VOYAGES

Teacher's Resource Manual

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PRENTICE HALL REGENTS
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| • Word stress  
* e.g., thirteen vs. thirty | • Ask and give the time |
| | • Talk about the weather and the seasons |
| | • Talk about ongoing actions |
| | • Talk about clothes and colors |
| • Contrasting sounds:  
* /t/ vs. /θ/ | • Talk about daily routines |
| | • Talk about holidays |
| | • Ask about availability |
| | • Ask for locations in a supermarket |
| | • Ask about prices |
| | • Discuss plans for a party |
| • /a/ vs. /ə/, e.g., cop vs. cup | • Ask for information |
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| • Questions with or | • Respond to interview questions |
| | • Talk about abilities |
| | • Discuss a person’s suitability for a job |
| • Rising intonation in yes/no questions | • Complete an application form |
| | • Read a menu |
| | • Create a personal time line |
| • Final -ed sounds:  
* /t/, /d/, /Id/ | • Talk about past activities |
| | • Order in a restaurant |
| | • Make a suggestion, invite someone |
| | • Decline an invitation |
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| | • Read for specific information |
| | • Make a class poster |
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| | • Write a simple ad |
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| | • Write a postcard |
| | • Read for details |
| | • Write about daily routines |
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| | • Read entertainment schedules |
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
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 skill 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 tapingcripts 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.

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.

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.

Internet Skills

Using the Internet is a skill that needs to be learned in today’s technological society. ESL 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.
## PHONETIC SYMBOLS

### Consonants

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<th>Example</th>
<th>Pronunciation</th>
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### Vowels

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## 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

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## Last Names

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UNIT 1

Overview

TOPICS
• Meeting people
• Greetings
• Introductions
• Leave-takings

COMMUNICATION GOALS
Listening and Speaking
• Greeting people
• Introducing yourself and others
• Exchanging personal information
• Saying good-bye
• Asking how to spell something
• Thanking someone

TOPICS
• Meeting people
• Greetings
• Introductions
• Leave-takings

GRAMMAR
• Subject pronouns
• Present tense of be
• Information (wh- ) questions
• Affirmative statements
• Contraction s (I’m, He’s, She’s, It’s, We’re, They’re)
• Prepositions (from, in)

COMMUNICATION GOALS
Reading and Writing
• Reading a world map
• Reading a bulletin board
• Using capital letters and punctuation marks
• Writing a conversation based on a picture
**SKILL STANDARDS**

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<th>WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*</th>
<th>GENERAL COMPETENCIES / CASAS*</th>
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<tr>
<td>Basic Skills</td>
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<td><strong>Interpersonal</strong></td>
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<td>Contributes to group efforts</td>
<td>7.4.2 Take notes or write a summary or an outline</td>
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<td><strong>Technology</strong></td>
<td>7.4.3 Identify, utilize, or create devices or processes for remembering information</td>
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</tr>
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<td>7.5.6 Identify or use strategies for communicating more successfully</td>
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* See Introduction, page viii, for additional information on SCANS and CASAS.
Lesson 1

WARM UP

- Give each student a name tag. Have students write their names and countries/cities/towns of origin on the tags and attach them to their clothing, or have them hold the tags in front of them. Make a name tag for yourself. (Keep the tags for use in the following exercises.)

Note: If the students are from the same country, have them write the names of their hometowns, streets, or neighborhoods.

- Hold your tag up and say:
  I'm (your name).
  I'm from (country, hometown, or street).

- Have the students turn to their classmates and say their names and places of origin. Ask them to circulate throughout the room, exchanging personal information.

PRESENTATION

Hello. My name’s Lynn.

- Set the stage. Explain to the students that two people are meeting for the first time in line at the Immigration Office. Ask the students to look at the picture. Ask them to predict what the conversation might be about. Play the cassette or read the conversation and have the students read along silently.

- Personalize the situation. Model the conversation with a student, using personal information.

  Teacher: Hello. My name’s (your name).

  Student: Hi. I’m (student’s name).

  Teacher: Where are you from?

  Student: (Place of origin). And you?

  Teacher: I’m from (place of origin).

- Focus on selected items. Elicit as much vocabulary as possible regarding appropriate ways to introduce yourself to another person. For example, your students may say: Hello, Good morning, Hi, etc. Write the vocabulary on the board. Make sure that Good morning / afternoon / evening are on the board as well. If the students do not give these greetings, ask pertinent or leading questions. (E.g., Tell me a greeting for the morning.)

- Set the listening task. Put the following grid on the board or use an overhead projector (OHP). Have the students copy it. Ask them to listen and check (✓) the city Lynn and Yumiko are from. Play the cassette or read the conversation.

<table>
<thead>
<tr>
<th></th>
<th>Tokyo</th>
<th>Beijing</th>
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<tr>
<td>Lynn</td>
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<td>Yumiko</td>
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- Check the listening task. Call on a student to fill in the chart on the board. See if others agree or disagree, and verify the answers.

- Play or read the conversation aloud with pauses. Have the students listen and repeat each line. Make sure they use natural speed and intonation.

- Engage students in pair work. Have the students practice the conversation in pairs, alternating which person begins the conversation.

- Circulate and monitor progress. As the students practice the conversation, help them with pronunciation and intonation. Have the students read each line or phrase silently and then look up as they say the line. Demonstrate this “read and look up” technique, which helps students to group words into phrases and ensures natural intonation rather than word-by-word reading.

Teaching Tip

Students should not memorize the conversation. The purpose of reading the conversation aloud is to help develop confidence and fluency. Students learning a foreign language are sometimes inhibited by having to make strange sounds. To overcome this problem, offer students the opportunity to experiment vocally in a secure environment.
1 Where is she from?  

- Have the female students stand on one side of the room, the male students on the opposite side. Make sure the students have the name tags they made at the beginning of the unit. Ask them to hold the tags in such a way that everybody can see their name and place of origin.

- Indicate a female student and say: This is (name of student). She is from (place of origin). Introduce he in the same way. Repeat, using several students’ information. Every time you gesture to a student, he/she should step forward to be identified and then step back into the gender group. If you have only male or only female students, use pictures from the Student Book to indicate the opposite sex.

- To introduce they and contrast it with he and she, call on all the students in the front of the class to sit down at the same time while those in the back remain standing. Indicate the group sitting and say: They are sitting. Indicate the other group and say: They are standing. To make clear that the plural they is without gender, ensure that each group has both male and female students. Then repeat the sentences.

- To indicate that the plural they refers to any number above one, group small numbers of students around the class and refer to them by an identifying characteristic: They are tall. They are short. They are from Japan.

- To introduce the pronoun you as both singular and plural, have two students stand a few feet apart. Approach one of them and introduce yourself, using the conversation practiced at the beginning of Lesson 1.

  Teacher: Hello. My name’s (your name).
  Student: Hi. I’m (student’s name).
  Teacher: Nice to meet you, (name of the student).

- Turn to the other student and repeat the conversation. Then gesture to each and repeat: Nice to meet you, (name of student). Then bring both students together and act out an introductory handshake with each one. Say: Nice to meet you, (both names).

- You can gesture to each student for emphasis when you say you. If you want to reteach the concept, continue the conversation, using other questions. For example:

  Teacher: Where are you from?
  Student: (Place of origin). And you?
• To introduce the pronoun *we*, include yourself in one of the groups. For example, join the group of students sitting down and turn to the rest of the class and say: *I am sitting down, and they are sitting down. We (add emphasis) are sitting down.* Then join the group of students standing and say: *I am standing, and they are standing. We (emphasis) are standing.* Then call on individual students in each group and ask them to repeat the sentences.

