ask these students which languages they speak. Ask whether speaking a second or third language has ever helped your students in their jobs, and if so, how. Encourage the students to give specific examples.

PRESENTATION

Careers for Multilinguals

- **Set the stage.** Instruct the students to cover the article. Read aloud the title and the introduction to the activity. Tell the class that this newsletter article was written for international students who have not yet decided on their careers. Ask the class to predict what kinds of careers the article might discuss. Write the predictions on the board.
- **Personalize the situation.** Ask your students whether they have thought about pursuing any of the careers listed on the board. Briefly elicit specific details about what they would like to do in these areas.
- **Focus on selected items.** Write key vocabulary words on the board: *global marketplace, marketing, purchasing, importing, exporting*. Elicit or provide definitions for these words.
- **Set the reading and listening task.** Write the following comprehension questions on the board: *What four general career areas does the article discuss? Are specific jobs mentioned for these career areas? What are they?* Tell the students to first read the article while they listen without taking notes. Then, tell them to read the article silently, taking notes to answer the comprehension questions.
- **Check the reading and listening task.** Ask the students to compare their notes with a partner's. Again read the article aloud or play the cassette. Stop after each paragraph, asking if the students took any notes about the information in that paragraph. On the board, develop a set of notes from the students' responses.

Answers

Marketing: advertising, translating, interpreting.

Business administration: (no specific jobs mentioned)

Finance: treasurer, international cash manager.

Importing and exporting: opening new markets, purchasing

- **Engage the students in pair work.** Read the discussion questions aloud. Remind the students to be specific in their responses, and to provide reasons for their responses. In pairs, the students discuss their future careers or jobs.
- **Circulate and monitor progress.** If the students are having difficulty choosing potential jobs to discuss, assist them by asking what their areas of interest are. If necessary, provide the vocabulary needed to describe a particular job or career. Recap by having the students tell the class about the possible importance of English to their future jobs or careers.

Lesson 2

In this lesson, you will

- discuss jobs you want.
- call about a job in an advertisement.

Careers for Multilinguals

 Would you like to work in international business? Listen as you read this article from the *ESL Newsletter*.



ESL Newsletter

Summer 2001

Global Careers

As an ESL student, you may want to find a job in the global marketplace. You are not alone. Many learners of English and other languages are building successful careers all over the world. These days, the four most popular international careers are marketing, business administration, finance, and purchasing.

Marketing offers career opportunities in advertising, translating, and interpreting. Your knowledge of another culture and another language can be valuable to an international company.

People with business degrees who know several languages also have great opportunities. But if you want to work abroad, you should also know the requirements for working in another country.

If you study international laws for importing and exporting, you can open up

new markets for products. If you are more interested in the product than the market, you might want to go into purchasing.

Many international students choose careers in finance. If you study different currencies and laws, you can find work as a treasurer or an international cash manager. Many companies need a knowledgeable multilingual employee to report on money invested in foreign banks.

If you can't decide which job you want, try continuing education classes. You may discover new skills and interests. In addition, career counselors can help you match your skills and language abilities with the right career. They can even help you contact the right companies. If you know two or more languages, the world may be yours.

by Lynn Wang

Pair Have you thought about your future career or job? If so, what is the job? Do you think learning English is important for your future career or job? Discuss.

1 I wanted to be an astronaut when I was a child.

Group Work in groups of three. Ask your group members about the jobs they were interested in when they were children, the kinds of jobs they want now, and the jobs they want in the future. Then add the information about yourself.

What did you want to be when you were a child?
 What job do you want now?
 What is your dream job in the future?

Name	The Job I Wanted as a Child	The Job I Want/Have Now	My Dream Job
1.			
2.			
3. Myself			

Compare your answers with another group and discuss your reasons for choosing those jobs.

2 Help Wanted

Pair Read the employment ads. Then match the description with the job by writing A, B, or C in each blank.

(A.)

(B.)

(C.)

<p>HELP WANTED Typ. & filing. Exp. nec. Gd. bnfts. Excel. sal. Send resume to Box 41 DAILY NEWS.</p>	<p>FILM LAB ASSISTANT Work avail. for HS grads. Gd. hrs. Call for appt. from 9 to 5. 555-2356</p>	<p>WAITERS/WAITRESSES PT/FT work avail. now. Days & evenings \$5.00/hr. plus tips. Call 555-6500</p>
--	---	--

- | | Job | | Job |
|---|-----|--|-----|
| 1. You have to type. | ___ | 6. You can begin work today. | ___ |
| 2. You can work full time or part time. | ___ | 7. The salary is very good. | ___ |
| 3. You need previous experience. | ___ | 8. You can't call to apply for this job. | ___ |
| 4. You have to be a high school graduate. | ___ | 9. You need to send a résumé. | ___ |
| 5. There are good benefits. | ___ | 10. You have to call during the day. | ___ |
| | | 11. The job is in a restaurant. | ___ |

Which job do you think Lynn is going to apply for? Which job would you apply for? Why?

1 I wanted to be an astronaut when I was a child.

► **Listening** ► **Speaking** ► **Writing**

- **Group.** Read the instructions aloud. Ask for volunteers to read the questions in the box aloud. In groups of three, the students exchange information. Each student in a group should ask another group member for his or her information. All the students in each group should take notes.
- After the groups have gathered their data, they should meet with another group to compare their information and discuss their choices. Elicit the kinds of questions they can ask to find out more information: *Why did you change your mind about what job you wanted?* Each member of a group should report another member's information. Recap by asking what was the most interesting job in each combined group.

2 Help Wanted

► **Listening** ► **Speaking** ► **Reading**

- Direct the students' attention to the employment ads. Ask what is different about these ads from the ads in Lesson 1, Exercise 4 (*these ads use abbreviations*). Write the word *abbreviations* on the board and elicit the meaning.
- **Pair.** Read the instructions aloud. Model the activity by asking which ad the first sentence refers to (A). Elicit the abbreviation which indicates that the applicant needs to type (*Typ.*). In pairs, the students match each statement with the appropriate ad. Discuss the answers as a class, asking the students what specific information in the ad provided the answers. Elicit or provide definitions for new vocabulary as necessary.

Answers

1. A	5. A	9. A
2. C	6. C	10. B
3. A	7. A	11. C
4. B	8. A	

- Ask the students to answer the discussion questions with their partners. Tell them to consider Lynn's personality and qualifications. Remind them to look back at the letter of recommendation that Mrs. Brennan wrote for Lynn. Ask each pair to say which job they think Lynn is going to apply for. Encourage them to provide specific reasons for their decisions.

3 How many years of experience do you have? 📺

► **Listening** ► **Speaking** ► **Writing**

- Tell the class that they will hear Lynn calling about one of the jobs offered in the want ads. Read the instructions aloud. Ask for volunteers to explain each item on Lynn's and the Personnel Department's notepads. Tell the students to take notes while they listen. Play the cassette two or three times. Copy the forms onto the board or a transparency. Ask for volunteers to complete the notes. Check as a

class. If there is any disagreement, play the cassette. Check for general comprehension by eliciting that Lynn applied for the film lab assistant job.

- **Pair.** In pairs, the students answer the discussion questions. Remind them to refer to specific things that Lynn said in her telephone conversation. Recap the responses as a class.

Lynn's Notes

Salary: \$7.50/hour+overtime
Hours: days 11 to 4:30
Benefits: health insurance; 1 sick day/month;
2 weeks vacation/year
Interview: _____

Personnel Notes

Position: Film lab assistant
Applicant's Name: Lynn Wang
Applicant's years of experience: 3 years
(1 year photography, 2 years film lab)
Reason for wanting job: friend worked here,
wants to learn about photography
Interview: next Wednesday, 2:00, Mr. Johnson

4 When you arrived for the interview, were you nervous?

► **Reading** ► **Writing**


- Review connectors by asking the students what connectors they used in Lesson One, Exercise 1 (*when, because, so, before, after, but, and*). Write the connectors on the board, and elicit the meaning of each (refer to TRM Lesson One, Exercise 1, for notes on the meanings of the connectors). Ask the students to work with a partner to choose the correct connector for each sentence. Recap by asking for volunteers to read each sentence aloud and explain why they chose a particular connector.

Answers

- | | |
|-----------|------------|
| 1. before | 5. and |
| 2. but | 6. because |
| 3. so | 7. before |
| 4. when | |

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.

3 How many years of experience do you have?

 Listen to Lynn call about a job. Complete the notes.

Lynn's Notes

Salary: _____

Hours: _____

Benefits: _____

Interview: _____

Personnel Notes

Position: _____

Applicant's Name: Lynn Wang

Applicant's years of experience: _____

Reason for wanting job: _____

Interview: _____

Pair Do you think Lynn wants the job? How do you know?

4 Before you went to the interview, were you nervous?

Pair Lynn is telling Pablo about her job interview. Choose the correct connector to complete the sentences.



Pablo: So, Lynn, _____ you went to the interview, were you nervous?

1. before/after

Lynn: I was a little nervous, _____ Mr. Johnson was very nice. I arrived early for the interview, _____ I made a list of questions to ask him.

2. because/but

3. so/because

Pablo: What did you do _____ you couldn't answer a question?

4. because/when

Lynn: I just asked them to repeat the question, _____ I thought about it for a little while before answering.

5. and/but

Pablo: Do you think you got the job?

Lynn: I think I did _____ they asked me when I could start working. And Mr. Johnson introduced me to everyone _____ I left.

6. because/so

7. after/before

Lesson 3

In this lesson, you will

- identify parts of a résumé.
- write an employment ad.

Lynn's Résumé

Read Lynn's résumé.

Shieh Lin (Lynn) Wang

3657 Orange St.
Riverside, CA 92501
909-555-4576

Education

English Language Proficiency Certificate, World Language Center Riverside, CA	2000
High School Diploma, Xing Hua Academy, Beijing, China	1997

Work Experience

Internship at <i>China Daily News</i> , Beijing, China	1997
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Extracurricular Activities

Features Editor, <i>ESL Newsletter</i> , Riverside, CA	1999
Student Volunteer, National Disaster Group, Riverside, CA	1998
Organizer, Students for a Better Community, Beijing, China	1995

Awards

First prize in essay writing competition, Beijing, China	1994
Student Leadership Awards, Xing Hua Academy, Beijing, China	1995

Memberships

Student Editors Guild, World Language Institute
Member of the Honors Society, Xing Hua Academy, Beijing, China

References

Available upon request.

Pair Read Lynn's résumé again. Discuss it with your partner. Is it a good résumé? Is any information missing? Does the résumé give you a picture of Lynn as a worker and student? Share your opinion with the class.

Lesson 3

WARM UP

- On the board, write the word *résumé*. Elicit the meaning. Ask whether any of your students have ever written a *résumé*. Depending on your students' backgrounds, they may be familiar with the term *curriculum vitae* (CV).
- Ask what kinds of information need to go on a *résumé*. Write the students' ideas on the board. Point out that in different countries, different kinds of information are expected. For example, a *résumé* in the United States usually does not include the applicant's age or marital status. Discuss other differences.

PRESENTATION

Lynn's Résumé

- **Set the stage.** Before the students open the book to the activity, ask them which job Lynn is applying for (*film lab assistant*). Tell the class that they will read and analyze Lynn's *résumé*.
- **Personalize the situation.** Tell the students to imagine that they are the managers of the film lab. Elicit what information they would want to know about an applicant. Write their responses on the board.
- **Focus on selected items.** Ask the class what they remember about Lynn's qualifications. Remind them of her letter of recommendation, her telephone call to the personnel department, and her conversation with Pablo. Take notes on the board.
- **Set the reading task.** Write the following questions on the board: *How is the résumé organized? What makes this résumé easy to read and understand?* Tell the students to read Lynn's *résumé* and analyze the way information is presented. They should take notes describing the organization of the *résumé*. As an example, elicit that Lynn's name is in large type and is placed in the center of the top of the page.
- **Check the reading task.** Ask for the students' answers. Write their ideas on the board, and brainstorm additional ones (for example, *the most current dates are first in each section; there are no complete sentences; the résumé is only one page*).
- **Read the résumé aloud.** Ask for volunteers to read each line of the *résumé* aloud. Help with pronunciation as necessary. Elicit the meaning of any new vocabulary: *proficiency, internship, and extracurricular*.
- **Engage the students in pair work.** Read the pair work instructions aloud. Remind the students that they have discussed the organization of Lynn's *résumé*, and now they need to analyze whether it gives all the information an employer needs to know.
- **Circulate and monitor progress.** If necessary, stimulate the students' analysis by asking if the film lab would want to learn any additional information from Lynn's *résumé*. Ask each pair to give their opinion, supporting it with specific reasons.

1 When you apply for a job, you should have a résumé.

► *Listening* ► *Speaking* ► *Reading* ► *Writing*

- Remind the students that they have talked about the kinds of information that should appear on a résumé. Now they will listen to and read résumé-writing tips. Tell them that after they listen and read, you will ask them to write down what they remember from the passage. Play the cassette twice while the students read along. Then ask the students to close their books and write down everything they can remember.
- Ask for volunteers to read their notes aloud. Write their responses on the board. Encourage all the students to contribute to the brainstorming session. Tell the students to open their books and compare the notes on the board with the information in the passage.
- **Pair.** Read the instructions aloud. In pairs, the students complete the activity, looking at Lynn's résumé for help. Recap as a class. Ask the students to read the complete text of each piece of information when they give their answers.

Answers

1. Honors and Awards
 2. References
 3. Work Experience
 4. Career Goal
 5. Skills
 6. Personal Information
 7. Extracurricular Activities and Memberships
 8. Education
- Ask the students to write their own skills in their notebooks. Tell them to think about what kinds of jobs they can apply for with their current skills.
 - **Pair.** In pairs, the students compare their lists of skills and potential jobs. They should suggest additional jobs that their partners could apply for. Ask for volunteers to share their partners' information with the class.

Additional Activity See *Unit 9 Appendix*.

1 When you apply for a job, you should have a résumé.

 Listen as you read the résumé-writing tips below.

Many employers ask you to send a résumé before they decide to interview you. Your résumé helps them form a first impression of you, so make sure your résumé is good! Check your spelling, grammar, and punctuation. Make sure your résumé is well organized and easy to read. A résumé should include:

1. **Personal information:** your name, address, and telephone number
2. **Education:** where and when you went to school, and what you studied
3. **Employment experience:** the jobs you have had in the past
4. **References:** people who know you well

In addition, you can include a career goal (what kind of job you want to get), any languages you speak, special skills, other activities and memberships, and awards or honors.

Pair Match each piece of information to the correct part of the résumé.

