

UNIT 10

Overview

TOPICS

- Vending machines and money
- Change
- Restaurants
- Vacation plans
- Weekend plans
- Leisure activities

COMMUNICATION GOALS

Listening and Speaking

- Talking about past activities
- Ordering in a restaurant
- Making a suggestion
- Asking for and giving change
- Making future plans
- Inviting friends to participate in a gathering or activity
- Accepting or declining invitations

GRAMMAR

- Affirmative and negative imperative
- Simple past tense: regular/irregular verbs
- *Yes/No* questions
- Use of *going to* to indicate future intent

Reading and Writing

- Reading a restaurant menu
- Reading a time line
- Writing a personal time line
- Reading instructions of how to use something
- Writing about weekend plans

SKILL STANDARDS

WORKPLACE COMPETENCIES AND FUNDAMENTALS / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking, arithmetic

Thinking Skills

Knowing how to learn

Personal Qualities

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

Competencies

Information

Interprets and communicates information

Interpersonal

Negotiates—Works toward agreements involving exchange of resources, resolves divergent interests

Participates as a member of a team

Contributes to group efforts

Works with diversity—works well with men and women from diverse backgrounds

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.2.1 Respond appropriately to common personal information questions

0.2.3 Interpret or write a personal note, invitation, or letter

0.2.4 Converse about daily and leisure activities and personal interests

1 Consumer Economics

1.3.6 Use coin-operated machines

1.3.8 Identify common food items

2 Community Resources

2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs

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

Lesson 1

WARM UP

- Introduce some leisure-time activities. Put the following list on the board.

Weekend activities

listen to music
relax
watch TV

- Ask the students: *What do you usually do on the weekend?* As students answer, write the activities on the board.
- Present the past tense in the context of talking about what you did last weekend. **Note:** try to use only regular past tense verbs at this point. Irregular verbs will be introduced later in the unit. Use some of the vocabulary already on the board. Write the sentences on the board and have the students copy them in their notebooks. For example:

On Saturday, I cleaned my apartment.

Last weekend, I listened to some music.

Last weekend, I visited my parents.

On Sunday, I stayed in bed and watched an old movie.

- Explain to the students that the underlined words are in the simple past tense. Pronounce the underlined verbs in the past tense, slightly exaggerating the final sounds. Then have the students repeat after you.
- Explain that in English, we form the simple past by adding *-ed*. This *-ed* ending is pronounced in three different ways: as /t/ after all voiceless sounds, as in *watched*; as /d/ after all voiced sounds, as in *listened*; and as /ɪd/ after the sounds /t/ and /d/, as in *visited*. (There will be more on pronunciation later.)

PRESENTATION

How was your weekend?

- **Set the stage.** Read the lesson title aloud. Have the students look at the picture. Ask the students to predict the topic of the lesson (*weekend plans*).
- **Personalize the situation.** Write the following sentence on the board and ask the students to complete it with their own information.

Last weekend I (*list some activities*).

Ask the students to share their information with the class. Help them to use the appropriate past tense verbs. For example, if a student answers *go to the movies*, respond with the complete past tense sentence: *You went to the movies*. Have the students repeat the sentences chorally.

- **Set the listening task.** Tell the students that they will listen to a conversation between Lynn and Tony and decide if the statements are *true* or *false*. Play the cassette or read the conversation aloud.
- **Check the listening task.** Call on individuals to give you the answers, and have the class verify.

Answers

- | | |
|----------|---------------|
| 1. True | 4. Don't know |
| 2. False | 5. Don't know |
| 3. True | |

- **Play or read the text aloud with pauses.** Have the students listen and then repeat each line after you. Make sure they use natural speed and intonation.
- **Engage the students in pair work.** Have the students practice reading the conversation aloud in pairs. Then have the pairs discuss these questions:
 - Did you have a fun weekend?
 - How did you spend your weekend?
- **Circulate and monitor progress.** As students practice reading the conversation, help them with pronunciation and intonation.