• Open books. Ask the students to look at the pictures on pages 2 and 3. Play the cassette or read the conversations aloud, pointing first to the picture of Ann Brennan (on Student Book page 2), then Gina Poggi (Student Book page 3). Then point to a student and ask, *What’s your name?* Elicit the student’s name. Ask, *Where are you from?* Elicit the response, *I’m from (place).* Point to the student again, and ask the rest of the class, *What’s her name?* Elicit the response, *Her name’s (name).* Ask, *Where’s she from?* Elicit the response, *She’s from (place).* Finally, have the students work in pairs, look at the remaining pictures, and take turns asking and answering questions about the people.

**Pronunciation Note:** Have the students practice the reduced or concentrated pronunciation of *where is /hweryz/ and where are /hweryr/.* Have them repeat after you:

- Where is /hweryz/ she from?
- Where is /hweryz/ he from?
- Where are /hweryr/ they from?

*Where’re* is not a common written form, but it is a common spoken form.
2 Could you spell your last name?  
- Play the cassette or read the letters aloud. Ask students to listen to the letters, point to each one, and repeat.
- Read the conversation aloud or play the cassette. Play it a second time and have students listen and repeat each line. Then play the six other conversations on the cassette.
- Then divide the students into pairs. Have them practice the conversation, using information about themselves. Encourage students to use the “read and look up” technique.
- Finally, call on pairs of students to act out the conversation for the class, without consulting their books.

3 That’s L-o-l-a  F-l-o-r-e-s.  
- To demonstrate this activity, have six students stand in a circle in the front of the room.
- Draw the seating chart on the board or use an OHP. In the box that says “Start Here” write:
  I’m (your name).
  I’m from (your country).
- Next ask a student her name and where she is from. Have her write her name and native country in the next box. To make sure that students understand the activity, continue the exercise with one or two more students, filling in their information in the boxes of the chart on the board.
- Put students into small groups of no more than six and have them do the activity. Circulate to monitor progress and offer help as needed. Make sure that students are writing the names and native countries of their classmates in their seating charts.
- To complete the second half of the exercise, have each group appoint a leader. Then have each group member fill out the report on the top of page 5 of the Student Book. All group members should fill in the appropriate numbers in the report.
- Finally, call on group leaders to share their results with the class. Discuss the results and draw conclusions.

Expansion  
- You may wish to play a chain game with the entire class, using students’ personal information. The first student gives his name and native country. The next student repeats the first student’s information and then gives her own information. The third student repeats the information of the previous two classmates and then gives his own information, and so on around the circle. This is a good exercise to practice I’m, He’s, She’s and to help classmates learn each other’s names.
4 Hear it. Say it.  🔊

Falling Intonation

**Note:** These descriptions are for the teacher’s information only. At this level, students learn best by imitating your pronunciation.

- **Pronunciation Practice:** This exercise focuses on rising-falling intonation. This pattern is used at the end of a simple greeting or leave-taking. Native English speakers usually raise their voice and then let it drop.

- Where we place emphasis in a sentence will determine the intonation pattern. In a short sentence, such as “Good morning” (see student book page), what comes immediately before the stressed syllable is spoken on a normal tone. What comes after is spoken on a low tone.

- This downward movement of the voice is called a **shift** and can be represented by a vertical line between the emphasized syllable **MORN** and the unstressed syllable **-ing** that follows.

- When the last sentence stress and its high note come on the very last syllable, as in “Goodbye” (see student book page), the voice makes a **slide**, which can be represented by a curved line. As the last syllable is pronounced, the voice descends.

- Play the cassette or read the phrases one at a time. Have the students repeat chorally. Correct their pronunciation and have them repeat the lines as needed.

5 See you on Monday.  📅

- Write the following two headings on the board: **Greetings / Leave-takings**.

- With books closed, play the cassette or read the sentences aloud one at a time. Have the students repeat chorally.

- After the students repeat each line, ask a volunteer to tell you whether the word or phrase belongs under **Greetings** or **Leave-takings**. Write each word and phrase under the appropriate heading.

- For the second part of the exercise, have the students work in pairs. Ask them to complete the sentences with an appropriate word or phrase from the list on the board. Then call on individual students to read their answers.

- Finally, read the sentences or play the cassette for students to verify their answers.

**Answers**

- **Good morning.**
- **Any greeting**—answers will vary.
- **later or Monday or tomorrow**
- **Good evening.**
- **Leave-taking**—answers will vary.

- At the end of the class, the students should say good-bye to you and to their classmates, using some of the leave-taking expressions they have been practicing.

**WORKBOOK**  
In class or for homework, assign Workbook Lesson 1.
**Lesson 2**

**WARM UP**

- Move around the room, pointing to individual students. Ask the class or an individual to identify each student by name. As a prompt, say: *Who’s this? Is this _________?*

- Give a wrong name to prompt the class to correct your error or admit that they don’t know a student’s name. This will allow students to practice identifying themselves and others, as learned in Lesson 1. Whenever the class cannot identify a student, take the opportunity to introduce that student. On the board, write: *This is (name). He/She’s from (country).*

- After the students have heard this conversation several times, briefly teach the concept of *introducing*. With two advanced students, role-play an introductory conversation. Call on volunteers to demonstrate proper responses to an introduction. (Use *It’s nice to meet you.*)

- For practice, group students in threes and have them introduce one classmate to the other. Each group member should take a turn while you circulate and help with pronunciation.

**PRESENTATION**

*Tony, this is Lynn.*

- **Set the stage.** Tell the students to look at the picture and guess what is happening. (*Tony and Yumiko meet in front of the school. Yumiko is introducing a new student to Tony.*) Play the cassette or read the conversation as the class reads along silently.

- **Personalize the situation.** Ask the students if they say special words when they introduce one person to another in their culture. Do they say the same thing when they introduce a younger person to an older one? Is there a special way that one honors an older person and shows respect? Have students describe any differences.

  **Culture Note**
  
  In U.S. culture, we all use the same greetings and introductory phrases. We say *Nice to meet you* or *Pleased to meet you* to any new acquaintance, regardless of his/her age or social status.

- **Focus on selected items.** Tell the students that *Thanks* is an informal way of saying *Thank you.*

- **Set the listening task.** On the board, write *Where’s Lynn from?* Tell the students to listen for the answer. Play the cassette or read the conversation.

- **Check the listening task.** Call on a student to answer the question (*China*). See if others agree.

- **Play or read the conversation aloud with pauses.** Have the students listen and repeat the conversation after you one line at a time. Make sure that they use natural speed and intonation.

- **Engage students in group work.** Have the students work in groups of three. Have each member introduce a newcomer to the third member of the group.

- **Now have the students remain in their groups of three and look at the three pictures.** Have the students volunteer any additional phrases they have heard to respond to the question *How are you?*  
  
  *Fine! Not well.*  
  
  *I’m doing well. Not bad. Not too good.*

- **Have the students work with partners and practice the conversation, alternating roles.** Tell them to use their own information and the phrases they just practiced.

- **Circulate and monitor progress.** As students practice introductions and the conversation, help them with pronunciation and intonation.
EXERCISES

1 He’s Prince Naruhito, and she’s Princess Masako.  🎧

Note: Several days prior to doing this exercise, have the students bring in a small snapshot of themselves to paste in their student book in the appropriate space.

- On the board, write:
  
  I am = I’m  
  you are = you’re  
  we are = we’re  
  he is = he’s  
  they are = they’re  
  she is = she’s  

- Play the cassette or say the phrases and their contractions and have the class repeat them chorally.

Listening  ➤ Speaking  ➤ Reading  ➤ Writing

- For the second part of the exercise, have the students work in pairs. Tell them to complete the sentences, writing down their answers. Then read the conversations aloud for students to correct any mistakes. Finally, have them show their own pictures to the class and read their personal descriptions aloud.

Answers

1. He’s, She’s, They’re
2. She, She’s
3. is, He’s
4. I am (name). / I’m from (country).
2 Find someone who . . .

- Put the chart from the student page on the board.
- In the first column, fill in the blanks with four geographic locations that represent your students’ places of origin. You may wish to select four different cities, countries, or even continents. Be sure that your choices do correspond with your students’ native homes.
- Ask the students to copy these locations in their book, in the chart.
- Now have the students circulate among their classmates to find answers. Tell them to write down their classmates’ names in the second column in the chart. (It’s possible that several students come from the same place.)