<p>1 Award for outstanding achievement in computer science, 1997, Eastview High School Best Salesperson of the Year, 1998, Computech</p>	<p><u>8</u> Education ___ Work Experience ___ Skills ___ Extracurricular Activities and Memberships ___ Personal Information ___ Honors and Awards ___ Career Goal ___ References</p>	<p>5 Knowledge of computer programming languages Fluent in Spanish, English, and Portuguese</p>
<p>2 Claire Peritz Manager, Computech 914-555-4646</p>		<p>6 Bernardo Díaz 223 East 10th Street New York, NY 10010 212-555-3892</p>
<p>3 1997–1999 Assistant Manager Computech, Hartsdale, NY</p>		<p>7 Member, Computer Retailers Association Volunteer, Big Brothers of America, Westchester County, NY</p>
<p>4 An entry-level job in marketing, with opportunity for growth</p>		<p>8 1997 High School Diploma Eastview High School, Eastview, NY</p>

List your skills in your notebook. What type of job can you apply for with your current skills?

Pair Share your list with your partner. Discuss jobs that each of you can possibly apply for.

2 Information Gap Activity, pages 135 and 136.

Pair Turn to pages 135 and 136 and follow your teacher's instructions.

3 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Looking for a job

Grammar: What's your grammar IQ?

E-mail: Job experiences

4 Wrap Up

Group Your school is going to hire a new English teacher. Write an ad for the position. Include all the qualifications you're looking for in the applicants. Look at the ads on page 100. You may want to use some of the qualities from that exercise in your ad.

A large rectangular area with a light gray background and a dark border. It contains five horizontal lines for writing, intended for the student to write an advertisement for a new English teacher.

Compare your ad with another group's and be prepared to discuss your reasons for the qualifications you seek in the applicants.

Strategies for Success

- Planning interview questions and role playing an interview
 - Revising your writing
 - Reviewing vocabulary items
1. In the classified ad section in an English-language newspaper, look up "jobs" or "help wanted" ads. Look for jobs that you could qualify for with your present English ability and your experience. With a partner, plan a set of interview questions that you can ask each other, then role play an interview for some of the jobs you found.
 2. In your workbook, you wrote an application letter. With a partner, read each other's letters and offer advice on how to make the letters better. Look at the models in your workbook.
 3. This unit has lots of new vocabulary. Review the vocabulary on your own by making a sentence with each word. Then, with a partner, quiz each other.

2 Information Gap Activity, pages 135 and 136.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Preparation.** Divide the class as before. Read the instructions aloud. Help with vocabulary as necessary. Ask for volunteers to read the *Useful Language* sections from both worksheets. Elicit what questions the students should ask to get the other information they need. For example, *Does Gloria have knowledge of Tibet?*
- **Activity.** Instruct the students to ask their partners questions to complete the missing informa-

tion about the two applicants. Remind them not to look at their partners' sheets while doing the activity. After the students have finished, tell the pairs to choose the best applicant, giving reasons for their decision.

- **Wrap Up.** Ask each pair to report their decision, explaining their choice.

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

4 Wrap Up

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Ask the students to look at the employment ads in Lesson 1, Exercise 4. Review the phrases used in the ads: *looking for . . . , especially interested in applicants who . . . , applicants must . . .* Elicit other phrases that could be used, and write these on the board. For example, *Candidates should be able to . . .*
- **Group.** Read the instructions aloud. In groups, the students write a help-wanted ad for this

position. Assist with vocabulary if necessary. Ask each group to compare their ad with another group's and discuss the reasons for their particular requirements.

- Ask each group to write their ad on the board. Discuss the different requirements as a class. Identify the ad that has the fewest requirements, and the one that has the most (or most difficult) requirements.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. For Exercise 1, role-play a couple of interview questions if you think the students could benefit. For example: *How many years have you worked for ABC? What did you do in your job with Telecom?*
2. For Exercise 2, offer some thoughts of your own on what you would look for in an excellent application letter or résumé.
3. For Exercise 3, suggest ways to review vocabulary: *making lists, making up sentences using words, associating a word with another word, etc.*

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

- | | |
|--|-----------------------------------|
| listen more effectively? Exercise ____ | read more easily? Exercise ____ |
| speak more fluently? Exercise ____ | write more clearly? Exercise ____ |

Which exercise did you like the most? ____ Why? _____

Which exercise did you like the least? ____ Why? _____

VOCABULARY

Verbs

accept
contact
offer
qualify
quit
recommend
type

Adjectives

bilingual
creative
enthusiastic
entry-level

friendly
hard-working
honest
multilingual
organized
outgoing
outstanding
patient
sympathetic
unfair

Nouns

awards
business
administration
career
extracurricular
activities
finance
individual
letter of
recommendation
marketing
opportunity

promotion
purchasing
reference
résumé
volunteer

Occupations

carpenter
civil engineer
computer
programmer

disk jockey
flight attendant
graphic artist
hair stylist
newscaster
photojournalist
security officer
social worker
tour guide
veterinarian

▶ **GRAMMAR SUMMARY**

Complex Sentences

Independent clause	Dependent clause	
	Connector	Rest of clause
She wrote a résumé	before	she applied for the job.
He got an entry-level job	after	he finished college.
I wanted to be an astronaut	when	I was a child.
Lynn should become a social worker	because	she likes to help people.

Dependent clause		Independent clause
Linking word	Rest of clause	
When	I was a child	I wanted to be a hair stylist.
Before	Lynn went to the interview	she was nervous.

▶ **COMMUNICATION SUMMARY**

Asking for a letter of recommendation

Would you please write a letter of recommendation for me?

I was wondering if you could write me a letter of recommendation?

Writing a letter of recommendation

I am pleased to recommend Ms. Lynn Wang for the position.

She is friendly and well liked by her classmates and teachers.

Matching skills and qualities with job requirements

Lynn should become a social worker because she likes to help people.

A social worker should be patient and friendly.

Discussing jobs you want

I want to get an entry-level job in marketing.

Calling about an advertised job

Hello, my name is Lynn Wang.

I'm calling about the job that was advertised in the newspaper yesterday.

Identifying parts of a résumé

Career Goal: An entry-level job in marketing, with opportunity for growth

Skills: Fluent in Spanish, English, and Portuguese

Writing an employment ad

Looking for a social worker to work with our team.

We are especially interested in candidates who speak two or more languages.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Write several cues on the board, following each with one of the cues from the *Complex Sentences* box (*Seiji lived in Japan before . . .*). Ask for volunteers to complete the sentences on the board. Then ask the students to each write one independent clause followed by a connector. Tell them to pass their papers to the classmate on their left. That classmate should then complete the sentence. Ask for volunteers to read the completed sentences aloud.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. Since many of these skills involve writing, you may want to devote additional class time to these writing forms if enough students are interested.

Appendix

ADDITIONAL ACTIVITIES

Lesson 3, Activity 1 (p. 105)

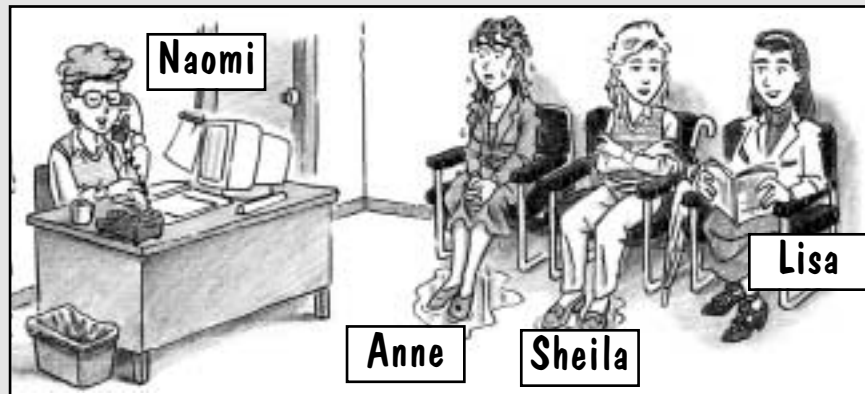
At the Job Fair

- Tell the students that during this role-play, they will participate in a “job fair.” Elicit the meaning of *job fair* (*a large meeting where people go to hire people or to get jobs*).
- In pairs, the students write down a specific job title, for example, *a veterinarian’s assistant in a large pet hospital* and four or five desirable qualifications. Make sure the students write their names on the back of the paper. Collect these job titles and post them at “interview stations” around the classroom. Tell the class that half of them will be interviewers, and the other half will be job applicants. Later, they will switch roles.
- Tell the interviewers to sit at the “interview stations.” Ask them to read their job titles to the rest of the class. Instruct the applicants to go to the interview station for the job they want to apply for. If an interviewer has no interested applicants, he or she should “scout” for a qualified applicant by telling about the benefits of the job. The interviewers write down their applicants’ names and take notes about their qualifications. They should leave their notes at the interview station. Continue the activity with the students switching roles.
- When all interviews are completed, give the job titles and the notes back to the students who originally wrote the job titles. Tell them to decide which applicant is the best for their job, based on the notes. Each pair reports to the class.

WORKBOOK ANSWER KEY Lesson 1, pp. 63–65

Exercise 1

Answers will vary.



1. After Anne got to the job interview, the rain stopped.
2. Lisa arrived before it started to rain.
3. When it began to rain, Naomi was not at work yet.

Sample sentences

Because Sheila had an umbrella, only her feet got wet.
When Lisa got to work, she was dry because the rain hadn't started yet.

It started to rain when Naomi was on her way to work.

Anne got wet because the rain started after she left home. She didn't have an umbrella.

Exercise 2

- | | | |
|----------|------------|-----------------|
| 1. after | 4. because | 7. When/Because |
| 2. after | 5. when | 8. before |
| 3. When | 6. When | |

Exercise 3

Answers will vary.

Exercise 4

Wording will vary.

1. I got to the job interview before it started to snow. *or* After I got to the job interview, it started to snow.
2. We ate dinner before we played cards. *or* We played cards after we ate dinner.
3. When we were in New York, we saw several plays on Broadway. *or* We saw several plays on Broadway when we were in New York.
4. Because there was no food in the/his house, Jose went out to eat in a restaurant. *or* Jose went out to eat in a restaurant because there was no food in his/the house.
5. Paula studied for her English exam before she went to bed. *or* Before Paula went to bed, she studied for her English exam.
6. When I was at the doctor's office, I ran into an old friend. *or* I ran into an old friend when I was at the doctor's office.

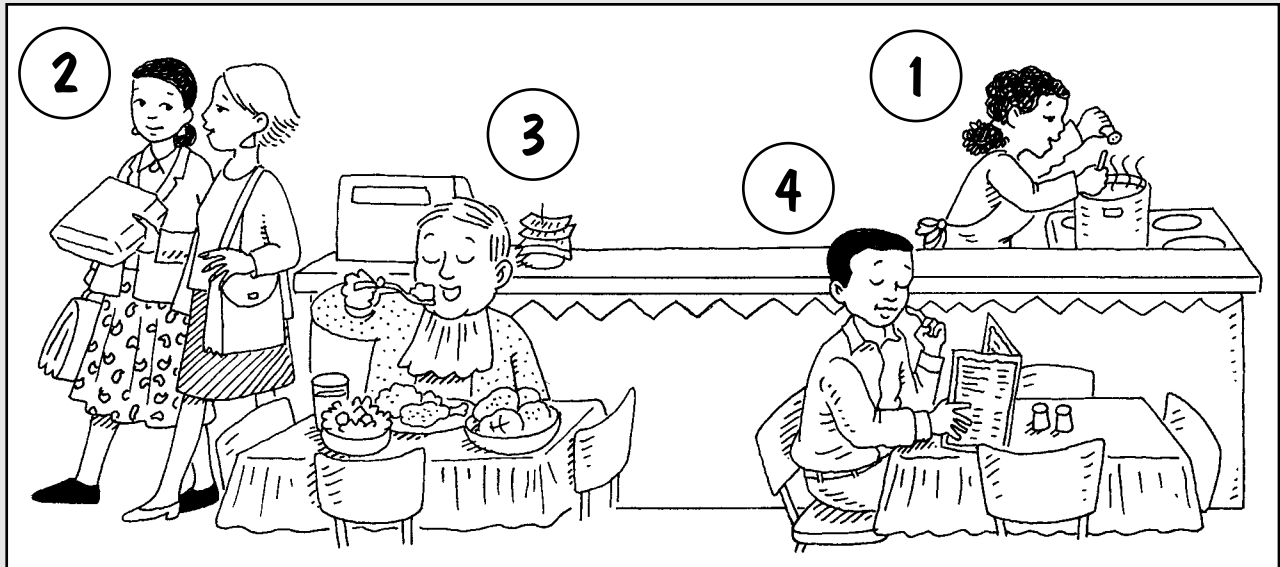
WORKBOOK ANSWER KEY Lesson 1 (continued)

Exercise 5

Answers will vary.

WORKBOOK ANSWER KEY Lesson 2, pp. 66-68

Exercise 1



1. I love to cook, *and* someday I will open my own restaurant.
2. I don't like to cook, *so* I buy restaurant meals to take home.
3. I hate to cook, *but* I love to eat a lot.
4. I can have the steak, *or* I can have the baked fish.

Exercise 2

Check the 1st, 4th, and 5th sentences. Answers will vary for the 2nd part.

Exercise 3

- | | | | |
|------|------|------|-------|
| 1. f | 4. i | 7. b | 10. d |
| 2. j | 5. a | 8. k | 11. g |
| 3. e | 6. h | 9. c | |

WORKBOOK ANSWER KEY Lesson 2 (continued)

Exercise 4

1. Full-time or part-time sales associate wanted. Salary plus bonus. Excellent benefits. Experience a must. Call Connie at 555-0122.
2. High school graduate as part-time receptionist. No experience necessary. Call for appointment. 555-1289.
3. Part-time waiters and waitresses wanted. 2–3 years experience necessary. Evenings and weekends. Good pay plus tips. Apply in person between 10 A.M. and 3 P.M. Monday through Friday.

Exercise 5

- a. 1
- b. 2
- c. 3
- d. 1

Exercise 6

Michiko: Good morning. I'm calling about the position you advertised in the *National News*.

Ms. Wagner: Which position are you interested in?

Michiko: The sales associate.

Ms. Wagner: Would you like to work full time or part time?

Michiko: Part time.

Ms. Wagner: Do you have any sales experience?

Michiko: Yes, I do. I used to work in a bookstore.

Ms. Wagner: What can you tell me about yourself?

Michiko: I'm friendly and responsible. I work well with people. I have some computer experience, too.

Ms. Wagner: When can you start?

Michiko: I'm available immediately.

Ms. Wagner: Can you send me your résumé?

Michiko: Yes, I can. I'll mail it to you right away.