1 Hear it. Say it.

► **Listening** ► **Speaking**

- This activity practices the three different ways of pronouncing the regular past tense. Tell the students that *-ed* is pronounced /t/ after voiceless sounds such as /p/, /k/, /s/, /f/, /sh/, and /ch/ (except /t/). Have the students put their hands on their throats and repeat these sounds after you. There will be no vibration.
- Explain that *-ed* is pronounced /d/ after voiced sounds such as /b/, /g/, /z/, /v/, etc. (except /d/). Have the students put their hands on their throats, repeat the sounds, and feel the vibration.
- Explain that *-ed* is pronounced /ɪd/ after /t/ and /d/. Make sure that an extra syllable is heard. Tell them to be careful to pronounce the

consonant /d/ or /t/ along with the final syllable: wan-tɪd, nee-dɪd.

- Explain the task: Students will listen to past tense verbs and indicate what end sound they hear.
- Play the cassette or say the words aloud, enunciating clearly. Have the students listen and read.
- Play the cassette again as students do the activity.

Answers

- | | | |
|---------|---------|---------|
| 1. /ɪd/ | 4. /ɪd/ | 7. /t/ |
| 2. /t/ | 5. /d/ | 8. /ɪd/ |
| 3. /d/ | 6. /t/ | 9. /d/ |

2 I had a fun weekend.

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

- Play the cassette or read the conversation aloud with a volunteer. Play the cassette again, pausing after each line so students can repeat the lines.
- To review the past tense of regular verbs, write the following sentences on the board:

I *work* every day. I *worked* on Saturday.

Remind the students that the form is the same for all persons: *I, you, she/he, we, they worked*.

- Write these words from the exchange on the board:

stayed, was, watched, did, visited, have

Ask the students which verbs have a common ending (*visited, stayed, watched*).

- Go over the verbs in the grammar box on page 110. Tell the students that the verbs under the **Present** column do not form the past tense with *-ed* because they are irregular verbs. Students have to memorize the past tense forms of irregular verbs.

Write the following two headings on the board and have the students list the verbs from the board under the correct column:

Regular	Irregular
worked	went
visited	had
stayed	did
watched	was/were

- Model the exchange with an advanced student.
- Have the students work in pairs and complete the conversations by filling in the missing words.
- Circulate to monitor progress and offer help as needed. Call on individual pairs to present the conversations for the class.
- As a follow-up, have the pairs follow the models in their book to talk about their past weekends.

Answers

1. was/danced/was/was
2. talked/listened/shouted
3. was/was/visited/cooked/watched
4. Did/was/went/went/talked

3 What did you do last weekend?

► Speaking ► Reading

- Read through the activities with the students. Make sure they understand all of the vocabulary.
- Have the students check all the activities they did last weekend. If they did something that's not mentioned in the list, tell them to check *other* and write the name of the activity.
- To prepare the students for the pair activity, write these questions and answers on the board:

Did you clean the house? *Did you go to the movies?*

Yes, I *cleaned* it. Yes, I *went* to the movies.

Explain that we use *did* and the **simple form** of the verb to form past tense questions. Point out

that the question form is the same for both regular and irregular verbs. Give examples and write them on the board:

Did you visit your aunt? Did you eat the chocolate cake? etc.

- Set up pairs. Tell them not to consult the lists in their books. Have the students question each other about how they spent the last weekend, using *Did you . . . ?* Partners discuss their past weekend activities. Circulate to monitor progress and offer help as needed.
- When all the pairs have finished, have individual students report how their partners spent their weekends.

4 Headline News

► Listening

- List the headlines (*Thunderstorms Close Airport, Over 1,000 Attend Singer's Wedding, Floods Close Freeways, Baseball Game a Sellout*) on the board or use an OHP. Ask the students what they think they are. Try to elicit the word *headline*. Write the word on the board. Ask them where they can find headlines (*in a newspaper*).
- Ask for guesses about each headline's meaning. Have the students paraphrase: *Thunderstorms Close Airport* means *there were heavy rains. No planes could land or take off.*
- Explain the task: Students will listen to conversations in which Oscar, Ivan, and Nelson talk about their weekends. Then students will match each person with the correct newspaper head-

line. One of the headlines will not be mentioned in the conversations.