Teaching Tip

If you have a big class, arrange students in groups. Make these groups as diverse as possible. Tell the students to circulate among their group members and fill in the chart with names.

- For the second part of the exercise, have the students complete the sentences in their books, using the information from their chart. Call on several students to report the results. If students worked in groups, call on a representative from each group to report the results of the search.

3 Information Gap Activity, pages 121 & 122.

- Put students into pairs. Have one student look only at A on page 121, the other only at B on page 122. Remind them not to look at each other’s pages.
- Explain to the students that each member of the pair has different information about the people in the four picture frames. Some of the names, countries, and courses are missing. The students must ask questions of their partner to find the missing information for their books. Demonstrate with one of your more proficient students.
- Refer the students to the Useful Language box at the bottom of the page. Have them ask each other the questions about the four people and write the missing information in their books.
- The students should check their answers by showing each other the page after they have completed the activity.
- Circulate to monitor progress and offer help as needed.

WORKBOOK In class or for homework, assign Workbook Lesson 2.
Lesson 3

WARM UP

• On the board, write the following sample note from Lynn to one of her friends back in Beijing.

   Dear Shu Ling,

   Hello. How are you? I am well. Today I’m learning about my new ESL class. We have students from Spain, Russia, and Japan. We are all studying English together. It’s very exciting for me. I miss you! Write soon.

       Your friend,
       Lynn

• Tell the students that they will write a similar note to a friend in another country or another city. They may follow the model or create an original text.

• Have the students read the note and then write their own.

• When the students have completed the assignment, have them estimate how long it will take for the note to arrive if they mail it to their friends’ addresses. Ask them: Will it take a week? Will it take a month? Will it take longer than a month? Have volunteers raise their hands and discuss the speed of mail delivery in their native countries.

• Ask the students: If you could send your mail instantly, anywhere in the world, how would you do it? Elicit from the students whether they know of the fastest way to send mail. Have them call out the name of this technology (e-mail).

• Explain to the students who are unfamiliar with e-mail that the notes they have just completed could be sent out to any place in the world where the computer technology is available. Tell the students that in this class they are going to learn how to send, receive, and answer e-mail.

• Have those who have already used e-mail raise their hands, then share their experiences with the other students.

PRESENTATION

This is our class.

Note: Ask the students to bring photographs of themselves to class. Tell them they are going to put together a bulletin board with the pictures of everyone in their class. You will need a poster board, glue or staples, and markers to write information about your students.

• Set the stage. Ask the students if they ever saw a classroom bulletin board. Tell them that they are going to read the bulletin board in Mrs. Brennan’s English 101 classroom. Ask the class, with books closed, to recall the names of all the students in Mrs. Brennan’s class and as much information as they can about them.

• Engage students in pair work. Have the students work in pairs. Ask them to read the information on Mrs. Brennan’s bulletin board and do the exercise. To check the answers, call on individual students.

Additional Activity See Unit 1 Appendix.
1 Online  *(Teacher’s Notes for each Online activity can be found on the Web page for that activity.)*

2 Wrap Up  

- This activity is a review of the previous lessons, and a chance for students to practice the conversational sentences they have learned. Have the students work in pairs and write each answer next to its question. Circulate to monitor progress and offer help as needed.
- Cut out the exchanges, fill them in and shuffle them, and give half of an exchange to each student in the class. Call on individual students to give possible answers.
- Give each student a chance to familiarize himself/herself with his or her question or statement. Have a volunteer read one line, and a second student read an answer in turn. Instruct the students to pay attention to which sentences require which type of answers.

**Expansion**

- Shuffle the exchanges and redistribute. Each student gets a question or an answer.
- Tell the students to circulate, approaching as many classmates as possible and saying their part of the exchange (a question, response, greeting, or response to a greeting). Their goal is to match a question and answer pair. Remind the students to listen to the answers to their questions. If the exchange matches, the two students move to one side of the classroom while the rest of the class continues the activity.
- After ten or fifteen minutes, ask students who have found matches to present their exchanges. Allow the remaining students to call out their halves of the exchange in order to discover who has the matching question or response.

**STRATEGIES FOR SUCCESS**

- Have students look at the *Strategies for Success* box. Explain (for EFL or monolingual classes, use the students’ native language to clarify your instructions) that
  a. these strategies are designed to help the individual become a more successful learner.
  b. the strategies allow and help students to practice certain techniques *outside the classroom*.
  c. for this unit, the techniques are (1) writing new material on notecards and reviewing, (2) practicing the conversations and associated vocabulary with a learning partner, and (3) learning by trying to teach someone else.
- Show students how to write new vocabulary and short conversations on an index card. Explain that they will make cards for each unit, so they should buy an ample supply of index cards.
- Help each student find a learning partner. A learning partner should be someone with whom she/he can meet outside of class at a mutually convenient time.
- Demonstrate how learning partners can practice the conversations together and check each other’s pronunciation, and can politely correct any errors or memory lapses.
- Demonstrate how a student might go about teaching simple English conversation (*Hi. How are you? I’m fine*) to a friend or acquaintance who doesn’t know any English.
- Finally, encourage the students to report back to class verbally on their success. Make sure you set aside time for selected reports and questions or comments during the next class period.

**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.
• 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.
Lesson 3, Presentation (p. 9)

**Geography Challenge**

- Students may use a bilingual dictionary for help in translating the names of specific places from their own languages into English. This game requires some knowledge of place names from around the globe.

- The teacher referees the game. Use a world atlas or encyclopedia to verify any disputed place names.

- A member of Team A initiates a round by naming a country, city, state, continent, or other place name (for example, *Alaska*). Team A then challenges Team B to name another place whose initial letter is the same as the final letter of the first-named place, in this case *A*. In other words, the final letter of the first place becomes the first letter of the second-named place.

- Team B repeats *Alaska*, then adds (for example) *Albany*.

- Back to Team A, who now supplies a place beginning with the final letter of the previously-named place, in this case *y*.

- The game continues until either team fails to come up with an appropriate place name and is eliminated. In order to win a round, the challenging team must be able to name a second place name where its opponents failed. If neither team is able to do so, the round is designated a draw, and a rematch takes place.

- Your class can play this game in teams or in challenge-pairs. If students play in pairs, you may wish to hold a tournament. Winners of round one compete against one another in round two. Continue playing rounds until only two winners are left, and hold a final elimination round. The student who wins becomes the Geography Champion.

  **Student/Team A:** *Alaska*.
  **Student/Team B:** *Albany*.
  **Student/Team A:** *Yemen*.
  **Student/Team B:** *North Carolina*, etc.
Exercise 1

Answers will vary.

Exercise 2

<table>
<thead>
<tr>
<th>Part I</th>
<th>1. A: Where is he from?</th>
<th>B: He’s from Haiti.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. A: Where is she from?</td>
<td>B: She’s from Egypt.</td>
<td></td>
</tr>
<tr>
<td>3. A: Where are they from?</td>
<td>B: They’re from Portugal.</td>
<td></td>
</tr>
<tr>
<td>Part II</td>
<td>4. A: Where are you from?</td>
<td></td>
</tr>
<tr>
<td>3. A: Where is he from?</td>
<td>B: He’s from Colombia.</td>
<td></td>
</tr>
<tr>
<td>4. A: Where are you from?</td>
<td>B: I’m from Alaska.</td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China</td>
<td>5. Italy</td>
</tr>
<tr>
<td>4. United States</td>
<td>6. Spain</td>
</tr>
<tr>
<td>2. Austria</td>
<td>3. Japan</td>
</tr>
</tbody>
</table>

Exercise 4

| 1. name | 2. are | 3. from | 4. spell | 5. H-E-L-E-N |

Exercise 5

| 1. Good-bye. See you tomorrow. | 3. Could you spell your last name? | 5. What’s her name? |
| 2. It’s nice to meet you. | 4. Where are you from? | 6. Sign here, please. |
Exercise 1

1. b. It’s the afternoon.  
   2. a. Liem is a new student.  
   3. b. Liem is from Vietnam.  
   4. a. Liem’s last name is Nguyên.  
   5. a. Ted is fine.