WORKBOOK ANSWER KEY Lesson 3, pp. 69–70

Exercise 1

Answers will vary.

Exercise 2

Answers will vary.

UNIT 10

Overview

TOPICS

- Predictions
- Memories
- Future plans and goals

COMMUNICATION GOALS

Listening and Speaking

- Talking about predictions
- Making promises
- Talking about future goals and possibilities
- Sharing memories
- Predicting future events
- Talking about superstitions

GRAMMAR

- Simple future: *will*; *will* with *Yes/No* questions and responses
- Real conditional: *if*-clauses
- Possessive pronouns

Reading and Writing

- Writing about predictions, superstitions and goals

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Decision making

Problem solving

Seeing things in the mind's eye

Knowing how to learn

Reasoning

Personal Qualities

Responsibility

Self-management

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.1.3 Identify or use appropriate language to influence or persuade

2 Community Resources

2.7.2 Interpret information about ethnic groups, cultural groups, and language groups

2.7.3 Interpret information about social issues

7 Learning to Learn

7.1.1 Identify and prioritize personal, educational, and workplace goals

7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule

7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion and determine what is mandatory and what is discretionary

7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgments, examining assumptions, and identifying contradictions

7.4.2 Take notes or write a summary or an outline

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Bring in copies of horoscopes from a newspaper. Ask your students what a *horoscope* is. Ask whether they have ever read their horoscopes. Instruct the students to look at the horoscopes and find the sign that applies to their birth dates. Spot check by asking individual students what their signs are. Ask the students to read their horoscopes and tell the class what they predict for the future. Ask whether the students think these predictions will come true.

PRESENTATION

Something wonderful will happen soon.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask what decision Yon Mi has been thinking about recently (*whether or not to get married*). Ask how Yon Mi might be feeling. Tell the students they will hear the friends talking about her decision.
- **Personalize the situation.** Ask the class what kinds of decisions they or their friends are thinking about making. Write the responses on the board. Elicit reasons why these are difficult decisions to make.
- **Focus on selected items.** Write the expressions *I'm glad I'm not in her shoes* and *to deal with problems* on the board. Tell the students that these expressions are idioms with special meanings. Elicit or provide the meanings (*I'm glad I don't have her problems; to think about problems*).
- **Set the reading and listening task.** Write the listening question on the board: *Does Gina give Yon Mi specific or general advice? Why does she give this kind of advice?* Tell the students to read along while they listen. Play the cassette twice.
- **Check the reading and listening task.** Elicit that Gina's advice was general, not specific. Ask why she gave general advice instead of specifically mentioning Yon Mi's problem. (*Possible answers may include that this is a way to help someone without becoming too personal.*)
- **Play or read the conversation aloud with pauses.** Focus pronunciation practice on the contractions. In groups of four, the students practice the conversation. Ask a few groups to perform.
- **Engage the students in pair work.** In pairs, the students discuss why Gina is sure that Yon Mi will be happy soon and also whether this kind of general advice can help someone feel better. Students should support their opinions.
- **Circulate and monitor progress.** Encourage the students to refer to the text of the conversation during their discussions. Ask several pairs to report their opinions.


UNIT 10

Lesson 1

In this lesson, you will

- talk about predictions.
- make promises.

Something wonderful will happen soon.

 Do you ever wonder what will happen to your friends in the future? Read and listen to the conversation.



Yumiko: I think Yon Mi is going back to Korea very soon.

Nelson: Me too. She seems sad lately. She got another letter from her boyfriend. Maybe he's going to marry someone else.

Yumiko: I think she is just very homesick.

Gina: All of us are a little homesick. But she also has to make a very big decision. If she makes the wrong decision, she'll regret it.

Yumiko: Yeah, I'm glad I'm not in her shoes.

Nelson: But everybody has to deal with problems like hers sometime.

Gina: I'll talk to her. I just know everything will work out. Maybe I can help her.

Gina: You're worried about something, aren't you?

Yon Mi: Yes, I am.

Gina: Making important decisions can be very difficult.

Yon Mi: That's right. I wonder what's going to happen to me?

Gina: Don't worry. If you're patient, something wonderful will happen soon.

Yon Mi: How can you be sure?

Gina: You're intelligent and caring. You won't be unhappy forever. You have to wait and see, but someday soon you'll be happy.

Pair With your partner, talk about why Gina is sure that Yon Mi will be happy soon.

1 Ahmed will get a part-time job.

Mixer Talk to four classmates about their plans for the future. What will happen to them in the near future? Use *will* + verb to write a prediction for each person.

Examples:

Sachiko **will move** to Tokyo.

Ahmed **will get** a part-time job.

1. _____
2. _____
3. _____
4. _____

2 Will Yon Mi marry Han?

Pair What will happen to Yon Mi? Gina thinks she knows. What does Lynn ask?

<i>Will</i>	Subject	Main Verb	
Will	I, we you he, she, it they	be	here on time?

1. Yon Mi/marry Han

Lynn: Will Yon Mi marry Han?

Gina: Yes, I think she will.

2. they/be happy

Lynn: _____

Gina: Yes, they will.

3. they/live in California

Lynn: _____

Gina: No, they won't.

4. Yon Mi/quit her studies

Lynn: _____

Gina: No, I don't think she will.

5. Han/be a good father

Lynn: _____

Gina: Yes, I think he will.



1 Ahmed will get a part-time job.

► **Listening** ► **Speaking** ► **Writing**

- Elicit questions the students can ask their classmates to find out their plans for the future: *What will you do in the future? What are your plans for the future?* Write the questions on the board.
- **Mixer.** Read the instructions aloud. Tell the students to circulate and ask at least four of their classmates about their plans. They should take brief notes about each classmate while they talk. Remind them that notes do not have to be in complete sentences.
- After the students have interviewed their classmates, ask for volunteers to read the example

sentences aloud. Tell the students that they can use *will* to make predictions. Write the word *prediction* on the board and elicit the meaning. Referring to the sample sentences, ask the students how to form the future tense for predictions (*will* + verb). As with modals, *will* is followed by the simple (base) form of the verb. Point out that this tense is the same for singular and for plural subjects. Tell the students to write a prediction about each of the four classmates they interviewed. Ask each student to write one of their predictions on the board and read it aloud.

2 Will Yon Mi marry Han?

► **Speaking** ► **Reading** ► **Writing**

- **Pair.** Read the instructions aloud. Direct the students' attention to the box that shows how to form questions using *will*. Ask for volunteers to ask questions using this language (*Will she be here on time? Will they be here on time?*). Remind the students that the pattern of *will* + verb does not change when the subject changes.
- Ask two students to read the example sentences aloud. In pairs, the students use the cues to write questions about Yon Mi and Han's future. Ask several pairs to each read a question and answer aloud.

3 I'll do anything for you!

► **Speaking** ► **Reading** ► **Writing**

- Point out that we often use contractions with *will* and *will not*. Pronounce the contractions and ask the students to repeat.
- **Pair.** Tell the students that they can use *will* and *won't* to make promises. Read the activity instructions aloud. Ask the students to complete the sentences individually, then compare their answers with a partner. Recap by asking for volunteers to read their answers to the first seven sentences as well as their additional promises. Assist with pronunciation of the contracted forms as needed.

Answers

- | | |
|----------|----------|
| 1. 'll | 5. won't |
| 2. 'll | 6. 'll |
| 3. 'll | 7. won't |
| 4. won't | |

4 Predictions

► **Listening** ► **Speaking** ► **Writing**

- **Pair.** Read the instructions aloud. Ask for volunteers to read the example prediction and question. Elicit other questions that the students could ask to get more information about this prediction. Instruct the students to write their questions about each prediction in their notebooks. In pairs, the students share their questions and discuss the kinds of answers they would like to hear.
- Read the first prediction aloud and ask the students what questions they asked about it. Write a few responses on the board. Repeat with the other predictions.

5 Hear it. Say it.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Point out to the students that all the sentences in this activity use the contraction *'ll*. Ask the students to repeat each sentence that they hear. Play the cassette several times. If needed, focus additional practice on any problematic contractions.
- **Pair.** In pairs, the students write and practice pronouncing new sentences using the contractions. Circulate and assist as needed. Encourage the students to give each other feedback on pronunciation.

Expansion

- Use the students' own sentences as a dictation practice. Ask several students to read one of their sentences aloud. You may wish to choose the students with the clearest pronunciation. Tell the class to write down what they hear. Ask for volunteers to read their answers aloud. Ask the writers of the sentences whether their classmates wrote down their sentences correctly.

3 I'll do anything for you!

Pair You're going to marry someone you love very much. What will you promise him or her to do after you get married? Complete the following sentences with *will* ('ll) or *will not* (won't). Then create a sentence of your own. Compare your answers with a partner.

Pronoun + <i>will</i>	Affirmative Contraction	Negative Contraction
I will	I'll	I won't
You will	You'll	You won't
He, She, It will	He'll, She'll, It'll	He, She, It won't
We, They will	We'll, They'll	We, They won't

- I _____ always be there for you.
- You _____ never be unhappy.
- We _____ share the house chores.
- I _____ bring home my work.
- I _____ complain about every little thing.
- We _____ take a vacation every year.
- I _____ forget your birthday.
- _____

4 Predictions


Pair Ask a question about each prediction below. Then compare your questions with your partner. What kinds of answers would you like to hear? Share with the class.

Prediction: Your life will change soon.

Question: Will it affect my family?

- You will take an important trip.
- You will change your career plans.
- You will meet someone special.
- One of your dreams will come true.

5 Hear it. Say it.

 Listen to the following sentences and practice pronouncing them.

Contractions with *will*

- We'll see about it later.
- What'll you have?
- That'll come later.
- There'll be more to do.
- I'll let you know.
- It'll be a surprise.

Pair Complete the sentences using your own words. Then practice pronouncing them.

- We'll _____
- There'll _____
- They'll _____
- I'll _____
- It'll _____
- You'll _____


6 What will happen next?

Pair What will happen next in each situation? Write your predictions. Then compare them with the predictions of another pair.



1. The mother will take the child away from the pool. She'll watch the child more carefully.
2. _____
3. _____
4. _____
5. _____
6. _____

7 Optimist or Pessimist?

 An optimist looks at the bright side and thinks everything will turn out well in the future. A pessimist is gloomy and sees only unhappiness in the future. Listen to the following predictions. For each prediction, write *optimist* or *pessimist*.

1. _____
2. _____
3. _____

What do you think the world will be like in the year 2100? In your notebook, make a list of your predictions. Then write a paragraph about your predictions. Exchange paragraphs with a partner. Is your partner an optimist or a pessimist?

6 What will happen next?

► **Listening** ► **Speaking** ► **Writing**

- Ask the class to describe what is happening in each picture. Remind the students to use the present continuous to describe actions that are occurring at the moment. Write new vocabulary on the board.
- **Pair.** Read the instructions aloud. In pairs, the students write their predictions while you circulate and provide any necessary vocabulary. Remind them to use *will* and *will not* in their predictions. Encourage the use of both the full and contracted forms.
- After the pairs have written their predictions, ask them to compare them with those of another pair. Encourage the students to explain why they think their predictions will come true. Recap by asking several students to read their predictions aloud.

7 Optimist or Pessimist?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Write *optimist* and *pessimist* on the board. Pronounce the words and ask the class to repeat. Read the instructions aloud. Elicit the kinds of things optimists and pessimists might say about the future.
- Play each prediction twice while the students write their answers. To check the answers, play the first prediction and ask whether the speaker is an optimist or a pessimist. Ask what specific information helped them decide.
- Read the writing activity instructions aloud. Tell the students to first list their predictions, then to organize them into a paragraph. Elicit the characteristics of paragraph format (*indent the first line; begin a new sentence immediately after the previous one; leave left and right margins*). Elicit the connectors that the students can use (*and, or, but, so*). Write them on the board.
- After the students have completed their paragraphs, ask them to exchange papers with a partner. Encourage them to ask follow-up questions to get more information about their partners' predictions. Recap by asking individual students whether their partners are optimists or pessimists. Ask them to support their choices with specific information from their partners' paragraphs.

Answers

1. optimist
2. optimist
3. pessimist

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Ask your students what they are going to do after the current term ends. If the students are unsure of their plans, ask them what they might do. Write their responses on the board.
- Ask what things will affect their plans: *family, career* or *academic plans, financial situation*. Write these factors on the board.

PRESENTATION

What will you do if you have the time?

- **Set the stage.** Tell the class that they will hear the friends discussing their plans for the future and some of the things that may change their plans.
- **Personalize the situation.** Refer to the lists on the board. Explain that the friends have a similar situation, and that many of them are not yet sure of their plans.
- **Focus on selected items.** Write *gosh* and *Count Dracula* on the board. Elicit or provide the meanings. (*Gosh* is an expression similar to *wow*. *Count Dracula* is a famous vampire from literature, and many movies have been made about him.)
- **Set the reading and listening task.** Write the comprehension questions on the board: *Which of the friends have definite plans for the future? What are these plans? What happens at the end of the conversation?* Tell the students to read along as they listen without taking notes. The second time they listen, they should take notes or mark important information in their books.
- **Check the reading and listening task.** Ask the class for their answers to the first two comprehension questions. Encourage the students to give their answers in complete sentences. (*Gina is going to UCLA. Lynn is going to work in a film lab. Pablo is going to keep studying English.*) Ask the students what happened at the end of the conversation (*Han joined the friends.*)
- **Play or read the conversation aloud with pauses.** Before beginning, ask the students to raise their hands each time they hear a statement or question about future plans. Tell them to underline these phrases. In the conversation, three different structures are used to indicate future plans: the future tense with *be going to*, the future tense with *will*, and the present continuous tense. Read the conversation aloud. Ask the students to repeat each question or statement that refers to future plans.
- **Engage the students in pair work.** Ask for a volunteer to read the discussion questions aloud. In pairs, the students make predictions about Yon Mi's future. Encourage them to be specific.
- **Circulate and monitor progress.** If the students finish their discussions quickly, encourage them to elaborate and provide more details about Yon Mi and Han's possible future. Recap as a class, asking the students to provide reasons for their predictions.

Lesson 2

In this lesson, you will

- talk about future goals.
- talk about future possibilities.

What will you do if you have the time?

 Do you like surprises? Read and listen to the conversation.



Oscar: Gosh, the semester was short. Are any of you going to come back next semester?

Gina: Not me. I'm going to UCLA!

Yumiko: Will you take English classes there?

Gina: I don't know yet.

Lynn: I'm going to work this summer in a film lab.

Pablo: Maybe you'll meet movie stars there!

Lynn: With my luck, if I meet a movie star, it will probably be Count Dracula!

Pablo: Well, I'm going to keep studying English. If I have the time, I'll learn a water sport.