- Play the cassette or read the tapescript aloud. Play the cassette again with pauses, and tell the students to write the name of the person under the correct headline.
- Call on individual students to give the answers. Then play the cassette again for students to verify their answers.

Answers

Nelson → Thunderstorms Close Airport

Oscar → Floods Close Freeways

Ivan → Baseball Game a Sellout

5 Personal Time Line

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

- With your students, discuss the idea of life's most important moments. Give a personal example: *I will always remember the time when I graduated from college in May of 1989. It was a sunny weekend, and I felt very excited and proud.*
- Elicit from students a brief description of an important event in their lives, and write this on the board (for example, *got married, came to live in a new country, had children*).
- Explain the purpose of a time line: to map a sequence of events along a straight line. The start of the line represents the earliest point, and the end of the line is the most recent point. Have students read Bill Gates's time line on page 112 of their Student Book. Go over any unfamiliar vocabulary. Allow time to answer questions or clarify anything the students do not understand.
- On the board, draw and label a time line for yourself. Include at least five important events.
- Instruct the students to write their own time lines. Circulate to monitor progress and offer help with vocabulary as needed. Remind the students to use verbs and verb phrases in the past tense. Write some relevant verbs on the board and explain any difficult vocabulary: *born, graduated, married, had children, left my country, emigrated*, etc.
- Students work in pairs to do the second part of the exercise. They show their personal time line to their partners, and discuss the important events in their lives. Instruct each student to write four of the most important events in his/her partner's life on the chart at the bottom of the page.
- Students in pairs take turns talking about the most important year of their lives, explaining its significance to them.
- Call on several students to tell what the most important year in their partner's life was and why.

Additional Activity See Unit 10 Appendix.

WORKBOOK In class or for homework, assign Workbook Lesson 1.

Lesson 2

WARM UP

- Describe one of your favorite local restaurants or luncheon spots to the students: *My favorite restaurant is Sushi Desse. They have the best sushi in town. The fish is fresh and delicious, and the prices are reasonable, too. I usually get noodle soup and lots of sushi rolls.*
- Make sure the students understand the meanings of the words *restaurant* and *menu*. Go around the room, asking students to name some of their favorite local restaurants. Then ask: *What is on the menu?* Have them name some of the items they like best and describe any unfamiliar dishes.
- Have a volunteer go to the board and write down the names of your students' favorite

restaurants as the other students name them (and dictate difficult spelling, as needed). Under each restaurant's name, have the volunteer write down several food items they serve. For example:

Sushi Desse

sushi rolls and noodle soup

Seoul Cuisine

kimchee chigae and bibimbap

- Summarize briefly: *Our favorite restaurants serve all kinds of international foods: roti, burgers, sushi, chicken marsala, and kimchee chigae.*

PRESENTATION

How do you use this machine?

- **Set the stage.** Read the lesson title aloud and have the students look at the picture. Write the phrase *vending machine* on the board and ask the students if they know what it is. Have a volunteer point to the vending machine in the picture. Have the students predict why Oscar and Tony want to use the vending machine (*they want something to eat*).
- **Personalize the situation.** Ask the students if they have ever used a vending machine. Ask: *What did you buy?* List their answers on the board:
soda, stamps, candy, pretzels, etc.
- **Focus on selected items.** Explain specific vocabulary relating to money and coins. Show students a quarter, a dime, a nickel, and a penny. Place a large variety of change on your desk. Have four volunteers in turn show the class different coin combinations that equal fifty cents (*two quarters; a half dollar; five dimes; one quarter, two dimes, and a nickel, etc.*).
- **Set the listening task.** Write the following statement on the board and have the students copy it

in their notebooks. Tell the students to listen to the conversation and then complete the sentence by circling the appropriate answer. Play the cassette or read the conversation aloud.

Don't use _____ in the vending machine.

a. nickels b. pennies c. quarters d. dimes

- **Check the listening task:** Call on a volunteer to give the answer (*b*).
- **Play or read the conversation aloud again with pauses after each line.** Students listen and repeat each line after you. Make sure they use natural speed and intonation.
- **Engage students in pair work.** Have the students in pairs practice reading the conversation aloud. Each student reads one role and then they switch. As a follow-up, have the students pantomime using a copier, a fax machine, or a computer.
- **Circulate and monitor progress.** As they practice the conversation, help students with pronunciation and intonation.