Exercise 2

1. A: How are you?  
   B: I’m fine, thank you.  
2. A: What is your name?  
   B: My name is Susan.  
   A: Where are you from?  
   B: I’m from Vietnam.  
3. A: Phil, this is Nancy. She’s a new student.  
   B: Nice to meet you, Nancy.  
   C: Nice to meet you, too.

Exercise 3

Answers will vary. Sample answers:

Doug Brown: Hello. How are you?  
David Bliss: I’m fine, thank you. How are you?  
Doug Brown: Fine, thanks. My name is Doug Brown. What’s your name?  
David Bliss: My name is David Bliss.

Doug Brown: David, this is Mary. She’s my wife.  
David Bliss: Nice to meet you, Mary.  
Mary Brown: Nice to meet you, too.  
David Bliss: I’m your new neighbor.

Exercise 4

1. This is Oscar. He’s from Madrid.  
2. This is Yumiko. She’s from Japan. This is Lynn. She’s from China. They’re from Asia.  
3. This is Ann Brennan. She’s our English teacher. She’s from Houston.  
4. This is Nelson. He’s from Mali. This is Yon Mi. She’s from Korea. They’re new students.  
5. This is Tony. He’s from Brazil.  
6. (Answers will vary.)
WORKBOOK ANSWER KEY Lesson 3, pp. 7-8

Exercise 1

1. Ken Mara
2. James Miller
3. Michael Johnson, Margo Grant
4. Henna Singh
5. Michael Johnson
6. Susan

Exercise 2

Answers will vary.

Exercise 3

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B: My name’s Jennifer.</td>
<td>B: I’m from the United States.</td>
<td>B: They’re the Jacksons.</td>
</tr>
<tr>
<td>B: She’s not too good.</td>
<td>B: (Answers will vary.)</td>
<td>B: Trump.</td>
</tr>
<tr>
<td>B: Fine, thanks.</td>
<td>B: They’re from California.</td>
<td>B: She’s the new student.</td>
</tr>
<tr>
<td>10. A: Where is Rome?</td>
<td>B: It’s in Italy.</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 2

Overview

TOPICS
- Numbers
- Telephone numbers and addresses
- The classroom

COMMUNICATION GOALS

Listening and Speaking
- Saying numbers
- Identifying objects
- Asking for names of objects
- Correcting and confirming
- Apologizing and thanking
- Exchanging personal information

GRAMMAR
- Demonstratives (this, that, these, those); indefinite articles (a, an)
- Singular and plural nouns (a pen, pens)
- Present tense of be
- Information (wh-) questions
- Affirmative and negative statements
- Yes/No questions and short answers

TOPICS
- Numbers
- Telephone numbers and addresses
- The classroom

COMMUNICATION GOALS

Listening and Speaking
- Completing a registration form
- Making an address book
- Finding information in a phone directory
- Finding information in a building directory

Reading and Writing
# WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

### Fundamentals

#### Basic Skills
Reading, writing, listening, speaking

#### Thinking Skills
Knowing how to learn
Seeing things in the mind’s eye

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

### Competencies

#### Information
Acquires and evaluates information
Organizes and maintains information
Interprets and communicates information
Uses computers to process information

#### Interpersonal
Participates as a member of a team
Contributes to group efforts

#### Technology
Applies technology to task

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

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<table>
<thead>
<tr>
<th>0</th>
<th>Basic Communication</th>
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<tr>
<td>0.1.2</td>
<td>Identify or use appropriate language for informational purposes</td>
</tr>
<tr>
<td>0.1.6</td>
<td>Clarify or request clarification</td>
</tr>
<tr>
<td>0.2.2</td>
<td>Complete a personal information form</td>
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<table>
<thead>
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<th>Community Resources</th>
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<tbody>
<tr>
<td>2.1.1</td>
<td>Use the telephone directory and related publications to locate information</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Identify emergency phone numbers and place emergency calls</td>
</tr>
<tr>
<td>2.1.6</td>
<td>Interpret information about using a pay telephone</td>
</tr>
<tr>
<td>2.5.4</td>
<td>Read, interpret, and follow directions found on public signs and building directories</td>
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<thead>
<tr>
<th>6</th>
<th>Computation</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.0.2</td>
<td>Count and associate numbers with quantities, including recognizing correct number sequencing</td>
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</table>

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<tr>
<th>7</th>
<th>Learning to Learn</th>
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</thead>
<tbody>
<tr>
<td>7.4.1</td>
<td>Identify or utilize effective study strategies</td>
</tr>
<tr>
<td>7.5.6</td>
<td>Identify or use strategies for communicating successfully</td>
</tr>
</tbody>
</table>
Lesson 1

WARM UP

• Write *identification card* on the board, and have a volunteer explain what it is or show his/her ID card to the class.
• Ask your students to identify the different types of cards they know or have. List them on the board: library card, school and employment ID cards, driver’s license, passport, medical or insurance ID card, etc.
• Tell students that we often use the short form “ID card” for an identification card.

PRESENTATION

What's your address?

• **Set the stage.** Have the students look at the picture. Ask them where they think Lynn is and what she is doing (*Lynn is getting a library card*). To help, ask several questions to elicit vocabulary words (such as *library, books, computer, librarian*) from your students and write these on the board.

• **Personalize the situation.** Ask the students if they have ever applied for a library card. If students have library cards with them, ask them to look at the information written on the face and show their cards to students who may not have a library card. On the board, write:

  **Kinds of information I need to get a library card:**
  - Name ________________________________
  - Date of Birth __________________________
  - Social Security Number ________________
  - Address ______________________________
  - Phone Number ________________________

  Have the students copy and then complete the chart.

• **Focus on selected items.** It is important to get the students to focus on any information that requires knowledge of numbers (dates, phone numbers, addresses, etc.). Explain any unfamiliar forms.

• **Set the listening task.** Draw a sample library card for Lynn Wang on the board. Have students copy it. Ask the students to listen to the conversation and underline in their books the information the librarian asks Lynn to provide to get a library card. Play the cassette or read the conversation. Then have the students fill in the blanks in their copies of Lynn’s library card.

• **Check the listening task.** Call on a volunteer to fill in the sample library card for Lynn on the board.

• **Play or read the conversation aloud again with pauses.** Have the students listen to the conversation and then repeat each line after you. Use natural speed and intonation.

• **Engage students in pair work.** Have the students practice the conversation in pairs, alternating which person begins the conversation. Then ask the students to practice the conversation once more using their own information. Demonstrate the use of *Excuse me?* to request a repetition of information. Explain that this phrase is a polite way to ask for repetition when one doesn’t understand spoken words.