Yumiko: I haven't decided yet. If I have enough money, I'll visit my aunt in New York. But the airfare is very expensive.

Ivan: I don't have any definite plans either. What are your plans, Yon Mi?

Yon Mi: Well, you all seem very sure about your lives. I'm not sure about mine. Last night I couldn't sleep. I called my mother in Korea. If I go home, my mother will be very happy. I tried to call Han, but he didn't answer the phone. I didn't know what to do. So, I lay awake thinking and wondering. What is my future? What kind of person will I be? Finally, I decided to . . . oh my goodness . . . Is that you, Han?!

Pair Why do you think Han has decided to visit Yon Mi in Riverside? What do you think will happen? Share your opinions with the class.

1 His plans are definite, but hers aren't.

Pair Write sentences using the subjects given for each item below.

1. Pablo; Gina
His plans are definite, but hers aren't.
2. I; you

3. Lynn and Pablo; Ivan and you

4. Yumiko; I

5. We; Gina and Yon Mi

6. Lynn; Nelson

Subject Pronoun	Possessive Adjective	Possessive Pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
we	our	ours
they	their	theirs

Did you know that . . . ?

In the United States, interracial marriages are widely accepted. Also, parents rarely "arrange" a marriage for their child.

2 Word Bag: Future Plans

Pair Write the name of the activity under each picture.

get a job/an internship

go back home

hang out with my friends

keep taking English classes

travel

take some time off



1. _____

2. _____

3. _____



4. _____

5. _____

6. _____

Group Ask your group members: *What are you going to do after this semester? Do your plans depend on other things?* Take notes and report to the class.

Example:

A: What are you going to do after this semester?

B: Well, if I pass this course, I'll transfer to State University.

1 His plans are definite, but hers aren't.

► Speaking ► Reading ► Writing

- Direct the students' attention to the box. Remind them that when we want to say that something belongs to someone, we can use a possessive adjective with the noun. Tell them that we can also use a possessive word that takes the place of the noun itself. These are called *possessive pronouns*.
- Write the example sentence on the board. Ask what *his* stands for (*Pablo's*). Make sure that the students include the possessive 's in their answers. Then elicit what *hers* stands for (*Gina's plans*).
- **Pair.** In pairs, the students complete the sentences. Elicit that the first part of each sentence uses a possessive adjective and a noun, while the second part uses a possessive pronoun. Ask for volunteers to write their answers on the board and read aloud. Assist

with pronunciation, focusing on the final -s when it appears.

Answers

2. My plans are definite, but yours aren't.
 3. Their plans are definite, but yours aren't.
 4. Her plans are definite, but mine aren't.
 5. Our plans are definite, but theirs aren't.
 6. Her plans are definite, but his aren't.
- Read the *Did you know that . . . ?* paragraph aloud. Elicit the meanings of *interracial* and *arranged marriage*. Ask whether these statements are also true in the students' countries and if people's opinions of interracial marriages and arranged marriages have changed there in recent years.

2 Word Bag: Future Plans

► Listening ► Speaking ► Writing

- **Pair.** In pairs, the students identify the activities in the pictures. Point out that each phrase should be used only once. The students should also identify which phrase is an informal, slang expression (*hang out with my friends*) and which phrase is an idiom (*take some time off*). Recap as a class. Assist with vocabulary if necessary.

Answers

1. get a job/an internship
2. take some time off
3. keep taking English classes
4. go back home
5. travel
6. hang out with my friends

- **Group.** Read the instructions aloud. Elicit the meaning of *Do your plans depend on other things?* Tell the students to look at the conversation on

page 113. Ask them to find how the friends explain that their plans depend on something else happening first: *If I have time, I'll learn a water sport.*

- Ask for volunteers to read the example question and answer. Remind the students that the statement is a prediction about the future. Ask the students what tense is used in the conditional *if*-clause (simple present tense). Tell the students that, in a conditional clause beginning with *if*, we use the simple present tense to refer to the future.
- In groups, the students discuss the questions and take notes. Select a leader for each group to make sure that each member contributes. Following the discussions, individual students report their classmates' plans. Encourage the use of conditional statements.

Additional Activity See Unit 10 Appendix.

3 What will happen if . . .

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Ask for volunteers to read the example sentences aloud. Point out that the meaning is the same whether the conditional *if*-clause comes at the beginning or at the end of the sentence. Elicit that when it comes at the beginning of the sentence, there must be a comma between the two clauses. When it comes at the end of a sentence, no comma is used.
- Ask the students to complete the sentences based on their knowledge of Yon Mi and Han's situation. Remind them to use the future tense

with *will* or *won't* in their main clauses. Students should also complete the statements about themselves.

- **Pair.** In pairs, the students compare answers. Encourage them to discuss the reasons for their predictions.
- Recap by asking several students for their predictions. Then ask for volunteers to write their answers for questions 5, 6, and 7 on the board and read them aloud.

4 What will my family think?

► **Speaking** ► **Reading** ► **Writing**

- **Pair.** In pairs, the students compare their sentences. Remind them to use the future tense. They should also discuss whether they would still marry someone from another country if their family and friends thought it was a bad idea. Recap by asking several students for their responses.

- Read the writing activity instructions aloud. Ask the students to remember to use *if*-clauses and correct tenses in their paragraphs. Ask for volunteers to read their paragraphs aloud.

WORKBOOK Assign Workbook Lesson 2 for homework, or do in class.

3 What will happen if . . .

Read these sentences about love and marriage. Complete the sentences on your own.

Examples:

Han **will marry** another person if Yon Mi **doesn't return** to Korea.

If Yon Mi **doesn't return** to Korea, Han **will marry** another person.

1. Her fiancé will be very unhappy if Yon Mi decides to finish her studies in the United States.
2. _____ if she breaks up with her fiancé.
3. _____ if her fiancé decides to come to the United States.
4. _____ if she decides to go back to Korea.

What about you?

5. If I marry someone from a different country, _____.
6. If I marry someone from my country, _____.
7. If I never marry anyone, _____.

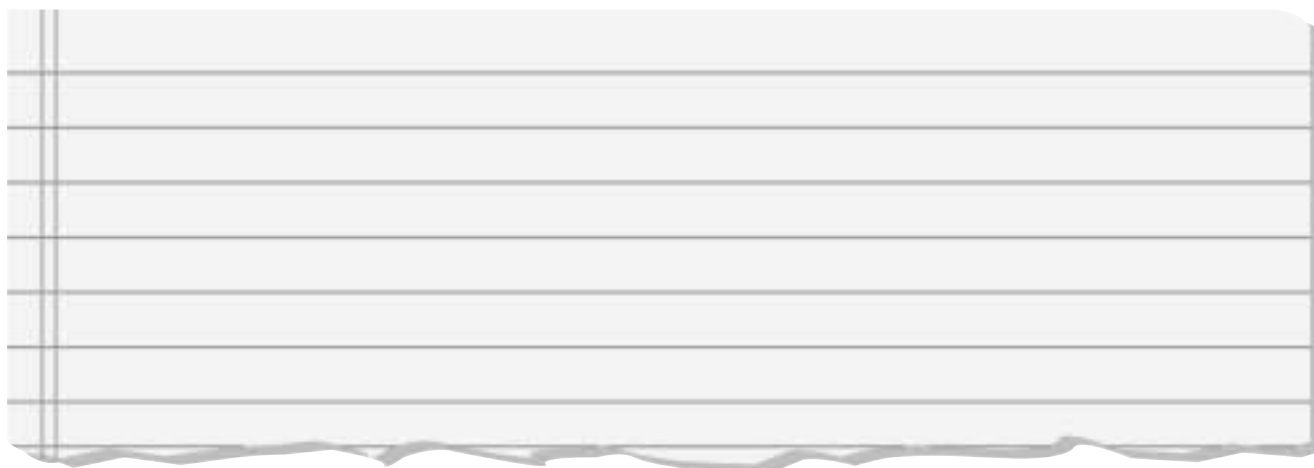
Pair Compare your completed sentences with your partner's sentences.

4 What will my family think?

Pair If you marry someone from a different country, what will your family members say? Answer the questions below. Then share your answers with your partner.

1. What will your mother or father say? _____
2. your brothers and sisters? _____
3. your friends? _____

Write a paragraph about what people will say and do if you marry a person from another country.




Lesson 3

In this lesson, you will

- talk about future goals and plans.
- share memories.

What will you remember them for?

 Mrs. Brennan's students have created a yearbook. Read and listen to what they say about their classmates.



Nelson Balewa

thoughtful, helpful

Favorite question:
"How?"

Will be remembered for:
Solving problems

Ambition:
To be a scientist



Pablo Bonilla

cheerful, intelligent

Favorite question:
"Why don't we . . . ?"

Will be remembered for:
The piñata caper

Ambition:
To be a pilot



Gina Poggi

beautiful, friendly

Favorite question:
"What if?"

Will be remembered for:
Shopping and credit cards

Ambition:
To be a fashion designer



Tony Silva

traditional, patient, careful

Favorite question:
"What?"

Will be remembered for:
His attention to detail

Ambition:
To be a doctor



Yon Mi Lee

shy, gentle, strong

Favorite question:
"Should we . . . ?"

Will be remembered for:
Her smile

Ambition:
To be an opera singer



Lynn Wang

creative, caring, understanding

Favorite question:
"Why?"

Will be remembered for:
Telling good stories

Ambition:
To be an author

Pair Ask each other these questions: *Which of Mrs. Brennan's students is your favorite? Why?* Share your opinion with the class.

Lesson 3

WARM UP

- Ask the students if they have ever had school yearbooks. Write *yearbook* on the board and elicit the meaning. Ask what specific things are usually in a school yearbook (*photos of the*

students and teachers, information about the students' future plans, information about special events during the year).

PRESENTATION

What will you remember them for?

- **Set the stage.** Direct the class's attention to the yearbook page. Tell them that many yearbooks give information about the students in addition to showing their pictures. Ask what information this yearbook gives about each student (*qualities, favorite question, what the person will be remembered for, and his or her ambition*).
- **Personalize the situation.** Elicit the meaning of *ambition* (*the career that you want in the future*). Tell the students to write down their own favorite question and their ambition. Ask them to share this information with a partner. Encourage them to explain the reasons for their ambitions.
- **Focus on selected items.** Write new vocabulary items on the board: *caper, attention to detail, author, opera singer*. Elicit or provide the meanings. In this context, *caper* means *adventure*.
- **Set the reading and listening task.** Write the following question on the board: *Why do you think the friends will do well in their future careers?* Point out to the students that this question asks them to draw conclusions and make inferences from what they read and hear. The students read along while listening. Ask them to write

down reasons why they think the friends will do well. Remind them to consider the friends' qualities, questions, and what they will be remembered for.

- **Check the reading and listening task.** Ask for volunteers to read their statements. Encourage the students to explain why certain characteristics might make a person do well in a specific career (*A doctor needs to have attention to detail, so Tony will make a good doctor*).
- **Engage the students in pair work.** Ask the class to look through the book for the names of other students from Mrs. Brennan's class (*Ivan, Oscar, and Yumiko*). Write their names on the board. In pairs, the students ask and answer questions about their favorite characters, explaining their choices.

Circulate and monitor progress. Encourage your students to look through the entire book during their discussions, referring to specific things that their favorite student did or said. Ask for volunteers to speak about their partners' choices and reasons.

Additional Activity See Unit 10 Appendix.

1 Make a prediction.

► **Listening** ► **Speaking** ► **Writing**

- **Pair.** Read the instructions aloud. Ask for a volunteer to read the example aloud. Ask what the connector *because* indicates (*a reason*). Elicit the other connector that could be used to indicate a result (*so*). The students can get the information they need from the yearbook page or from other units. In pairs, the students make their predictions.
- When the pairs have finished, they compare their predictions with those of another pair. Recap by asking for a volunteer to read one of his or her predictions. Ask for different predictions about the same student. Repeat until you have discussed all the students.
- Read the writing activity instructions aloud. Elicit the meaning of *realize an ambition* (*to succeed with a career plan*). Remind the students to use specific details to support their opinions. Elicit the tenses the students can use in their paragraphs (*simple present for character descriptions, simple past for descriptions of past actions and events, future tense for predictions*). Ask several students to read their paragraphs aloud.

2 What are you going to do?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Group.** Read the instructions aloud. Ask for a volunteer to read the example. Elicit how to give the same information using *plan*, as in question 3 (*All of us plan to go back . . .*). Remind the students that each group member should ask questions and take notes during the discussion. Recap by asking each student to tell the class one thing about his or her group members' plans.

3 Information Gap Activity, pages 137 and 138.

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Preparation.** Divide the class as before. Read the instructions aloud. Ask for volunteers to read the *Useful Language* phrases.
- **Activity.** Instruct the students to ask their partners questions to complete the missing information in their charts. Remind them not to look at their partners' sheets while they do the activity.
- **Wrap Up.** Ask for volunteers to tell the class about each person's activities. Alternatively, you can ask each pair to write one person's plans on the board and read them aloud.

4 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

1 Make a prediction.

Pair How well do you know the students in this book? With your partner, choose four of the students and make a prediction about each one's future. Then compare your predictions with another pair.

Example:

Lynn : *She'll be a social worker because she is an understanding and caring person.*

Ivan	Nelson	Gina	Yumiko	Yon Mi	Pablo	Tony	Oscar
------	--------	------	--------	--------	-------	------	-------

1. _____:
2. _____:
3. _____:
4. _____:

Choose one of the four. In your notebook, write a paragraph about the future of this person. Do you think this person will realize his or her ambition? Why or why not?

2 What are you going to do?

Group Work in a group of three. Ask your group about their future plans. Add one more question. Then report your group's future plans to the class.

Example: All of us are going to go back to our native countries during the break.

Questions	Name	Name	Name
1. What are you going to do during the semester break?			
2. What is your plan for next semester?			
3. What do you plan to do after you finish your English studies?			
4.			

3 Information Gap Activity, pages 137 and 138.

Pair Turn to pages 137 and 138 and follow your teacher's instructions.