1 Make your selection.

► *Speaking* ► *Reading* ► *Writing*

- Set up pairs. Have the pairs look at the pictures and discuss and identify what they see. Next have the students look over the exercise items. Have them consider how to complete each imperative sentence. They may refer back to the presentation page conversation for a reference, or they may act out the use of the machines in the pictures.
- Have the students complete the exercise. Call on several students to dictate the answers. Check these for accuracy and write them on the board.

Answers

2. coins/bills, pennies
 3. button
 4. cup/coffee/hot beverage
1. your selection
 2. Insert
Don't use
 3. Press
 4. Remove

- Read the instructions for the second part of the exercise. Play the cassette or read the script and have students listen and take notes. Then have the students work in pairs to write instructions on how to use the stamp machine. Call on pairs to read their instructions aloud and compare them with those of their classmates.

Expansion

- On separate slips of paper write the names of items sold in vending machines—for example, sodas, coffee, stamps, candy, cookies, gum, sandwiches.
- Give each student a slip of paper with an item written on it. Call on one student at a time to mime using the vending machine and consuming the product (such as chewing the gum or affixing a stamp to an envelope). Have the class guess what the student has bought.

2 Word Bag: Food and Drink

► *Reading* ► *Writing*

- Tell the students to look at the menu. Write the headings on the board:
Soup Salads Drinks Sandwiches Desserts
- Ask the students for an example of each category. Write it under the appropriate heading. For example, **Soup: vegetable**.
- Put the students into pairs. Tell them to write the words under their correct category on the menu. Some words may be placed under more than one heading.
- Circulate to monitor progress and offer help as needed. Then call on individual students to

come to the board and write the words under the correct headings.

Answers

- Soup: vegetable
- Salads: tuna, caesar, chef's
- Drinks: coffee, milk, soda, iced tea
- Sandwiches: hot dog, hamburger, ham and cheese, grilled cheese
- Desserts: ice cream, apple pie, chocolate cake

3 Let's get something to eat.

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

- Have the students read the ad. Ask introductory questions, such as *What time does the Star Restaurant open? What do they serve?* Have the students answer in complete sentences: *It opens at 11:30. They serve sandwiches.*
- Play the conversation or read the tapescript aloud. Have the students listen and repeat chorally.
- Have the students work in pairs to practice the conversation. As a follow-up, have them create a short conversation of their own in which one partner invites the other to do an activity, such

as watching a movie or playing soccer. After the students have role-played the conversation, have them write it down in their notebooks. Tell them to follow the format of the conversation in their books.

Oscar: Would you like to go to a movie?

Tony: Sure.

- Circulate to monitor progress and answer any questions. Then call on pairs to present their conversation to the class.

4 Are you ready to order?

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

- Have students close their books. Write these questions on the board and instruct students to listen carefully for the answers, then write them in their notebooks.

What kind of sandwich does the customer want?

What size soda does the customer order?

What does the customer want for dessert?

- Play the cassette or read the tapescript aloud twice. Have students listen and write down the answers. Then have them look over the conversation in their books to verify their answers.

- Point out these phrases: *Would you like . . . ?* and *I'd like . . .* Tell the students that *Would you like* is a polite way to ask *Do you want . . . ?*
- Read the conversation aloud line by line. Have the students repeat.
- Have the students practice the conversation in pairs. As a follow up, pairs can role-play a restaurant scene, choosing food items from the menu in their Student Books.
- Circulate to offer help. Then call on different pairs to perform their conversation for the class.

5 Information Gap Activity, pages 137 and 138.

► **Listening** ► **Speaking**

- Put students into pairs. Have Student A look at page 137, and Student B at page 138. Remind them not to look at each other's pages.
- Explain that each student has two menus, one with prices and one without. Each partner has to ask questions to find out the missing prices with which to complete his/her menu.