• **Circulate and monitor progress.** As the students practice the conversation, help them with pronunciation and intonation.
**1 Word Bag: Numbers**

- Play the cassette while students listen and read along in their books. Then play the cassette or read the numbers again, having the students repeat each number.
- If you wish, students can practice further in pairs. They can take turns saying the numbers, or say a number in the chart and have their partner write it down on a piece of paper.
- To review the pronunciation of numbers that can be confused (15 and 50, 16 and 60, etc.), write these numbers on the board in two columns:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>90</td>
</tr>
</tbody>
</table>

Say the pairs of numbers. Have the students listen and repeat. Make sure that they stress the correct syllable. The stressed syllables are shown in boldfaced capital letters:

- **thirTEEN THIRty**

**Expansion**

- Explain that numbers are important in identifying us. For example, most of us have a student or employee number; we have social security numbers. Our ages, addresses, zip codes, etc., are indicated by numbers.
- Have the students think of factors in their lives that are identified by numbers and write them down. Then call on volunteers to share some of the things in their lives that are identified by number (clothing sizes, age, height, etc.).
- Call on several students to share statements about themselves, using those numbers. For example: *I am Tuan; my ID number is 123-45-6789. My shirt size is 15; my height is 5’10” (or 1.75 meters); my shoe size is 10.*

**2 Addresses and Phone Numbers**

- Explain to the students that phone numbers are usually read one number at a time, but address numbers and years are read in pairs. Read aloud the following and have students repeat after you:

  - 682-1563
  - Six-eight-two-one-five-six-three
  - 1992
  - Nineteen-ninety-two

- Now play the cassette or read the list of numbers one line at a time. Play or read the list again with pauses for students to repeat.
- Call on several students to read the numbers aloud. Help with pronunciation and intonation if necessary.
- Finally, ask the students to work in groups of three and interview each other. Have them ask for their two partners’ names, addresses, and phone numbers and write the information down. Then call on several students to read the information they gathered from their partners.

**Expansion**

- Explain that numbers are important in identifying us. For example, most of us have a student or employee number; we have social security numbers. Our ages, addresses, zip codes, etc., are indicated by numbers.
- Have the students think of factors in their lives that are identified by numbers and write them down. Then call on volunteers to share some of the things in their lives that are identified by number (clothing sizes, age, height, etc.).
- Call on several students to share statements about themselves, using those numbers. For example: *I am Tuan; my ID number is 123-45-6789. My shirt size is 15; my height is 5’10” (or 1.75 meters); my shoe size is 10.*
3 Don’t mention it.  

- Have the students look at the picture of Lynn at the library. Ask: What is Lynn looking at? (She’s looking at her library card.) Play the cassette or read the conversation aloud. Then play the cassette or read the conversation again, one line at a time. Have the students repeat chorally.

- On the board, write the following two headings: Thanking and Responding to Thanks, or use the OHP. Have the students think of words other than those listed in the Student Book to add to the list.

- Have the students practice the conversation in pairs, substituting the information from the ID cards of Aiko Mizoi and John Anderson. Ask the students to choose new words from the lists on the board for the phrases Thank you and You’re welcome.

Note: You may wish to remind students that Excuse me can be used to get someone’s attention as well as to request a repetition of a phrase or sentence.

4 Is that in the city?  

- Play the cassette or read the script once without interruptions. Tell the students to listen for the information missing in the chart, but not write it yet.

- Play the second recording or read the script a second time with pauses after each line, so the students can write the correct information. (The recording includes pauses after each line.)

- Ask the students to exchange charts to check their answers. Then play the cassette again for students to verify their answers.

5 Concentration Game, page 123.  

- Put the students into groups of three or five for the game. Photocopy the number and word cards on page 123 in the Student Book and give one copy of each page to each group. Have the students cut out the number and word cards.

- Have the students shuffle the number cards and place them face down in five rows of five. Have the students do the same with the word cards, placing them in rows a few inches from the number cards.

- Explain the rules of the game. One student in the group turns over a number card, then a word card. If the cards match, the student says the word and picks up the two cards. If the cards don’t match or if the student is unable to say the word, he or she puts them back, face down, where they were. The next student in the group takes a turn. As cards are turned over, students try to remember where they were. The game continues until all the cards have been picked up. The student with the most pairs is the winner.

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

- Introduce yes/no questions and short answers by having the students answer simple questions. Walk over to a male student and ask: Is (male student’s name) a student? Elicit or say Yes, he is. Walk over to a female student and ask: Is (female student’s name) a teacher? Elicit or supply No, she isn’t. Now walk up to a pair of students (male and female) and ask: Are you students? to elicit Yes, we are. Then ask: Are you teachers? to elicit No, we aren’t. Then point to yourself and ask: Am I a teacher? to elicit Yes, you are. Next ask: Am I a student? to elicit No, you aren’t. Write the questions on the board if necessary.

- Have the students work in pairs. Using the models above, have them ask their own questions about their classmates. Have them ask questions that will generate both affirmative and negative answers.

As students practice asking and answering questions, circulate to monitor progress and offer help as needed.

Language Note

- Point out to the students that affirmative short answers with the verb be are not contracted. For example, we never say: Yes, you’re. (Correct: Yes, you are.)

- For the negative short answers, we either use the full form or the contraction. There is only one common contraction for I am not: I’m not. There are two common ways of contracting the other negative forms of be in the present: isn’t/aren’t or ‘s/’re not. Write examples of these on the board in sentences: No, she isn’t. No, she’s not. No, we aren’t. No, they’re not.

PRESENTATION

Is this Room 222?

- Set the stage. Read the lesson title aloud. Have the students look at the picture and encourage them to tell you what they think the picture is about. Ask the students to guess what the conversation is about (finding one’s classroom). Tell them that Lynn is looking for her English class. Have the students listen as you read the conversation or play the cassette.

- Personalize the situation. Ask the students for the room number of your classroom (if applicable) and for the room numbers of any other classes they are taking. Encourage them to raise their hands if they have ever gone to the wrong room on the first day of classes.

- Focus on selected items. Explain specific vocabulary or phrases that might affect students’ overall understanding of the conversation. Review cardinal numbers.

- Set the listening task. Tell the students to listen carefully to the conversation and check True or False in their books during the second reading. Play the cassette or read the conversation twice.

- Check the listening task. Call on individual students to say the answers for questions 1–5. Write the correct answers on the board.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. false</td>
<td>4. true</td>
</tr>
<tr>
<td>2. false</td>
<td>5. false</td>
</tr>
<tr>
<td>3. true</td>
<td></td>
</tr>
</tbody>
</table>

- Play or read the conversation aloud with pauses. Have the students listen and then repeat each line. Encourage them to use natural speed and intonation.

- Engage students in pair work. Have the students practice reading the conversation in pairs, alternating roles each time.

- Circulate and monitor progress. As students practice reading the conversation, encourage them to use the “read and look up” technique. Help with pronunciation and intonation.
• Books closed. On the board, write:
  a       an
  1       2

Model the signals, showing students how you lift one finger to represent the article a and two fingers to represent the article an. For example:

  **Teacher:** a boy (Students lift one finger)
  **Teacher:** an apple (Students lift two fingers)

Put the words on the board and say them again as you write a and an before each word.

• Divide the board and as you say the name of different objects in the classroom (with an article), write the words (with the article) that begin with a consonant on one side (pencil, window, door, printer, chair, desk) and words that begin with vowels (apple, easel, eraser, umbrella) on the other. Ask the students to signal one or two fingers as you say the words. After you have written three or four words on the board, ask the class to deduce the rule:

  **Use a before consonant sounds and an before vowel sounds.**

  **Possible classroom items**
  - chalk       board
  - paper       computer
  - eraser      desk
  - notebook    file cabinet
  - pencil      monitor

• Now have the students look at the picture on page 17 in the Student Book and read the labels. Then ask the students, working in pairs, to ask and answer questions about the different objects in the picture, using the model exchange in the book. Finally, ask the pairs to list additional items they have in their classroom.
• For the second part of the exercise, have the students look at the pictures on page 18 while you read each label. Have the students repeat each line. Next, call on a volunteer to perform one of the actions. Then, have this student choose a classmate and ask that he or she perform another of the commands. Continue in this way until everyone in the class has had a turn to perform an action.
2 Hear it. Say it. Listening

Sounds /ɪ/ in this and /ɪ/ in these
- Tell the students that they are going to listen to pairs of words with the sounds /ɪ/ as in this, and /ɪ/, as in these.
- Play the cassette or read the words once, stopping at the end of each pair.
- As students listen to the cassette, have them determine if both words have the same vowel sound or different vowel sounds, then circle “same” or “different” as appropriate.
- Play the cassette a second time for students to correct their answers.