4 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Words of wisdom

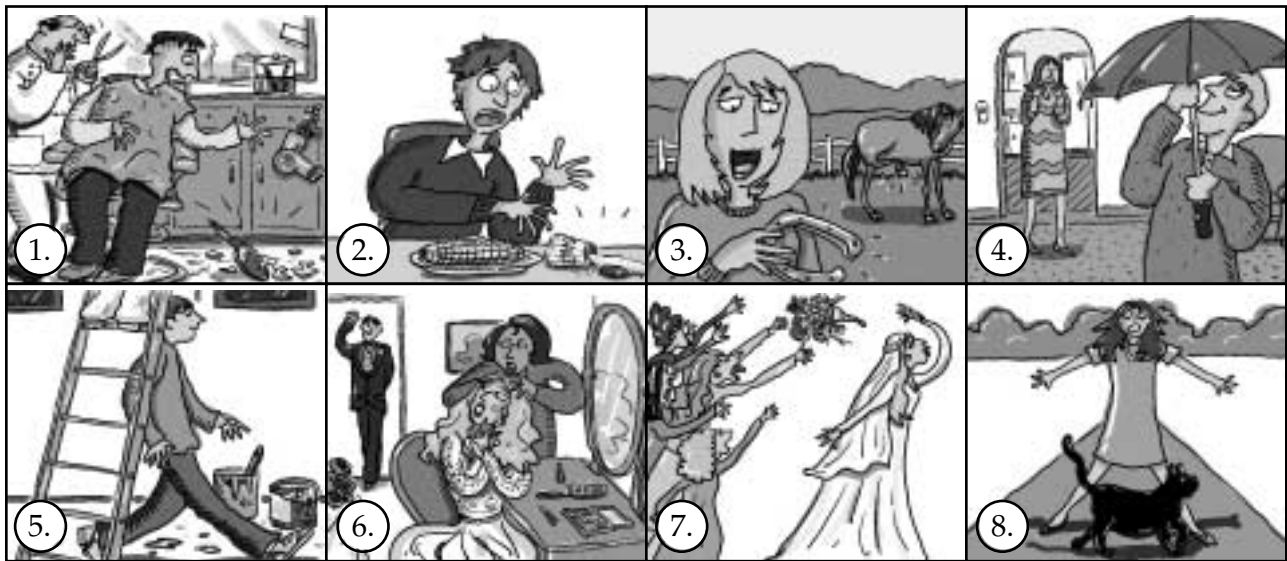
Grammar: What's your grammar IQ?

E-mail: My hopes and dreams

5 Wrap Up

Group Every culture has traditional superstitions. Look at these superstitions. Discuss what each means. Is it supposed to bring good luck or bad luck? Why do you think so?

If you break a mirror, you'll have seven years of bad luck.



Class Does your country have any superstitions? Share them with the class.

Pair Make two lists. In the first list, give reasons why people believe in superstitions. In the second list, give reasons why people do not believe in superstitions. Then write one paragraph, using each list.

Finally, write whether you believe in any superstitions and give your reasons. Share your paragraph with the class.

Strategies for Success

- Writing about your future
- Reviewing and analyzing goals you have set
- Discussing goals with classmates

1. In your journal, write about your future hopes and dreams. Try to be as detailed as possible about your future.
2. Look back at the goals you set in Unit 1 and reviewed and revised in Unit 5. In your journal, record (a) those you achieved completely, (b) those you did not achieve yet, and (c) those you achieved partially. Make a new list of goals for your English learning after this course in English.
3. With a partner, or in groups of three or four, talk about the goals you completed and those you are still working on. The other people might give you some good ideas of goals you could make for yourself.

5 Wrap Up

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- **Group.** Write the word *superstitions* on the board. Read the activity instructions aloud, and elicit the meaning of *superstitions* (*things or events that are believed to bring good or bad luck*). Remind the students to use conditional clauses when they discuss the superstitions. Circulate as the groups discuss the superstitions, and provide vocabulary as necessary. Write any new words on the board: *horseshoe* and *bouquet*.

Answers

- | | |
|--------------|--------------|
| 2. bad luck | 6. bad luck |
| 3. good luck | 7. good luck |
| 4. bad luck | 8. bad luck |
| 5. bad luck | |

- **Class.** Ask the students whether they have these same superstitions in their countries.

Then ask about other superstitions from their countries. Make notes on the board, including the names of the countries that the superstitions come from.

- **Pair.** Read the writing instructions aloud. In pairs, the students make their lists using brief notes, not complete sentences. Clarify that the students should write one paragraph about why people believe in superstitions, and one paragraph about why people do not believe in them. Ask each partner to read one paragraph to the class.
- Read the instructions for the individual writing activity. Remind the students that if they believe in superstitions, they should give specific details about what the superstitions are and the reasons why they believe in them. Ask for volunteers to read their paragraphs aloud.

WORKBOOK Assign Workbook Lesson 3 for homework, or do in class.

STRATEGIES FOR SUCCESS

1. For Exercise 1, make sure the students understand this is a good way to use the future tense.
2. For Exercise 2, help the students to look through the whole list of strategies and to evaluate their success.
3. For Exercise 3, encourage the students to do the following:
 - keep doing these strategic exercises during the break between this and their next English course.
 - write in their journals to keep practicing English.
 - work with a partner to practice English.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).
- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

- | | |
|--|-----------------------------------|
| listen more effectively? Exercise ____ | read more easily? Exercise ____ |
| speak more fluently? Exercise ____ | write more clearly? Exercise ____ |

Which exercise did you like the most? ____ Why? _____

Which exercise did you like the least? ____ Why? _____

VOCABULARY

Verbs

change
complain
get
go back
happen
lie, lay, lain
predict
promise
regret
share
transfer
visit
wonder

Nouns

airfare
caper
fiancé
film
household
chores
internship
major
optimist
pessimist
semester
superstition

Adjectives

afraid
awake
caring
definite
interracial
patient
sure
wonderful
worried

Expressions

be able to
be in someone's
shoes
break up with
hang out
someday soon
someone special
take some time off
with my luck
work out

▶ GRAMMAR SUMMARY

Simple Future: *Will*

Subject	Will	Verb	Complement
I, You, We, They, He, She	will	take	an important trip.

Simple Future: *Will* (Yes/No Question)

Will	Subject	Verb	Complement
Will	you	share	the chores?

Short Response

Yes, I will. *or* No, I won't.

Real Conditional

If-Clause (Simple Present)	Independent or Main Clause (Future)
If I need money,	I will get a job.

Independent or Main Clause (Future)	If-Clause (Simple Present)
I will get a job	if I need money.

Possessive Pronouns

Subject Pronoun	Possessive Adjective	Possessive Pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
we	our	ours
they	their	theirs

▶ COMMUNICATION SUMMARY

Talking about predictions

Sachiko will move to Tokyo.

Making promises

I'll always love you.
I won't forget to call you.

Talking about future possibilities

If she finds a new job, she will move to a bigger house.
If I have money, I'll visit my aunt in New York.

Talking about future plans and goals

I'm going to finish my studies and open my own business.
We're going to visit you in Japan next summer.

Sharing memories

I'll remember our evenings at the coffee shop.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Remind the students that they now know three ways to talk about future plans (the future with *be going to*, the future with *will*, and the present continuous). Focus the students' attention on the *Real Conditional* section of the grammar summary. Review that the present tense is used for future meaning in the conditional clause, and the future tense with *will* is used in the main clause. Ask the students to each write one conditional clause on a piece of paper. Tell them to pass their papers to the classmate on their left. That classmate should then complete the sentence by adding a main (result) clause. Ask for volunteers to read the completed sentences aloud.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. Since many of these skills involve writing, you may want to devote additional class time to these writing forms if enough students are interested.

Appendix

ADDITIONAL ACTIVITIES

Lesson 2, Activity 2 (p. 114)

What will she do if . . . ?

- In this activity, the students will practice using the simple present tense with future meaning in conditional clauses.
- Bring in a picture of a person to be the subject of the activity, or draw one on the board. Begin the activity by making a few statements about the person. Each statement should contain a conditional clause and a result. The result clause then becomes the condition of the next sentence: *Claudia is going to buy a lottery ticket tomorrow. She hopes she will win. If she wins, she will quit her job. If she quits her job, she will have more time to enjoy her hobbies. If she has more time to enjoy her hobbies . . .*
- Gesture for a student to finish your last statement and make a statement of his or her own (. . . *she will learn to play the piano. If she learns to play the piano, she will join a band*). The next student then makes a statement about the person's future. Continue until all the students have had a chance to contribute.
- If your class is very large, you may want to divide the class into two or three smaller groups for this activity.

Lesson 3, Presentation (p. 116)

Create a Yearbook

- Work with your students to create a class yearbook. Ask the students to each contribute a piece of their own writing or artwork. You can let them choose what they will include, or you can give the whole class a specific assignment designed for this purpose. Possible formats include poems, short stories, or descriptions of their favorite memories of the class. Encourage the students to illustrate their work with drawings or photographs from magazines.
- Photocopy the students' work and have the students assemble the pages and staple them together to form yearbooks. Allow class time for the students to write special messages to each other in their yearbooks.

WORKBOOK ANSWER KEY Lesson 1, pp. 71–72

Exercise 1

Answers will vary.

1. Osacar *will open* a restaurant. He *ll be* successful.
2. Mia *will graduate* from college. She *will have* a job at a bank.
3. Olga *is going to marry* Hector. They *are going to live* in New York.
4. Pravit *is going to play* soccer. He *is going to get injured* at a game.
5. Ann and Jerry *are going to buy* a house. It *will burn* down.
6. Renato *is going to move* to the United States. He *is going to call* his parents.

Exercise 2

1. A: Your room is messy.
B: I will clean it.
2. A: You got a C on your last English test.
B: I'm going to study harder.
3. A: It's a secret.
B: I won't tell.
4. A: This letter is in Russian. Can you help me?
B: Sure. I'll translate it.
5. A: Don't forget. Your job interview is at 9 A.M.
B: I won't be late.
6. A: The road is wet. Don't drive too fast.
B: I'll be careful.

Exercise 3

- A: Will you get married?
B: I'm going to. I'll marry a wonderful woman.
- A: Are you going to have children?
B: Yes. We will have two children.
- A: Are you going to live in the city?
B: No. We will live in the suburbs. How about you?

WORKBOOK ANSWER KEY Lesson 2, pp. 73-74

Exercise 1

- Gina: Is that Lynn's sweater?
Keiko: No. It's too big to be hers.
- Frank: Marco, is this your car?
Marco: Yes, it's mine.
- Ann: Is this your coffee, Jerry?
Jerry: It isn't mine. It must be yours.
- Tetsuo: Whose towels are those?
Lucy and Simon: They belong to us. They're ours.
- Pravit: Is this Jerry's T-shirt?
Marco: Yes, it's his.
- A: Excuse me. Is this my book or yours?
B: This is yours. Mine is on the desk.

Exercise 2

- my, Your
- mine, yours
- His
- Our, theirs.
- Hers, mine
- their, ours
- A: your
B: yours
A: ours
- its, our

Exercise 3

- If it rains, (c) they won't go for a walk.
- If I feel sick, (e) I will call the doctor.
- If you go to a fortune teller, (g) you will hear about your future.
- If I don't get an A on my test, (b) I will study harder.
- If she loves him, (a) they will get married.
- If they don't have any money, (h) they won't buy the car.
- If she doesn't marry Frank, (j) she will marry Ralph.
- If it is difficult, (d) I'll ask for help.
- If you don't eat, (i) you'll get sick.
- If they aren't on time, (f) we'll start without them.

Exercise 4

- Where will you go if you take a vacation?
- What will you do if you stay home this weekend?
- When will you take another English class?
- What time will you get up tomorrow morning?
- How will you feel if you get an "A" on your next English test?
- How long will you stay in the United States?

Exercise 1

Wording will vary.

1. If you use Smile Brite Toothpaste, you will have shinier teeth.
2. If you take Vitaverve Multiple Vitamins, you will build up your muscles.
3. If you use Crowning Glory Shampoo, you will have shinier, fuller hair.
4. If you feed your family Mama Mia Tomato Sauce, they will think you made it yourself.

Exercise 2

Wording will vary.

1. She is going to graduate from school.
2. Yon Mi is going to get married.
3. She and her husband will have two children.
4. Yon Mi is going to take a job in an ad agency.
5. The family is going to move to a house in the suburbs.
6. They will have two cars.



TAPESCRIPITS

Tapescripts

UNIT 1

Lesson 1

I'm studying in California. (p. 1)

Look at the picture. Then listen as you read the conversation.

- Nelson:** We're having great weather, aren't we?
- Pablo:** We sure are. By the way, I'm Pablo Bonilla.
- Nelson:** Hello. I'm Nelson. Nelson Balewa.
- Pablo:** What do you do, Nelson?
- Nelson:** I'm a student. I'm studying in California.
- Pablo:** Really? Am I glad to meet you! I'm looking for a school in California.
- Nelson:** Why don't you try our school? My friends and I can help you apply.
- Pablo:** That would be great!
- Nelson:** My friend Oscar is over there surfing. He's from Spain. And Ivan is from Russia. He's playing volleyball with Oscar's uncle. Come on, I'll introduce you. Mr. Garcia, Ivan. I'd like you to meet Pablo Bonilla.
- Mr. Garcia:** It's a pleasure to meet you, Pablo.
- Pablo:** How do you do, Mr. Garcia?
- Ivan:** Hi, Pablo.
- Pablo:** Hi.
- Nelson:** Pablo is planning to study in the United States. He has questions about our school.
- Ivan:** We'll be happy to help you, Pablo. You can also call Mrs. Brennan, our teacher.
- Pablo:** Thanks. I'll do that!

1 I'd like you to meet . . . (p. 2)

Listen to the conversations. Which introduction is more formal? Which is informal? Why do you think one is formal, the other informal?

- Ivan:** Hey, Gina! This is Pablo. He's a new student.
- Gina:** Hi, Pablo.
- Pablo:** Hi. Nice to meet you. What's your name again?
- Gina:** It's really Regina, but everybody calls me Gina.
- Ivan:** Mrs. Brennan, I'd like you to meet

Pablo Bonilla. He's a new student. Pablo, this is Mrs. Brennan, our English teacher.

Mrs. Brennan: Oh yes. How do you do, Pablo?

Pablo: Fine, thank you. It's a pleasure to meet you, Mrs. Brennan.

3 Getting to know you. (p. 3)

Listen to the following conversation. Then practice it with a partner.

- A:** What do you do?
- B:** I work as an assistant in an advertising agency.
- A:** Where do you work?
- B:** Right now I'm working at Ace Advertising.
- A:** Really? My sister works there.
- B:** Oh? What's her name?

Lesson 2

Do you have anything to declare? (p. 5)

The friends have a problem with the piñata. Listen to the conversation.

- Nelson:** I'm glad you're coming back with us, Pablo. You're going to like our school.
- Pablo:** I can't wait to get there.
- Oscar:** We're almost at the border, aren't we?
- Ivan:** Yes, we are, so you better put on your biggest smiles for the customs officer.
- Nelson:** Ah, good afternoon, sir. Nice day, isn't it?
- Officer:** Passports, please. How long were you in Mexico?
- Nelson:** A week.
- Officer:** Do you have anything to declare?
- Nelson:** Excuse me?
- Officer:** You're not bringing any fresh fruit or vegetables into the country, are you?
- Nelson:** Not exactly.
- Officer:** You're not joking with me, are you, young man?
- Nelson:** Oh, no, sir. You see, we have this piñata and . . .
- Officer:** Oh, I see. There's fruit in it, isn't there?
- Nelson:** Well . . . yes, I guess so.
- Officer:** Well, you're going to have to do something about that, aren't you?
- Nelson:** Yes, sir.