- Refer the students to the **Useful Language** box at the bottom of the page. Have the students ask each other questions about food and drink prices and write the missing information in their books.
- Have the students check their information by comparing their books after they have completed the activity.
- Circulate to monitor progress and offer help.

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

Lesson 3

WARM UP

- Tell the class where you are going to spend your next vacation. Share what you plan to do there: *I am going to Cape Cod in Massachusetts for my next vacation. I love the sandy beaches and the long, winding bicycle trails.*
- On a piece of paper, have the students write the name of their favorite place to spend a vacation. Tell the students not to write their names on the paper.

My favorite vacation spot is (city/state or country).

I'm going to (visit/see/explore) _____.

- Instruct the students to fold the paper and put it in a container on your desk. Shuffle the pieces of paper.
- Call on a student to draw a piece of paper, read it aloud, and have the class try to guess who wrote it. The student who guesses correctly comes to the front of the room, draws the next paper, and initiates the next round. Play continues until all the papers have been read aloud.

PRESENTATION

School's almost over!

- **Set the stage.** Read the lesson title aloud. Have the students look at the pictures. Explain that Gina, Tony, and their friends are planning activities for their school break. Have the class guess what each is going to do (*Tony is going to go to the beach, and Gina is going to New York*).
- **Personalize the situation.** Elicit from students what kinds of activities they are going to do during their school break (*swim, visit friends, drive to the beach, etc.*). Write these on the board.

During the school break, I'm going to _____.

- **Focus on selected items.** Explain specific vocabulary or phrases (*seminar, employer, excited, etc.*) that might affect students' overall understanding of the conversation.
- **Set the listening task.** Write the following questions on the board:
 1. Where is Tony spending his school break?
 2. Who is sending Gina to New York?

Tell the students to listen for the answers and write them in their notebooks. Play the cassette or read the conversation aloud.

- **Check the listening task.** Call on individual students to answer the questions on the board.

Answers

1. Tony is spending his school break in Florida.
2. Gina's employer is sending her to New York.

- **Play or read the conversation aloud with pauses.** Have the students listen and repeat each line after you. Make sure they use natural speed and intonation.
- **Engage students in pair work.** Have the students practice reading the conversation aloud. Each student reads one role and then switches parts. Encourage the students to use the "read and look up" technique. As a follow-up, have the partners discuss what they are going to do during their next vacation or school break.
- **Circulate and monitor progress.** Help the students with pronunciation and intonation as they practice reading the text.

1 Word Bag: Leisure Activities

► Reading ► Writing

- Explain to the students that they are going to discuss leisure-time activities. Clarify that these are activities one does for fun during free time. Model the pronunciation of the words and categories. Clarify the meanings of unfamiliar terms, such as:

live performances = events where a singer, a dancer, a musician, or an actor performs before an audience

exhibitions = displays of objects such as sculptures, paintings, or antiques

sporting events = sports performed before an audience

gatherings with friends = parties, outings, or activities done in groups

- Have the students work in pairs to put the activities into the correct categories. Have the pairs add two more activities to each list. Then, go over answers with the class.

Answers

Sporting events: soccer match, football game, basketball game

Live performances: concert, a stage play, a musical

Exhibitions: art show, car show, museum

Gatherings with friends: barbecue, beach party, camping, fishing, amusement park, picnic

2 Invitations

► Listening ► Reading

- Explain to the students that the present continuous is a common form for describing future events. The simple present (*Does your sister work on Sundays?*) describes a regular, unchanging event, and the present continuous (*Is your sister working on Sunday?*) asks about a specific, one-time event or day.
- **Going to + verb** can also be used to refer to the future (*Are you going to work on Sunday?*). This adds the notion of intention.
- On the board, write examples of statements in the simple present and the present continuous. Help the students determine which sentences describe regular events, and which convey a notion of future intent. Have volunteers then come to the

board and write either **simple present** or **present continuous** next to each sentence.

- Play the cassette or read the invitations in Column A. Call students' attention to the fact that the invitations are for a future date.
- Have the students work in pairs to match the invitations in Column A with the responses in Column B. Call on pairs of students to give the correct answers.