- Put students into pairs and have them compare and check answers. If there are any differences of opinion, you may want to play the cassette again for students to confirm their answers.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>same</td>
</tr>
<tr>
<td>2.</td>
<td>different</td>
</tr>
<tr>
<td>3.</td>
<td>same</td>
</tr>
<tr>
<td>4.</td>
<td>different</td>
</tr>
<tr>
<td>5.</td>
<td>same</td>
</tr>
<tr>
<td>6.</td>
<td>same</td>
</tr>
<tr>
<td>7.</td>
<td>different</td>
</tr>
<tr>
<td>8.</td>
<td>same</td>
</tr>
</tbody>
</table>

3 What’s the word in English? Listening Speaking

- Show the class the distinction between this is /ðɪz/ and these are /ðɪzər/ by using these phrases in sentences. Tell the class to say singular or plural after each sentence.

  **Teacher:** This is a book. **Class:** Singular.
  **Teacher:** These are books. **Class:** Plural.
  **Teacher:** This is a desk. **Class:** Singular.

- Continue with other nouns, using the vocabulary from the Word Bag on page 17. Then call on individual students to supply sentences of their own, using these words.
- Introduce the request for a repetition, following the models in the Student Book.

  I’m sorry. I didn’t hear what you said.
  Can you repeat that, please?
  What do you call it?
  Sorry, I don’t understand. Can you say that again?

- Have the students work in pairs and ask questions about things in the classroom. Students should follow the models on page 19. They may walk around the classroom and select objects to talk about.
- Once objects in the classroom have been identified, have pairs go around the classroom and make a list of all the objects they can label. Direct pairs to compare their lists with other pairs.

**Expansion**
- Scatter objects or pictures around the classroom. Some suggestions: a needle, a letter, a piece of fruit, a stamp, a vegetable, a rock, several buttons, pieces of chalk, some tree leaves, an envelope, a notebook, a dictionary.
- Hand out index cards and rolls of Scotch tape. Instruct your students to walk around the room in groups. Have the students use this, that, these, and those to ask and answer questions about the objects they see, modeling their questions and answers on those in the exercise. If there are any items individual students cannot name, tell them to ask questions, using What’s this (that)? or What are these (those)? Their classmates may answer with the appropriate vocabulary, or they may answer I don’t know.
- Circulate to monitor progress and provide students with any unfamiliar vocabulary.
- Once most items have been identified, have students go around the class and write sentences on the index cards to label things they recognize, using This is al/ or These are _____.

**Additional Activity** See Unit 2 Appendix.
4 Classroom Directory

- Have the students review numbers. Explain that when a room or a course is identified by a three-digit number, it is common to say the first digit and then the second two. For example, “322” is said *Three/twenty-two*. If the last two digits are zeroes, the number is read as a unit. For example, “English 200” is read *English two hundred*. If the middle digit is zero (0), it is common to say the name of the letter o (pronounced “oh”) for the zero. For example, “English 101” is said *English one-oh-one*. For numbers with four digits, the names of each two-digit part are spoken separately. For example, “Room 1214” is said *Room twelve fourteen*.

- Ask the students to look at the World English Center Classroom Directory. Call on individual students to say the different room numbers.

- Read the conversation or play the cassette. Have the students listen and repeat.

- Put the students into pairs to ask and answer the questions. Make sure they alternate roles. Circulate to offer help as needed.

- Have the students work in pairs to create a Classroom Directory for their school. Call on volunteers to present their directory to the class.

5 Are you in English 1?

- Ask individual students questions that they can answer. Possible questions:
  
  - Is this your English book?
  - Are you from Uzbekistan?
  - Is she from Haiti?
  - Is he from Korea?

- Play the cassette. Have the students listen and take note of the short answer form. Then have them work with a partner to answer the questions in their books. Next have the pairs make up questions and answers of their own, following the examples in the book. Call on pairs to read their original questions and answers aloud.

**WORKBOOK** In class or for homework, assign Workbook Lesson 2.
Lesson 3

WARM UP

• On the board, write the following headings. Have the students copy them on a separate piece of paper.

  Telephone Numbers:  Room Numbers: 
  Zip Codes:  Addresses: 
  Course Numbers:  Years: 

• Tell the students that they are going to hear different types of numbers, and that they have to write the numbers next to the appropriate heading.

• Dictate these phrases:
  555-8022  75214
  94118  (803) 269-4321
  English 101  1492
  Room 304  300 Park Road
  6215 University Street  Room 1011
  1998  Math 211

• Call on individual students to give the answers. Ask a student to come to the board and write the correct answers next to the correct heading.

  Answers
  Telephone numbers:  555-8022
                      (803) 269-4321
  Zip Codes:  94118, 75214
  Course Numbers:  English 101, Math 211
  Room Numbers:  Room 304, Room 1011
  Addresses:  6215 University Street
              300 Park Road
  Years:  1998, 1492

PRESENTATION

Let’s use the public telephone.

• Set the stage. Read the title aloud. Put the students into pairs. Ask them to look at the picture of the telephone on page 21. Elicit action vocabulary words associated with telephones. Ask your students: What do you do on the telephone? They should answer in action phrases (make calls, answer the phone, dial, hold, etc.). Write new vocabulary on the board.

• Personalize the situation. Conduct an informal survey in your class. Ask the students: How many of you enjoy talking to your friends on the phone? How many of you would rather not have long conversations on the phone? Have your students raise their hands to show how they feel.

• Focus on selected items. Explain specific vocabulary and phrases (instructions, emergencies, local calls, person-to-person, long distance, directory assistance) that might affect students’ overall understanding. Explain the concept of dialing the number. Demonstrate to your students the steps a caller must take when using a public pay phone to summon emergency assistance. Have a volunteer come to the front of the class and role-play calling 911 on your behalf. Instruct the student how to proceed, saying: There’s a fire in my apartment, and my phone isn’t working. Could you call 911 for me? Tell them that Mrs. Johnston, at 543 Maiden Lane, needs emergency help.

• Engage students in pair work. Have pairs of students role-play a scene in which one person makes an emergency call using a public pay phone. The other partner should tell him/her how to use a pay phone, giving step-by-step instructions.

• Circulate and monitor progress. As the students practice the exercise, help them with vocabulary, pronunciation, and intonation.
EXERCISES

1 What number can you call? ➤ Speaking ➤ Writing

- Have the students work in pairs and look at the picture of the telephone on page 21.
- Write the words Long distance and Local call in two columns on the board. Ask individual students for their phone numbers. Write them on the board under Local call if they live within the same area code as the school. Then ask them for the phone numbers of friends and family living far away. Have the students dictate the area codes and/or country codes. They may dictate fictitious numbers if they can’t remember real ones. Write these numbers with an area code on the board under the Long distance heading.
- Write the number 911 on the board and the heading emergency. Have the students name some emergency situations (a car accident, a fire, a robbery, etc.) and write them on the board under the 911 heading.
- Direct the pairs to read the phone instructions and answer the questions aloud together before writing their answers.

2 Online (Teacher’s Notes for each Online activity can be found on the Web page for that activity.)

3 Wrap Up ➤ Speaking ➤ Writing

- In this activity, students will make a Class Address and Phone Directory. Direct the students to work in pairs and ask each other for names, addresses, and phone numbers. Have them write the answers on a piece of paper.
- When all pairs have written down the information, have the students pool their information and make an address and phone directory for their class.
- Option: The students may write down fictional addresses and phone numbers if they are hesitant about sharing their actual information.

Additional Activity: See Unit 2 Appendix.

STRATEGIES FOR SUCCESS

- Have students look at the Strategies for Success box.
- Explain (for EFL or monolingual classes, use the students’ native language to clarify your instructions) that for this unit, the techniques are: (1) interviewing, (2) recording information, and (3) practicing with a learning partner.
- Make sure everyone has a notebook section that he or she can use as a directory.
- Make sure everyone still has a learning partner to work with; if there are an odd number of students, you may wish to have a group of three.
- Explain how to find eight other people to interview. Role-play a sample interview with a student.
- Demonstrate how learning partners can practice the information they have obtained.
- In the next class period, if time permits, selected students can discuss their experiences of creating the directory. Collect and check completed directories before returning them to your students.