3 Hear it. Say it. (p. 7)

Listen and repeat. You will hear the selection twice.

Tag Questions

- A:** It's a nice day, isn't it?
B: Yes, it is.
- A:** You're coming at seven, aren't you?
B: Yes, I am.
- A:** She can do it, can't she?
B: Yes, she can.
- A:** You don't study here, do you?
B: No, I don't.
- A:** He doesn't live here, does he?
B: No, he doesn't.
- A:** We're not having a test, are we?
B: No, we aren't.

Now listen and repeat.

Lesson 3

1 What did you do with the fruit? (p. 9)

Mrs. Brennan's students are having a party to start the new semester. They're breaking the piñata that Oscar, Nelson, Ivan, and Pablo brought back from Mexico. Listen to the conversation. Then listen to the questions and check the correct answers. You will hear the conversation twice.

Mrs. Brennan: That's a beautiful piñata. Where did you get it?

Pablo: In Matzatlan.

Mrs. Brennan: How did you ever get it back to the States?

Pablo: Believe me, it wasn't easy. We had to take out all of the fruit.

Mrs. Brennan: What did you do with the fruit?

Pablo: Oscar ate all of it.

Mrs. Brennan: No wonder he missed the first day of class.

Pablo: Oh, look. Here he is now.

Mrs. Brennan: Hi, Oscar. Are you feeling any better?

Oscar: A little.

Pablo: You want to break the piñata, don't you?

Oscar: I sure do!

- Where did Pablo get the piñata?
- Did he have trouble getting the piñata back to the States?
- How did he bring the piñata back?
- What happened to the fruit?
- Why did Oscar miss the first day of class?

UNIT 2

Lesson 1

You changed, didn't you? (p. 13)

Look at the picture and listen to the conversation.

Yon Mi: Mrs. Brennan, yesterday I received a letter from my boyfriend in Korea.

Mrs. Brennan: What did he say?

Yon Mi: He asked me to come home. He said he missed me. He also reminded me of the things we did together last year.

Mrs. Brennan: Oh, what did you do? Did you spend a lot of time together?

Yon Mi: We explored the city and planned our future. He's lonely, Mrs. Brennan. He wants to get married soon.

Mrs. Brennan: Do you want to do that?

Yon Mi: I don't know. I wanted to marry him last year, but he wasn't ready. We decided to wait. Then I came to the United States, and now everything is different.

Mrs. Brennan: You changed, didn't you?

Yon Mi: Maybe I did. Two years ago, I wanted to get married more than anything, but now I'm not sure.

5 Hear it. Say it. (p. 16)

Listen to the verbs. Check the verb you hear. You will hear the selection twice.

Irregular Verbs: The Present and Past Forms

- eat
- found
- wrote
- drink
- met
- knew
- take
- ride

Listen again and repeat.

6 I got your letter. (p. 16)

Listen to the message that Yon Mi left on her cousin's answering machine. Write T (True) in the blank if the information is true, F (False) if the information is not true. You will hear the selection twice.

Yon Mi: Hi, Mina. It's Yon Mi. Thank you for your letter. I read it twice. No, Han didn't call me, but he wrote to me. He

wanted me to go back to Korea. I just don't know what to do. I worry all the time. I don't sleep very well, and I haven't been eating well either. I miss Han, but I love it here too. I'm making new friends here. There's a nice guy in my class named Ivan. He's from Moscow, but don't worry, he's just a friend, not a boyfriend. Oh, guess what—I passed the test! Umm, I miss you too, Mina. I'm so glad that you decided to stay in the United States and study Hotel Management. Well, I'd better go now. Thanks again for your letter. Bye.

Lesson 2

Do you remember . . . ? (p. 17)

Look at the picture and listen to the conversation.

Ann: Do you remember when we met in Berlin?

Jim: 1988. How could I forget it? Why?

Ann: I thought about it today. The Berlin Wall came down, Germany reunited, the Cold War ended. I remember all the excitement.

Jim: Yes, that was a memorable year.

Ann: We had a problem, remember? I had a job in Berlin, and you left for the Middle East. I thought I'd never see you again.

Jim: I had to leave. I came back though, didn't I?

Ann: Yes, you did, and we worked things out. My student has a similar problem. She told me her boyfriend wrote and said he misses her.

Jim: Does he want her to go back home?

Ann: Yes, he does. She still loves him, but she wants to finish the school year here. We were in the same situation, weren't we? I wanted to marry you, too, but I also wanted to stay in Germany.

Jim: I respected your decision, Ann. You're a strong woman. That's why I fell in love with you.

Ann: Gee, I hope that Yon Mi's boyfriend is as understanding as you were.

Lesson 3

1 Who discovered radium? (p. 21)

Listen to the conversation between Pablo and Nelson. Then see how well you listened. You will hear the conversation twice.

Nelson: Are you busy?

Pablo: Well, I'm studying for the history test.

Nelson: Oh, the one on famous people?

Pablo: Yes, do you want me to quiz you?

Nelson: Yeah, sure.

Pablo: OK, first the scientists. Who was Madam Curie?

Nelson: Mr. Curie's wife.

Pablo: Very funny, Nelson. What did she do?

Nelson: Marie Curie discovered radium in 1903.

Pablo: OK. What did Alexander Graham Bell do in 1876?

Nelson: He invented the telephone and made the first phone call.

Pablo: Who invented the electric light bulb?

Nelson: Robert Einstein.

Pablo: No, not Robert. Einstein's first name was Albert. Albert Einstein. And Einstein didn't invent the light bulb. Thomas Edison did.

Nelson: Oh, yes, I remember.

Pablo: OK, now who invented paper?

Nelson: A Chinese man, um. Ts'ai Lun. It was a long time ago! 105 I think.

Pablo: OK, that's the scientists. Now, who was Valentina Tereshkova?

Nelson: The first woman in space?

Pablo: Who was Haile Selassi?

Nelson: The emperor of Ethiopia.

Pablo: Who was Ayrton Senna?

Nelson: Is he on the test?

Pablo: Maybe.

Nelson: He's a famous Brazilian racecar driver. I used to follow his career.

Pablo: Me too. Now, last one, who's Emiliano Zapata?

Nelson: A Mexican revolutionary. He lived in your country, didn't he?

Pablo: That's right. You sure know a lot about famous people. Did you study for the test?

Nelson: Yes, but I also like to read biographies of famous people.

UNIT 3

Lesson 1

We could have an International Fall Festival! (p. 25)

Lynn, Nelson, and Pablo are worried about Yon Mi. They decide to have an international fall festival to cheer her up. Listen to the conversation.

Lynn: Is Yon Mi O.K.? I called her a few minutes ago, and she didn't want to talk.

Nelson: I don't know. She didn't come to lunch, did she? She might be homesick.

Pablo: I can understand that. I feel kind of homesick, and my family is only four hours away.

Lynn: It could be the time of year. I feel a little homesick, too.

Nelson: I miss the festival at Grandmother's in Nigeria at this time. It's a big party with dancing and singing.

Pablo: Wow, what's it called?

Nelson: The New Yam Festival.

Lynn: We also have a festival in China at this time of year. It's called the Moon Festival.

Pablo: Back home at this time of year, we celebrate "The Day of the Dead."

Lynn: The dead? It's like Halloween in the United States, isn't it?

Pablo: Yes and no. But here you are afraid of "ghosts." In Mexico, we honor our dead ancestors on this day.

Lynn: How interesting! You should give a presentation to the class about that.

Pablo: I have a better idea. Yon Mi might like it, too. We could have an International Fall Festival!

3 Can you come to the Fall Festival on Saturday? (p. 27)

Pablo is calling a friend. Listen to the conversation.

Alicia: Hello?

Pablo: Hi, Alicia. This is Pablo Bonilla.

Alicia: Oh, hi, Pablo! How are you?

Pablo: Good. Hey, can we have dinner together tonight?

Alicia: Oh, sorry, I can't. I'm having dinner with my family.

Pablo: Well, can you come to the Fall Festival on Saturday?

Alicia: Sure I can. I'd love to. What time?

Pablo: I'll pick you up at 7:00.

Alicia: OK. See you then. Good-bye.

Pablo: Bye.

5 Hello. May I speak to Yon Mi, please? (p. 28)

Lynn calls Yon Mi to tell her about the festival. Yon Mi isn't home, and Sook answers. Listen to the conversation.

Sook: Hello?

Lynn: Hello. This is Lynn Wang. May I speak to Yon Mi, please?

Sook: I'm sorry. She's not here right now.

Lynn: Oh, can I leave a message?

Sook: Sure. What's the message?

Lynn: We're having a fall festival at school next Saturday. Please ask her to call me after 6 P.M.

Sook: Does she have your telephone number?

Lynn: I think so, but in case she doesn't, it's 555-0984.

Sook: OK. I'll give her the message.

Lynn: Thanks very much.

Sook: No problem.

Now listen to Sook give Yon Mi the message. Then, fill in the blanks with the missing information. You will hear the conversation twice.

Yon Mi: Hi, Sook. Did anyone call me?

Sook: Yes. Someone named Lynn Wang.

Yon Mi: What did she want?

Sook: She wants to invite you to a party.

Yon Mi: Did she leave a number?

Sook: Yes, it's 555-0984.

6 Please write down the messages from the answering machine. (p. 28)

Listen to the messages on Mr. Brennan's answering machine. Mrs. Brennan has written down the first one. Complete the other messages.

1 Hi, Jim. This is Karl. It's about 7 o'clock on Monday evening. About the photo shoot, I'll meet you in front of the Fine Arts Museum at 8:00 a.m. tomorrow. See you there, pal.

2 (You will hear the following message twice.)

Hello, Jim. Guess who? That's right, it's your favorite Aunt Sue. It's about 10:00 a.m. on Tuesday. I know this is rather unexpected, dear, but I need a ride to the train station at 4:10 p.m. on Thursday. Can you take me? My car is in the shop again and won't be ready until some time next week. You're such a dear. Say hello to Ann. Love you. Bye.

3 (You will hear the following message twice.)
This message is for James Brennan. Mr. Brennan, this is Ed Gray calling from the Home Mortgage Company. It's about 7 o'clock in the morning on Monday. I want to remind you that you need to sign the papers for the sale of the house on Friday at 4:00 p.m. I'll wait for you in the lobby of the Transco Tower. Call me if you have any questions. See you on Friday. Good-bye and have a nice day.

Lesson 2

2 It was snowing at this time last year. (p. 30)

At the Fall Festival, some students are talking about what they were doing at this time last year. Listen to Ivan.

Ivan: I feel strange today. One year ago, I was looking outside my window, and it was snowing. I was wearing warm clothes. It was very different.

6 Hear it. Say it. (p. 31)

Listen to the following words, then repeat. You will hear the selection twice.

Reduced Syllables

- | | |
|---------------|----------------|
| 1. memory | 6. average |
| 2. mineral | 7. conference |
| 3. ceremony | 8. interesting |
| 4. vegetables | 9. favorite |
| 5. separate | |

Listen again and repeat.

Lesson 3

2 Should we offer to pay? (p. 33)

Listen to the conversation. Mr. and Mrs. Brennan, who are having coffee and pastry with some students, have left the table for a few minutes. The students don't know who should pay.

Yon Mi: Mr. Brennan may expect us to pay this bill. What do you think? Should we pay the bill now?

Nelson: No, we're his guests. He might be upset if we pay it. Maybe we should wait until he comes back and then offer to pay.

Gina: He invited us. That means he should pay. We shouldn't offer.

Oscar: Well, we shouldn't offer to pay for the food because it was an invitation, but maybe we should leave a tip for the waiter.

UNIT 4

Lesson 1

Excuses, excuses ! (p. 37)

Mrs. Brennan has problems with her class today. Listen to the conversation.

Mrs. Brennan: Today we're going to talk about what we did last weekend.

Yumiko: May I join you, Mrs. Brennan?

Mrs. Brennan: Yes, you may, Yumiko. I'm glad you made it.

Yumiko: I'm sorry, Mrs. Brennan. I overslept.

Mrs. Brennan: You have to get an alarm clock, Yumiko. Let's get started. Last weekend, I was working in the yard, and I got thirsty.

Ivan: Hello, everybody! I'm sorry I'm late, Mrs. Brennan. I ran out of gas. I was driving, and my car stopped.

Mrs. Brennan: Ivan, you mustn't interrupt the class like this. Sit down, please.

Ivan: There isn't any room. I'll just sit over here.

Mrs. Brennan: No, we can make room. Tony, can you move to the left?

Tony: I can't, Mrs. Brennan. I have to sit in a warm place because I have a cold.

Mrs. Brennan: Yumiko, please trade places with Tony. Back to my story. I got a big glass of iced tea . . .

Oscar: Good morning, sorry I'm late.

Mrs. Brennan: Yes, Oscar. Please sit down. As I was saying, I was admiring the flowers, and I didn't notice a bee on my glass. I took a big drink, and . . .

Ivan: What are we doing today?

Mrs. Brennan: We're going to talk about the things you must and mustn't do in class!

2 I'm sorry. I missed the train. (p. 38)

Listen to the conversations.

A: You're late. I've been waiting for an hour.

B: I'm sorry. I missed the train.

A: Lunch was great. Do you want more coffee?

B: Sorry, I can't. I have to get back to work.

6 Can I copy your homework? (p. 40)

Listen and read. Complete the sentences with the correct object pronouns.

- Ivan:** Did you do your homework?
Nelson: Yes, I did. How about you?
Ivan: I didn't have time to do it.
Nelson: Why didn't you do it?
Ivan: I was very busy. On Saturday, I had to help Gina move. I helped her with the furniture. On Sunday, I met my cousin and his wife at the airport. I picked them up and took them to lunch. Later, a friend invited me to her party.
Nelson: What are you going to do about your homework now?
Ivan: Can I look at yours and copy it?
Nelson: It's not a good idea, Ivan. Mrs. Brennan told us not to do that.
Ivan: But she doesn't have to know if you don't tell her.
Nelson: I think you should explain it to her. She'll understand why you didn't do your homework.

Lesson 2

5 Hear it. Say it. (p. 43)

Listen to the words. Check the word you hear. You will hear the selection twice.

Minimal Pairs [b] [p]

- | | | | |
|--------|---------|--------|--------|
| 1. bad | 3. rip | 5. cab | 7. pan |
| 2. lap | 4. bees | 6. cup | 8. lip |

Listen and repeat.