Answers

- | | |
|------|------|
| 1. c | 3. d |
| 2. a | 4. b |

3 What are you going to do during the break?

► Listening ► Speaking

- Have the students look at the sample exchange. Model the conversation with several students.
- Divide the class into small groups. Each student will interview the other members of the group

and, in a notebook, write their names and what they are going to do during semester break.

- Call on students to report what the members of their group are going to do during the break.

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

5 Wrap Up

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

- Have the students look at the sample exchanges. Point out that the conversations are contrasting past and future actions. Then model the exchanges with a student.
- Divide the class into small groups. Have each student record the names of the other group members in the chart in their books.
- Tell students to interview the other group members and write what they did last weekend *and* what they are going to do next weekend in the spaces provided. They should also include their own past and future weekend activities.
- Circulate to monitor progress and offer help as needed. Then call on several students to report their findings to the class. As students report their findings, note interesting and unusual activities on the board.

STRATEGIES FOR SUCCESS

- Review the introduction you offered in previous units. Briefly explain the new strategies to students. For this unit the techniques are (1) writing about familiar information and, (2) creating authentic contexts for speaking and listening to English.
- Go over the meaning of an autobiography. Have the students suggest what sort of information and facts could go into a brief autobiography. List their suggestions on the board. Then, as a homework assignment, have the students write about their life stories, including details and using vivid descriptive language.
- In small groups, have your students visit a coffee shop, fast food place, or restaurant where English is spoken. Remind the students to converse and order in English and to have fun! Have the groups give brief reports about the experience.
- Recycling strategies: Help students to look through the earlier list of strategies and choose their three favorite ones. Strongly encourage them to keep practicing during the school break. Remind the students to write often in their journals and try to expand their working English vocabulary. Instruct them to continue working on English conversation with a partner.

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

CHECKPOINT

The Checkpoint is a quick self-assessment of the students' level of comfort with each proficiency in this unit.

- Have the students read along while you read each entry under the **I Can** heading. Explain that they should make a checkmark in their books next to each entry to show what they have learned in the unit.
- Explain that students should check the appropriate column, depending upon how comfortable they feel with each new learning topic. If they are certain they can communicate specific information, for example, they should check the **Yes!** column. If they are in some doubt, they should check the **Sometimes** box. And if they feel unable to communicate the information, they should check the **Not Yet** box. Have the students evaluate themselves in regard to each of the items under the **I Can** heading.
- Monitor all the **Checkpoints** in the classroom for a quick assessment of your students' self-reported level of comfort with each competency.
- Explain the **Learning Preferences**. In terms your students can understand, discuss the importance of identifying and using various learning strategies. Tell the students that we all learn new things in different ways. Some prefer to work with a partner; others learn better by working alone. The student book tries to give all students a chance to learn in various ways through listening, speaking, reading, writing, doing activities, and playing games.

GRAMMAR AND COMMUNICATION SUMMARY

- Point out to the students the vocabulary, grammar summaries, and communication summaries on the last two pages of each Student Book unit. Explain any unfamiliar

terms on these pages as clearly as possible. Have the students review these pages before they go on to the next unit, or as needed while studying the unit.

Appendix

ADDITIONAL ACTIVITIES

Lesson 1, Exercise 5 (p. 112)

A Century of Change

- Before class, photocopy or recreate the bottom half of this page and prepare handouts for the students.
- Explain that the students are going to read about some important events in recent history in order to complete a 20th-century time line. Go over any unfamiliar vocabulary with the students. Review the purpose of a time line.
- Give out the handouts and explain the task: to match each date to its event.
- Have students work in groups and consult an easy-to-read encyclopedia in the school library or search for information online. Have them match dates and events, then write the letter of each event in its correct position on the time line.
- Call on individual students to read the answers. Make sure they are pronouncing the past tense correctly. Have them read the complete sentence: *Hillary climbed Mt. Everest on May 29, 1953.*

Research projects

- Put students in eight groups. Assign one event to each group and have the students do addi-