WORKBOOK In class or for homework, assign Workbook Lesson 3.
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.
• 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.
Lesson 2, Exercise 3 (p. 19)

**Jazz chant tempo—slangy, breezy, and syncopated**

- Read the chant rhythmically to your students. Then repeat each stanza and have the students chant along.

  **What's This?**

  What's this? This is a book. What's that? That's a hat.
  Tell me now, what's this? Baby, it's a quiet nook. Tell me now, what's that? Baby, that's a fine fat cat.
  Tell me now, what's this? What's this—what's that? A quiet nook, a silver brook,
  Take all day, there's nothin' to miss.
  And couldja tell me, what's that? Baby, that's a fine fat cat. He's searchin' out a quiet nook.
  He's sittin' pretty by a brook.
  He's taking his time, he's reading a book,
  Learnin' this and learnin' that, a slow afternoon for an ole scat cat.

- English is a language rich in idiomatic double meanings. Explain to students the meaning of the terms *slang* and *idiom*. As a follow up, teach students the meanings of some of the American slang and idioms in the chant:

  1. A *fat cat* is a wealthy or influential person.
  2. *Scat* (singing) is a jazz term that means to sing improvised or nonsensical syllables. 3. When someone is *taking his time* it means he is moving ahead in a leisurely or relaxed manner, without rushing. 4. The expression *sitting pretty* means to be well-situated; it implies luxury or ease. 5. *Baby* is a perennial slang term of casual address. It is used irrespective of age. For example, *The Hollywood agent calls all his clients “baby.”*

Lesson 3, Exercise 3 (p. 22)

**What's your address?**

- Have all students write their complete address and phone number on a piece of paper, but omit their names.

- Put all the papers in a bag or a hat. Ask each student to pull out a piece of paper.

- Ask the students to walk around their classroom and ask each other: *What is your address?* or *What is your phone number?* They must continue asking until each student has matched the address on his or her paper with a person.
Exercise 1
1. first 3. address 5. phone
2. What’s 4. 135 6. 555-9224

Exercise 2
1. True 3. True 5. True

Exercise 3
Answers will vary.

Exercise 4

<table>
<thead>
<tr>
<th>Student’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s Street Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Town/City, State ZIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Registrar’s Office
Kingsley Adult School
160 Duncan St.
San Francisco, CA 94131
**Exercise 1**

1. A: Is this Room 381?  
   B: No, it isn’t. You’re in the wrong room.
2. A: Is this Room 322?  
   B: Yes, it is. You’re in the right room.
3. A: Is this Room 222?  
   B: Yes, it is. You’re in the right room.
4. A: Is this Room 132?  
   B: No, it isn’t Room 132. You’re in the wrong room.
5. A: Is this Room 246?  
   B: Yes, it is. You’re in the right room.

**Exercise 2**

Answers and order will vary.

1. What’s this? It’s a pencil.
2. What’s this? It’s a piece of chalk.
3. What’s this? It’s an eraser.
4. What’s that? It’s a desk.
5. What’s that? It’s a computer.
6. What’s that? It’s a clock.

**Exercise 3**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>an</td>
<td>it</td>
<td>a</td>
<td>that</td>
<td>It’s</td>
<td>Is</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Exercise 4**

1. It’s in Room 120.
2. It’s in Room 112.
3. It’s in Room 117.
4. It’s in Room 113.
5. It’s in Room 119.
6. Where is Classroom 4?
7. Where is the Teacher’s Lounge?
8. Where is the Computer Lab?
9. Where is Classroom 3?

**Exercise 5**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are</td>
<td>am</td>
<td>not</td>
<td>from</td>
<td>I’m</td>
<td>Are</td>
<td>No</td>
<td>I’m</td>
<td>Is</td>
<td>isn’t</td>
</tr>
</tbody>
</table>

**Exercise 6**

Answers will vary.
## Exercise 1

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hunan Garden</td>
<td>4. Lakeside Restaurant</td>
<td>6. Tony’s Restaurant and Pizzeria</td>
</tr>
<tr>
<td>2</td>
<td>New Town Diner</td>
<td>5. 55 Kensington Avenue, Ramsey, NJ</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(201)-555-4481</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Exercise 2

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>John</td>
<td>4. 555-8934</td>
<td>7. Douglas Andrews</td>
</tr>
<tr>
<td>2</td>
<td>Aston</td>
<td>5. David Aston</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>809 North Rd.</td>
<td>6. 555-8042</td>
<td></td>
</tr>
</tbody>
</table>

## Exercise 3

Answers will vary.
OVERVIEW
Topics
• The family
• Occupations
• Physical characteristics

Grammar
• Possessive adjectives
• Possessive ‘s
• Present tense of be
• Information (wh-) questions
• Negative statements
• Present tense of have
• Adjectives

COMMUNICATION GOALS
Listening and Speaking
• Identifying and describing people
• Exchanging personal information
• Exchanging information about other people
• Getting someone’s attention
• Talking about possessions

Reading and Writing
• Writing a personal description
• Using proper capitalization and correct paragraph indentation
• Writing a description based on an interview
## 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, and politeness in group settings

### Competencies

#### Information
Acquires and evaluates information
Organizes and maintains information
Interprets and communicates information

#### Interpersonal
Contributes to group efforts
Participates as a member of a team

#### Technology
Applies technology to task

#### Systems
Understands complex interrelationships
Knows how social, organizational, and technological systems work, and operates effectively with them
Monitors and corrects performance

---

### GENERAL COMPETENCIES / CASAS *

0  Basic Communication
0.1.2 Identify or use appropriate language for informational purposes
0.2.3 Interpret or write a personal note, invitation, or letter

4  Employment
4.1.8 Identify common occupations and the skills and education required for them

7  Learning to Learn
7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize
7.4.8 Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics

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

- Bring to class one or two pictures of your own family. If possible, make at least one into an overhead transparency or photocopy it for your students. Share the pictures with your students, introducing your family members to them: This is my (husband, wife, brother, etc.). He or she lives in (city/state/country).
- As you introduce each person in your family, write his or her name and relationship to you on the board. To check your students’ comprehension, ask follow-up questions: Is this my brother? Is he named Michael? Students should respond using a short answer: Yes, he is. No he isn’t.
- Have students respond to questions about their own family relations. Students should answer using short answers.

PRESENTATION

That baby is really cute!

- Set the stage. Ask the students to look at the picture. Elicit a brief description of Oscar’s family: Oscar has a big family. Write any new vocabulary on the board. Have the students guess the topic of the unit (the family or family members).
- Personalize the situation. On the board, write the following:
  I live with my whole family.
  I don’t live with my whole family.

Explain the meaning of whole family by referring students to the picture on page 25 of their student books. Tell the students: This is a picture of Oscar’s whole family. We can see all his family members. To clarify, also give students a counterexample. Have volunteers indicate whether they live with their whole family.

- Focus on selected items. Introduce the vocabulary for family members by drawing a simple family tree on the board and introducing your own family. Include your parents, spouse, siblings, children, nieces, and nephews. Clarify any unfamiliar vocabulary.
- Set the listening task. On the board, write the following questions:
  How many brothers does Oscar have?
  How many sisters does Oscar have?

Tell the students to keep count of Oscar’s brothers and sisters. Play the cassette or read the conversation aloud.

- Check the listening task. Have the students write the answers in their notebooks and then check for accuracy with a partner. Ask volunteers to share their answers (Oscar has one brother and three sisters).