UNIT 5

Lesson 1

Is this the way to the festival? (p. 49)

Look at the picture as you listen.

- Lynn:** What a pretty town! It's prettier than Los Angeles.
Yon Mi: Yes, and it's cleaner than L.A., too. I bet we're already close to the ocean. I can smell it. I think the festival is this way.
Oscar: No, it's on Laguna Canyon Road.
Tony: Laguna Canyon Road runs the other way.
Lynn: You're holding the map the wrong way. The festival is closer than you think.
Oscar: Hey, guys. Look at those people. They're walking *that* way. Do you think they're going to the festival?
Yon Mi: Let's ask someone. I don't want to miss

anything. Excuse me sir, is this the way to the festival?

- Lynn:** Yon Mi, he's a mime. Mimes never talk. They communicate with gestures.
Yon Mi: I know. But look, he's pointing.
Tony: Wait a second. He's gesturing "Go down this street, pass through two lights and turn left, um, next to . . . next to . . . sick people," next to a hospital!
Yon Mi: Are you sure, Tony?
Tony: Trust me. I'm a visual learner, so I'm good with mimes.
Yon Mi: Yes, Tony, you may be better with mimes than I am, but where's the festival?
Lynn: It's OK, Yon Mi, I see a sign. The festival is straight ahead.

1 Word Bag: The Neighborhood (p. 50)

Now listen to the conversations. Write where the activities are taking place.

- A:** Can I help you, Miss?
B: Yes, I'd like to cash this check, please.
A: That's twenty, forty, sixty, eighty, one hundred dollars. Anything else?
B: No, thanks.
- A:** How much would it cost to send this letter special delivery?
B: Let's see. 75 cents.
A: OK. Give me twenty stamps, too, please.
B: Here you are.
- A:** Attention all customers. Sweet Pea ice cream is on sale in aisle 3.
B: What aisle did she say?
C: I think she said aisle 3. That's where the frozen food is.
B: Thanks. I think I'll go get a quart.
- A:** Where's the emergency room? My daughter just fell and hurt her leg.
B: Follow that doctor. He's going there now.
A: Thanks.
- A:** Do you have science fiction books?
B: Yes, we have a good selection of them. You can find them next to the mysteries.
A: How long can I keep them?
B: You can check them out for two weeks.
A: OK. Thanks.
- A:** What time does the next showing of *Galaxy* start?
B: Seven forty-five on Screen 2.
A: And how about *Love Walks In*?
B: That starts at seven twenty on Screen 4.
A: OK. Give me two tickets for *Love Walks In*.

3 Getting Around (p. 51)

Student A is at the aquarium. Listen to the directions as you look at the map. You will hear each set of directions twice.

- A:** Excuse me. How do I get to the bank?
B: Walk east on Park Avenue for three blocks. Turn left on Pine Street. Walk north for two blocks and turn right on Laguna Canyon Road. Walk along Laguna Canyon Road to Maple Street. The bank is on the corner of Maple Street and Laguna Canyon Road, across from the police station.

4 Turn right at Laguna Canyon Road? (p. 51)

Listen to the directions and check where you are on the map. You will hear each set of directions twice.

- 1 You are at the bank. Cross Laguna Canyon Road and turn right. Walk along Laguna Canyon Road for two blocks. Turn left at Aster Street. Walk south for one block. Turn right at Park Avenue. Walk along Park Avenue for two blocks. Turn right at Myrtle Street. Walk north half a block. You will see it on your left. Where are you?
- 2 You are at the park. Cross Vista Lane and turn left. Walk along Vista Lane for four blocks and turn right at Myrtle Street. Walk north on Myrtle Street for one block. Cross Laguna Canyon Road and you will see it on your right. Where are you?
- 3 You are at the post office. Walk east on Park Avenue for one block and turn left on Aster Street. Walk north on Aster Street for two blocks. Cross Laguna Canyon Road and turn right. Walk along Laguna Canyon Road for two blocks and you will see it on your left. Where are you?

Lesson 2

4 Hear It. Say it. (p. 55)

Listen to the words. Check the word you hear. You will hear the selection twice.

Minimal Pairs [b] [v]

- | | | | |
|---------|---------|----------|----------|
| 1. van | 3. vote | 5. habit | 7. robe |
| 2. best | 4. very | 6. vow | 8. curve |

Listen and repeat.

Lesson 3

1 My city is bigger than your city! (p. 57)

Listen to the cassette. Then read the sentences and write T (true) or F (false). You will hear the conversation twice.

Pablo: What do you think of Los Angeles?

Oscar: I love it!

Pablo: More than Mexico City?

Oscar: Well, the weather is better in L.A., and L.A. is less polluted.

Pablo: Yes, that's because Mexico City is higher than L.A. It's in the mountains.

Oscar: Yes, and Mexico City is much older than Los Angeles too.

Pablo: So, Mexico City's history is longer and more interesting. How is Barcelona?

Oscar: Well, L.A. and Mexico City are both polluted in my opinion. But Barcelona isn't nearly as bad. I think it's more beautiful than Los Angeles and Mexico City.

Pablo: Maybe, but it's smaller.

Oscar: I know, but the architecture is more magnificent.

Pablo: Oh really? Do you have pyramids in Barcelona? Our pyramids are quite impressive.

Oscar: No, OK, I get your point. But Barcelona has important architecture.

Pablo: It does?

Oscar: Yes, and Barcelona is less crazy than Los Angeles and Mexico City. It's a nicer place to live because people aren't as scared of each other. People walk on the streets and say hello to you.

Gina: I don't know about that. I've been to Barcelona, and it's pretty but, Madrid is more fun than Barcelona. I liked Madrid a lot. In a way, it makes me think of my city, Naples. Both Madrid and Naples are fun at night. What do you think, Lynn? What's your favorite city?

Lynn: I used to visit my cousin who lives on an island near Hong Kong. And I can say that Hong Kong is busy all day *and* all night. There is always a party happening somewhere, and you never know what you are going to see when you go out in the streets.

Gina: It's more modern than a lot of cities you've been to, isn't it?

Lynn: In some ways, yes; in some ways, no. Hong Kong has everything you want. There are neighborhoods that are thousands of years old, but it has many new bank buildings too. Sometimes businessmen like to work in a glass tower, but they still eat lunch in a hundred-year-old teashop full of birdcages.

Gina: I want to visit Hong Kong some day.
Lynn: It's beautiful. I used to take a ferryboat back to my cousin's house, and I think Hong Kong was prettiest when the sun was going down and the lights were coming on. You would really like it, Gina.
Gina: I think so.

UNIT 6

Lesson 1

Don't try to talk with that sore throat. (p. 61)

Lynn, Tony, Oscar, and Yon Mi are at the local clinic. They all returned sick from the festival. Look at the picture. Then listen as you read the conversation.

Lynn: I hope we don't have to wait too long. I really feel sick. Tony, don't scratch!
Tony: I can't help it. My leg itches.
Oscar: You have poison oak. Put butter on it.
Lynn: It's probably only ant bites. Rub a raw potato on your skin.
Tony: Yon Mi, don't try to talk with that sore throat. Write it down here.
Yon Mi: (writing) *I think you have ant bites. Mix baking soda and water and put it on your skin.*
Tony: What's this? Do you want to cook me or cure me?
Nurse: Lynn, the doctor will see you now. The rest of you can fill these out.
Doctor: What seems to be the matter?
Lynn: I have chills and a headache.
Doctor: Are you nauseated?
Lynn: Yes, very. And I'm thirsty, too.
Doctor: Uh oh . . . Did you eat a hamburger at the Festival?
Lynn: How did you know?
Doctor: Because I've already seen half-a-dozen patients with the same symptoms. You have food poisoning, and I know what probably caused it.
Lynn: The hamburger?
Doctor: Right. Drink a lot of water and get some rest. Call me tomorrow.

Lesson 2

4 At the Health Food Store (p. 67)

Ivan and Nelson have decided to get in shape. They visit a health food store and ask the clerk about a healthy diet. Listen to the conversation and complete Nelson's notes. Write Don't in front of things they should not do. Check the things they should do. You will hear the conversation twice.

Ivan: Excuse me, do you work here?
Clerk: Yeah, sure, what can I do for you?
Nelson: We want to eat healthy food.
Clerk: Well, you are in the right place. Everything here is healthy.
Nelson: We know that, but we don't know where to begin. For example, we can't find the meat. Don't you have meat?
Clerk: If you want to be healthy, stay away from that stuff, man. Don't eat red meat in particular. You can have some, but try to eat chicken or fish. You'll have more energy, and you'll feel better.
Ivan: Yes, that's the kind of information we need. Besides, we don't know how to cook meat anyway.
Clerk: Eat a lot of vegetables. Vegetables are good for you, and they're easy to cook.
Nelson: How do you cook vegetables?
Clerk: First of all, never boil them. Steam them for a few minutes, and stop cooking before they change color. You can also stir-fry them, but don't use too much oil.
Ivan: OK? What about butter? I love butter with vegetables.
Clerk: Yeah, but it isn't good for your heart. Don't eat too much butter. A little is OK, I guess, but try to use olive oil instead. It's healthier than butter.
Nelson: (as if writing) Olive oil. OK, let me write this down: steam vegetables and put olive oil on them, do - not - use - butter.
Clerk: Yes, and eat a lot of raw vegetables in salad. Also, stay away from white bread or white rice. Try to eat whole grains instead. They have more vitamins.
Ivan: (disappointed) Really? Are you sure?
Nelson: (resigned) Anything else we need to know?
Clerk: Well, don't eat too many dairy products like cheese or ice cream. When you have to have dessert, choose a piece of fruit. You ought to have fruit every day anyway.
Nelson: That's easy. I love fruit.
Ivan: OK, that was helpful. We'll finish shopping, now. Thank you.
Clerk: No problem.

5 Hear it. Say it. (p. 67)

Listen to the sentences. Circle (S) for statement or (Q) for question. You will hear the selection twice.

Statement or Question?

They wanted to eat healthy food.
They went to a health food store?
They didn't know where to begin.
They shouldn't eat much butter?
They should steam the vegetables?
They need to eat fruit every day.
Listen again, then repeat.

UNIT 7

Lesson 1

I planned to buy the smallest TV in the store. (p. 73).

Ivan bought a TV set. Listen and read about the problem he had with the TV.

- Nelson:** Ivan, why did you buy this big TV?
Ivan: Well, I planned to buy the smallest TV in the store . . .
- Nelson:** This is the smallest TV?
Ivan: I asked for the smallest one, but the salesman said a big TV is the best choice.
- Oscar:** This is the biggest TV I've ever seen!
Ivan: Do you think I made a mistake? It was on sale.
- Oscar:** Well, a small TV is cheaper than this big TV, and a small TV is easier to move!
- Tony:** There are lots of persuasive salespeople, so you have to be careful when you go shopping.
Ivan: I guess he got a nice commission.
Tony: Yep, he's probably laughing all the way to the bank.

1 I would like to return an item. (p. 74)

Ivan is returning the TV set. Listen to the conversation.

- Ivan:** Hello. May I speak to the manager?
Manager: This is the manager. How may I help you?
Ivan: I would like to return a TV set I bought this morning.
Manager: May I know why you want to return the TV?
Ivan: It's too big for my apartment.
Manager: Here's what you should do. Write a letter to the Customer Service Department, and attach the receipt.
Ivan: Yes, I'll do that. Thank you.

3 I bought this yesterday, and I'd like to exchange it. (p. 75)

Listen to three customers complain about things they bought at Gerlain's Department Store. Write what they want to exchange, why they want to exchange it, and how the problem is resolved. You will hear each conversation twice.

1. **Customer:** Excuse me. Can you help me, please?
Clerk: Of course. What's the problem?
Customer: Well, my son gave me this CD for my birthday, but I really don't like it. Can I exchange it for another one?
Clerk: Oh, but you've already opened it. I'm sorry, we can't exchange CD's once they've been opened.
2. **Clerk:** Good morning. How can I help you?
Customer: I bought this sweater here yesterday, but I would like to exchange it.
Clerk: Why? Don't you like the color, or maybe the style isn't right?
Customer: Oh, no. I like the color, and I also like the style. The problem is that it's too small.
Clerk: No problem. Do you have your receipt?
Customer: Yes, here it is.
Clerk: Good, just pick out the right size, and we'll be happy to exchange it.
3. **Clerk:** Hello. What can I do for you today?
Customer: I bought this baby carriage for my daughter. Yesterday she had twins, so she needs a bigger carriage. Can I exchange it?
Clerk: Of course. Here's a carriage that will hold two babies.

Lesson 2

I don't have enough cash. (p. 77)

Did Gina get a good deal? Listen to and read the following conversation.

- Lynn:** I like those wool sweaters.
Gina: Yes, and they're a good deal! I also love the red dress.
Clerk: Your total is one hundred fourteen dollars and seventy-nine cents.
Lynn: Doesn't she get a discount? That sign on

the wall says 25 percent off all purchases over a hundred dollars.

Clerk: Yes, but the discount doesn't apply to sale items. Your non-sale purchases alone total seventy-four dollars and eighty-six cents.

Gina: So if I buy something else, can I get the discount?

Clerk: Yes, we have some lovely silk skirts. They go with the sweaters you just bought.

Gina: Oh, these aren't as expensive as the wool skirts, are they?

Clerk: No, they aren't. With the skirt and the discount, the total would be about a hundred sixteen dollars.

Gina: That's a great deal. Uh-oh . . .

Lynn: What?

Gina: I don't have enough cash. I have to use my mom's credit card. Oh well, she won't mind when I tell her how much money I saved on today's sale.

Lynn: Hmmm . . . I wonder if you saved as much money as Ivan did yesterday.

Gina: OK, OK, I didn't exactly save money, but it was still a good deal!

5 Hear it. Say it. (p. 79)

Listen to the words. Check the word you hear. You will hear the selection twice.

Minimal Pairs [b] [d]

- | | | | |
|---------|----------|----------|----------|
| 1. bad | 3. big | 5. roads | 7. heard |
| 2. dead | 4. pedal | 6. web | 8. tribe |

Listen again, then repeat.

Lesson 3

Can you save money when you spend money? (p. 80)

Read and listen to the advertisement. Would you enroll in the Everyday Rewards program?

The Unica Card

If you're not enrolled in the *Everyday Rewards* program, call 1-800-REWARDS and start earning points immediately.

Five everyday ways to faster rewards.

You make purchases almost every day—you buy groceries, fill up the car, mail packages, or buy stamps. Now you can turn all the purchases you make into rewarding experiences. Just use a *Unica Card* instead of cash or checks.