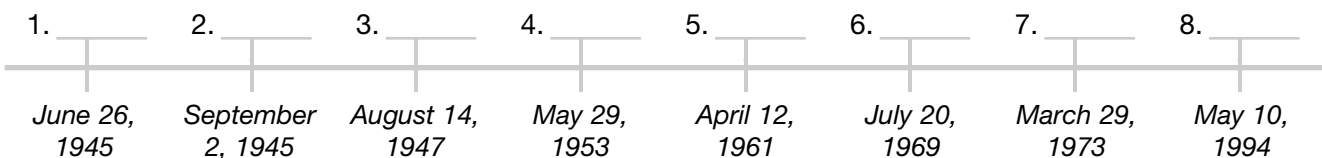
tional research. Give the students some help in understanding and using the reference works. Have the group take notes and appoint a recorder to describe what they have learned to the class in a brief oral report.

Answers

1. G The United Nations held its first session on June 26, 1945.
2. C Japan surrendered and World War II ended on September 2, 1945.
3. B India won independence from Great Britain on August 14, 1947.
4. A Sir Edmund Hillary climbed Mt. Everest on May 29, 1953.
5. F Russia launched the first man in space on April 12, 1961.
6. D The first man walked on the moon on July 20, 1969.
7. H America retreated from Vietnam on March 29, 1973.
8. E Nelson Mandela became South Africa's President on May 10, 1994.

Events

- | | | |
|---|--|---|
| A. Sir Edmund Hillary climbed Mt. Everest. | D. The first man walked on the moon. | G. The United Nations held its first session. |
| B. India won independence from Great Britain. | E. Nelson Mandela became South Africa's President. | H. America retreated from Vietnam. |
| C. Japan surrendered and World War II ended. | F. Russia launched the first man in space. | |



WORKBOOK ANSWER KEY, Lesson 1, pp. 70–72

Exercise 1

1. Yesterday morning, Marvin *jumped* out of bed and *tripped* over his dog.
2. There *wasn't* any hot water, so he *had* a cold shower.
3. When he *shaved*, he *wasn't* careful, and he *cut* his face.
4. He *went* to the front door to get the newspaper. It was raining, so the newspaper *was* very wet.
5. At breakfast, Marvin *spilled* coffee on his favorite shirt and *burned* himself.
6. He *ran* to the bus stop, but he *missed* the bus.

Exercise 2

1. organized
2. passed
3. were
4. baked
5. made
6. bought
7. brought
8. thanked
9. was
10. played
11. had

Exercise 3

Answers will vary.

Exercise 4

1. Did
2. call
3. didn't
4. Did
5. have
6. did
7. Did
8. type
9. Did
10. meet
11. didn't
12. Did
13. plan
14. did
15. organize
16. Did
17. make
18. did
18. do
20. went

WORKBOOK ANSWER KEY Lesson 2, pp. 73-74

Exercise 1

Wording will vary.

Waiter: Can I help you?

Naomi: Yes, I'd like a cheese-burger and French fries.

Waiter: Do you want/Would you like anything to drink?

Naomi: Yes, a soda please.

Waiter: What size—small or large?

Naomi: Small, please.

Waiter: Do you want/Would you like anything else?

Naomi: Yes, I'd like/I'll have some ice cream for dessert.

Waiter: Vanilla or chocolate?

Naomi: Chocolate, please.

1 cheeseburger	3.75
1 order of French fries	.95
1 small soda	.95
1 chocolate ice cream	2.00
Total	7.65

Exercise 2

Across

- 2. sizes
- 4. menu
- 6. ice cream
- 8. quarter
- 9. drink
- 11. waiter
- 12. change

Down

- 1. vegetable
- 2. sandwich
- 3. slice
- 5. milk
- 7. order
- 10. salad
- 12. cup

WORKBOOK ANSWER KEY Lesson 3, pp. 75-76

Exercise 1

Answers will vary.

Exercise 2

Answers will vary.

Exercise 3

1. After class Tony is going to have lunch with Carlos.
2. Tonight, Tony is going to the movies.
3. Tomorrow, Tony is going to work all day.
4. On Wednesday, Tony is going to see the doctor at 3:00.
5. On Thursday, Tony is going to visit Aunt Maria.
6. On Friday, Tony is going to paint the kitchen.
7. This weekend, Tony is going to go to New York.

Exercise 4

Answers will vary.