Look at these everyday places where your purchases can add up to points and rewards:

- at the grocery store

- at the post office
- at the department store
- at entertainment and sports events

How? For every dollar you charge on your *Unica Card*, you will earn valuable points that can be credited toward gifts, travel, hotel discounts, and other rewards. So think about using the *Unica Card* this holiday season.

UNIT 8

Lesson 1

Have you paid the tuition bills yet? (p. 85)

Gina's parents are having dinner together. Read and listen to their conversation.

Mrs. Poggi: I'm so proud of the kids. Alberto is in college, and now Gina is going to start. By the way, have you paid the tuition bills yet?

Mr. Poggi: I paid the car insurance, the electric bill, and Alberto's tuition, but I haven't paid Gina's tuition yet.

Mrs. Poggi: We'll have to use the credit card for the rest. Wait a minute . . . I think Gina has my credit card.

Mr. Poggi: You should get it back right away. You know Gina.

Mrs. Poggi: Yes, I do. And this morning she ran off to the mall to buy winter clothes.

Mr. Poggi: Winter? Why does she need winter clothes in Los Angeles?

Waiter: Excuse me, sir. Your credit card has been declined.

Mrs. Poggi: Uh-oh! Are you thinking what I'm thinking?

2 A Family Budget (p. 86)

Listen to the Poggi family meeting. Then check if the statement is true, false, or you don't know. You will hear the conversation twice.

Mrs. Poggi: Have you all finished dinner?

Alberto: Yes, thanks.

Gina: Not me, can you leave the rice, Mom? I might have some more later.

Mr. Poggi: Yes, and please leave the bread too, Betty. Alberto, don't get up yet. Your mother and I want to talk to you about the family budget.

Alberto: OK, but I need to hurry. I have a test tomorrow, and I haven't studied for it yet.

Mrs. Poggi: It will only take a few minutes, Alberto. You can wait.

Alberto: OK. What's the meeting about?

Mr. Poggi: Money.

Gina: I have a bad feeling about this.

Mrs. Poggi: We all need to stop using the credit card.

Gina: What? You can't be serious.

Mrs. Poggi: We've thought about it a lot, Gina. We are going to write more checks, and we would like for you to open your own checking account.

Gina: My own checking account? I've never had a checking account before! Why now? Alberto has had a credit card since he was my age, and a credit card is so easy.

Alberto: Yes, but the difference between us is that you use it all the time, but I only use a credit card for emergencies. And do you want to know why? Because with a credit card, number one, you don't know how much you are spending. And number two, you might spend money you don't have.

Gina: But I'm not like you, Alberto. I've never been good with money.

Mr. Poggi: Well, you are 19, Gina, and you are going to have to learn. We'll give you an allowance, but you have to be very careful not to spend more money than you have in your account. You have bought a lot of clothes. You don't need any more for awhile.

Gina: OK, but it's going to be hard.

Alberto: It's not that hard. I haven't made any mistakes with my account.

Gina: Alberto, you never make mistakes with anything.

7 Hear it. Say it. (p. 88)

The full forms are written below. Listen to the contracted forms and practice saying them. You will hear the selection twice.

Full forms and contractions with have

What've you done?

Who've they found?

When've I ever said that?

Why've we come?

Where've we heard that before?

How've you been?

What've you been up to?

How've they taken the news?

Listen again, then repeat.

Lesson 2

I want to open a checking account. (p. 89)

Gina and her brother, Alberto, are opening checking accounts. Listen and read.

Manager: Can I help you, miss?

Gina: Yes, we each want to open a checking account.

Manager: How many checks will you write every month?

Gina: Maybe ten to fifteen.

Manager: Then our Econo Checking Account is the one for you.

Gina: What kind of account is that?

Manager: There is no fee if you write fewer than twenty checks a month. You will also get an ATM card that you can use at ATM machines twenty-four hours a day to deposit money in your account or to get cash. You don't need to stand in line at the bank.

Gina: Great! Now I can go shopping at all hours of the day or night!

Alberto: Thank goodness the mall isn't open all night!

2 Gina's Check Register (p. 90)

Gina wants to find out about her most recent transactions. She calls an account information line. Listen and fill in the register above. You will hear the selection twice.

Account information for checking account number 249530 as of May 15th. On May 8th, check 1012 was made to Mia's Department Store for \$150. On May 11th, check 1013 was made to Rocky's Pizza for \$35. On May 15th a deposit was made for \$300. Current balance is \$1179.87.

Lesson 3

Each dollar is a piece of your work. (p. 92)

What is "shopaholism"? Listen and read the magazine article to find out.

Millions Stricken by Shopaholism!

Many people have a new sickness. It's called "shopaholism" or "addiction to shopping." If you are suffering from the stress of overwork and overspending, then maybe you are a "shopaholic." What's the best way to recover from this terrible illness? Here are some suggestions.

- Stop going to shopping centers on weekends. Go hiking or play ball with friends instead.
- Before buying, ask yourself: Do I need it? Do I want to dust, clean, or repair it? Do I already have something like it? How many hours will I have to work to pay for it?
- Consider taking public transportation. It can save you time, money, and the stress of parking.
- Try spending on others once in a while. It is pleasant to buy gifts for your family and friends.
- Stay home. Write a letter. Invite friends over and ask them to bring a dish, play a game, bake bread.
- Make a spending plan. Know how much you are earning and spending. Each dollar is a piece of your work.
- Be careful of advertising. Advertisers want you to feel that you need their products. You don't!

2 Keep a check in your wallet. (p. 93)

Your checkbook can help you budget your money. Listen to the radio broadcast. Fill in the missing words. You will hear the selection twice.

Hello, I'm Terry Jansing, your savings guru, and here's my savings tip for today: Did you know your check register can help you control your spending? If you write down the amount of every check you write, you will always know how much money you have. Here are some more ideas.

- Keep a check in your wallet so you don't have to use your credit card!
- Put a clip on the checkbook page you are working on so you always use the right balance.
- Write check numbers in the register ahead of time so you don't forget to record any checks you write.
- Use colored pens for different purposes (red for rent, blue for food, green for fun) so you can easily see where your money goes.
- Carry a calculator so you always know exactly how much money is in your account.
- *Keep your checkbook balanced every month.*

Try it and see if your spending doesn't go down! This is Terry Jansing, your savings guru, saying goodbye for now.

UNIT 9

Lesson 1

I'll be glad to give you a recommendation. (p. 97)

Lynn is asking Mrs. Brennan for a letter of recommendation. Listen as you read.

Mrs. Brennan: Why are you looking for a new job, Lynn? You were happy at your last job.

Lynn: I worked very hard. Do you remember when I was coming to class late? That was because of my job. I often got home at 11 P.M. I even stayed late because my co-worker didn't show up.

Mrs. Brennan: That was nice of you.

Lynn: My manager thanked me, and she said I was doing a great job. But she gave my co-worker a promotion!

Mrs. Brennan: You mean you were working because he didn't show up, and then he got the raise? Did you talk to your manager?

Lynn: Yes, but she said I didn't have enough experience. I think she had other reasons though, so I quit.

Mrs. Brennan: Would you like me to talk to her?

Lynn: No. I can get a better job. I just need a recommendation from someone who knows that I am a good worker.

Mrs. Brennan: I'll be glad to give you a recommendation, but you should let your manager's boss know why you are quitting.

5 Hear it. Say it. (p. 100)

Check the word you hear. You will hear the selection twice.

Minimal Pairs: /θ/ thank /t/ tank

- | | | | |
|----------|---------|----------|----------|
| 1. thank | 3. thin | 5. three | 7. thick |
| 2. team | 4. torn | 6. true | 8. tie |

Listen again, then repeat.

Lesson 2

Careers for Multilinguals (p. 101)

Would you like to work in international business? Listen as you read this article from the *ESL Newsletter*.

ESL Newsletter/Summer 2001

Global Careers

As an ESL student, you may want to find a job in the global marketplace. You are not alone. Many learners of English and other languages are building successful careers all over the world. These days, the four most popular international careers are marketing, business administration, finance, and purchasing.

Marketing offers career opportunities in advertising, translating, and interpreting. Your knowledge of another culture and another language can be valuable to an international company.

People with business degrees who know several languages also have great opportunities. But if you want to work abroad, you should also know the requirements for working in another country.

If you study international laws for importing and exporting, you can open up new markets for products. If you are more interested in the product than the market, you might want to go into purchasing.

Many international students choose careers in finance. If you study different currencies and laws, you can find work as a treasurer or an international cash manager. Many companies need a knowledgeable multilingual employee to report on money invested in foreign banks.

If you can't decide which job you want, try continuing education classes. You may discover new skills and interests. In addition, career counselors can help you match your skills and language abilities with the right career. They can even help you contact the right companies. If you know two or more languages, the world may be yours.

By Lynn Wang

3 How many years of experience do you have? (p. 103)

Listen to Lynn call about a job. Complete the notes. You will hear the conversation twice.

Lynn: Hello, my name is Lynn Wang. I'm calling about the job that was advertised in the newspaper yesterday.

Personnel: Oh, yes. Let me see. How many years experience do you have?

Lynn: Well, I have been the editor for the

ESL Newsletter for two years, and I had an internship at the China Daily News in Beijing for one year.

Personnel: That sounds good. And why do you want to work here?

Lynn: A friend of mine worked for you, and she says that the people are nice and as a lab assistant I can learn a lot about photography.

Personnel: Uh-huh, that's for sure. Do you have any questions about the job?

Lynn: Yes. What's the salary?

Personnel: Seven dollars and fifty cents an hour plus overtime.

Lynn: And what are the hours?

Personnel: Well, if you want to work days, we need you from 11:00 until 4:30.

Lynn: Are there any benefits?

Personnel: There's health insurance. And you get one sick day a month. You also get two weeks vacation a year. Do you think you'd like to come in for an interview?

Lynn: Yes, I would. When . . . ?

Personnel: Mr. Johnson, the manager, is interviewing next Wednesday afternoon. Could you come in at 2 o'clock?

Lynn: Sure. That's next Wednesday at 2 o'clock with Mr. Johnson.

Lesson 3

1 When you apply for a job, you should have a résumé. (p. 105)

Listen as you read the résumé-writing tips below.

Many employers ask you to send a résumé before they decide to interview you. Your résumé helps them form a first impression of you, so make sure your résumé is good! Check your spelling, grammar, and punctuation. Make sure your résumé is well organized and easy to read. A résumé should include:

1. Personal information: your name, address, and telephone number
2. Education: where and when you went to school and what you studied
3. Employment experience: the jobs you have had in the past
4. References: people who know you well In addition, you can include a career goal (what kind of job you want to get), any languages you speak, special skills, other activities and memberships, and awards or honors.

UNIT 10

Lesson 1

Something wonderful will happen soon. (p. 109)

Do you ever wonder what will happen to your friends in the future? Read and listen to the conversation.

Yumiko: I think Yon Mi is going back to Korea very soon.

Nelson: Me too. She seems sad lately. She got another letter from her boyfriend. Maybe he's going to marry someone else.

Yumiko: I think she is just very homesick.

Gina: All of us are a little homesick. But she also has to make a very big decision. If she makes the wrong decision, she'll regret it.

Yumiko: Yeah, I'm glad I'm not in her shoes.

Nelson: But everybody has to deal with problems like hers sometime.

Gina: I'll talk to her. I just know everything will work out. Maybe I can help her.

Gina: You're worried about something, aren't you?

Yon Mi: Yes, I am.

Gina: Making important decisions can be very difficult.

Yon Mi: That's right. I wonder what's going to happen to me?

Gina: Don't worry. If you're patient, something wonderful will happen soon.

Yon Mi: How can you be sure?

Gina: You're intelligent and caring. You won't be unhappy forever. You have to wait and see, but someday soon you'll be happy.

5 Hear it. Say it. (p. 111)

Listen to the following sentences and practice pronouncing them. You will hear the selection twice.

Contractions with will

1. We'll see about it later.
2. What'll you have?
3. That'll come later.
4. There'll be more to do.
5. I'll let you know.
6. It'll be a surprise.

Listen again, then repeat.

7 Optimist or Pessimist? (p. 112)

An optimist looks at the bright side and thinks everything will turn out well in the future. A pessimist is gloomy and sees only unhappiness in the future. Listen to the following predictions. For each prediction, write *optimist* or *pessimist*.

1. Technology will give people more time to enjoy life. People will become more educated, and they will live longer, healthier lives.
2. Countries will eliminate their nuclear weapons, so war will become impossible.
3. Overpopulation will destroy the world. Cities will become immense, and millions of people will go hungry.

Lesson 2

What will you do if you have the time? (p. 113)

Do you like surprises? Read and listen to the conversation.

Oscar: Gosh, the semester was short. Are any of you going to come back next semester?

Gina: Not me. I'm going to UCLA!

Yumiko: Will you take English classes there?

Gina: I don't know yet.

Lynn: I'm going to work this summer in a film lab.

Pablo: Maybe you'll meet movie stars there!

Lynn: With my luck, if I meet a movie star, it will probably be Count Dracula!

Pablo: Well, I'm going to keep studying English. If I have the time, I'll learn a water sport.

Yumiko: I haven't decided yet. If I have enough money, I'll visit my aunt in New York. But the airfare is very expensive.

Ivan: I don't have any definite plans either. What are your plans, Yon Mi?

Yon Mi: Well, you all seem very sure about your lives. I'm not sure about mine. Last night I couldn't sleep. I called my mother in Korea. If I go home, my mother will be very happy. I tried to call Han, but he didn't answer the phone. I didn't know what to do. So, I lay awake thinking and wondering. What is my future? What kind of person will I be? Finally, I decided to . . . Oh my goodness . . . Is that you, Han?

Lesson 3

What will you remember them for? (p. 116)

Mrs. Brennan's students have created a yearbook. Read and listen to what they say about their classmates.

Nelson Balewa

thoughtful, helpful

Favorite question: "How?"

Will be remembered for: Solving problems

Ambition: To be a scientist

Pablo Bonilla

cheerful, intelligent

Favorite question: "Why don't we . . . ?"

Will be remembered for: The piñata caper

Ambition: To be a pilot

Gina Poggi

beautiful, friendly

Favorite question: "What if?"

Will be remembered for: Shopping and credit cards

Ambition: To be a fashion designer

Tony Silva

traditional, patient, careful

Favorite question: "What?"

Will be remembered for: His attention to detail

Ambition: To be a doctor

Yon Mi Lee

shy, gentle, strong

Favorite question: "Should we . . . ?"

Will be remembered for: Her smile

Ambition: To be an opera singer

Lynn Wang

creative, caring, understanding

Favorite question: "Why?"

Will be remembered for: Telling good stories

Ambition: To be an author