Have the students work in pairs to complete the true/false exercise on the bottom of page 25. Explain that they must circle “Don’t know” if they are unable to tell whether an answer is true or false. Check answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. True</td>
</tr>
<tr>
<td>2. True</td>
</tr>
<tr>
<td>3. True</td>
</tr>
</tbody>
</table>

- Play or read the conversation aloud with pauses. Have the students listen and then repeat the conversation after you. Make sure they use natural speed and intonation.
- Engage students in pair work. Have the students practice reading the conversation in pairs, alternating which person begins the conversation.
- Circulate and monitor progress. As they practice reading the conversation, help students with pronunciation and intonation.
1 Word Bag: The Family

- Present the new vocabulary by using the simple family tree you drew in the presentation stage. Model the intonation of each word, pronouncing grandmother and grandfather and pointing out the dropped “d” in both. Also model the correct position of the tongue for the th in mother and father. (The tip of the tongue lightly touches the back of the teeth.) Have the students listen and repeat each word, imitating your lip and tongue positions.

- Introduce the words son, daughter, aunt, uncle, niece, nephew, and cousin. Give the students examples, making sure they understand the new vocabulary. Play the cassette or read the tapescript and have the students repeat chorally.

- Have the students work in pairs to fill in the relationships on the family tree. Have them define the relations using Oscar as a reference point. For example: Jacinta is Oscar’s niece. Direct students’ attention to the word box at the top of the page.

- Once the students have completed the family tree for Oscar, have them add the names for family relations using Pedro as a reference. Give an example: Mr. Garcia is Oscar’s father. What is his relationship to Pedro? (He is Pedro’s grandfather.) Provide additional examples as needed. Teach the meaning of in-laws. Give an example: Felix is married to Oscar’s sister. Felix is Oscar’s brother-in-law.

- Draw the family tree on the board or use the OHP. Call on two students to come up to the board and fill in the relations. If different colored chalk is available, have students use one color to write Oscar’s relationship to his family members. Then use a second color for Pedro’s relationships to his family.

**Answers**

Oscar’s relations are indicated in regular type. Pedro’s relations are in italics.

<table>
<thead>
<tr>
<th>Mr. Garcia:</th>
<th>Jacinta:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oscar’s father</td>
<td>Oscar’s niece</td>
</tr>
<tr>
<td>Pedro’s grandfather</td>
<td>Pedro’s sister</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mrs. Garcia:</th>
<th>Stella:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oscar’s mother</td>
<td>Oscar’s sister</td>
</tr>
<tr>
<td>Pedro’s grandmother</td>
<td>Pedro’s aunt</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alicia:</th>
<th>Oscar:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oscar’s sister</td>
<td>(self)</td>
</tr>
<tr>
<td>Pedro’s mother</td>
<td>Pedro’s uncle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Felix:</th>
<th>Bobby:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oscar’s brother-in-law</td>
<td>Oscar’s brother</td>
</tr>
<tr>
<td>Pedro’s father</td>
<td>Pedro’s uncle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pedro:</th>
<th>Maria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oscar’s nephew</td>
<td>Oscar’s sister</td>
</tr>
<tr>
<td>(self)</td>
<td>Pedro’s aunt</td>
</tr>
</tbody>
</table>

2 Is Alicia Oscar’s sister?

- Ask for a volunteer to read the sample questions, and you give the answers. Then switch roles. Read the questions yourself and have the student read the answers.

- Make up some additional questions about Oscar’s relations. Have a volunteer answer orally, using the short answer format: Yes, they are or No, they aren’t.

- Have the students work in pairs to ask and answer questions about Oscar’s family members, referring to the family tree on page 26 in the Student Book. Make sure both the partners have a chance to ask and answer questions.

- Circulate to monitor progress.

**Additional Activity** See Unit 3 Appendix.
3 Our last name is Gorki.

- Explain to the students that we use a subject pronoun to indicate the subject of a sentence: She is a student. We speak Farsi. They like hot dogs. Write these sentences on the board.

- Tell the students that possessive adjectives indicate ownership. On the board, write the following examples and have the students copy them.
  
  **Student A:** Does Maria have wavy hair?
  
  **Student B:** Yes, her hair is wavy.
  
  **Lynn:** Is that your dog?
  
  **Bobby:** No, it belongs to my sister.

- If needed, provide additional examples of the possessive adjectives. Examples:
  
  **Our** children like sports.

  **Their** children like books.

Answer any questions that the students may have about possessive adjectives.

- Copy the following chart on the board. Write in the word my in the first blank and ask volunteers to come up to the board and fill in the remaining blanks.

<table>
<thead>
<tr>
<th>Subject Pronouns</th>
<th>Possessive Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>You</td>
<td></td>
</tr>
<tr>
<td>We</td>
<td></td>
</tr>
<tr>
<td>They</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td></td>
</tr>
<tr>
<td>It</td>
<td></td>
</tr>
</tbody>
</table>

- Play the cassette or read the text aloud. Have the students follow along in their books. Then read the text again and have the students repeat chorally, one sentence at a time.

- Have the students complete the exercise with my, his, her, its, our, and their. Students can work individually and then check the answers with a partner.

- Finally, play the cassette for students to verify the answers.

**Answers**

1. My
2. His
3. Her
4. Their, Our
5. Its

4 Hear it. Say it.

**Word Stress**

- Tell the students that they will practice pronunciation of the words for family members. Explain that the accent marks above the vowels indicate stressed syllables. Stressed syllables are pronounced with greater intensity and duration than unstressed syllables. Explain that in English, stress patterns are unpredictable. Students have to learn the stresses through practice. Emphasize that listening to the pronunciation of native speakers is crucial.

- Say the words yourself, accentuating natural stress patterns. Have the students listen.

- Play the cassette twice and have the students repeat each word during the second reading. Make sure that they are stressing the correct syllable within each word. Correct intonation as necessary.

- Have the students say the words again, chorally and individually.
5 Here’s my family.

**Note:** Before doing this exercise, you may wish to have your students bring in pictures of their families. Xerox the pictures, then have the students cut their xeroxed copies into individual portraits (small ovals or circles). Provide tape or paste.

- Have the students look at the family tree on page 28, then draw a family tree for themselves and attach the appropriate cut-up pictures to one of the frames in their book. Review the model on the board.
- Then have the students complete the sentences with *my, his, her, its, our, or their* and any other missing information.
- Have the students compare their answers with a partner. Be sensitive. Some students might be reluctant to discuss their family relations in public.

### Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><em>my</em></td>
</tr>
<tr>
<td>2.</td>
<td><em>Our</em></td>
</tr>
<tr>
<td>3.</td>
<td><em>Answers will vary.</em></td>
</tr>
<tr>
<td>4.</td>
<td><em>My</em></td>
</tr>
<tr>
<td>5.</td>
<td><em>Answers will vary.</em></td>
</tr>
<tr>
<td>6.</td>
<td><em>my</em></td>
</tr>
<tr>
<td>7.</td>
<td><em>My</em></td>
</tr>
<tr>
<td>8.</td>
<td><em>Answers will vary.</em></td>
</tr>
<tr>
<td>9.</td>
<td><em>My</em></td>
</tr>
<tr>
<td>10.</td>
<td><em>Answers will vary.</em></td>
</tr>
<tr>
<td>11.</td>
<td><em>my</em></td>
</tr>
<tr>
<td>12.</td>
<td><em>my</em></td>
</tr>
<tr>
<td>13.</td>
<td><em>my</em></td>
</tr>
<tr>
<td>14.</td>
<td><em>its</em></td>
</tr>
</tbody>
</table>

6 Relative Name Tag Game, page 124.

- Copy, cut out, and distribute the *Relative Name Tags*. There are enough for 16 students. If your class is larger, copy and cut out extra sets of tags. Put students into groups of 16, and tape a tag to each student’s back without showing it to that student.
- The object of the game is to discover one’s relationship to Mrs. Solo by asking *yes/no* questions of the group members. Explain that to play the game, students will pretend to be relations of Mrs. Solo. They should ask questions of the other group members. For example: *Am I a woman? Am I married to Mrs. Solo’s son?* They cannot ask the group members to disclose their identity by asking direct questions, such as *Am I Mrs. Solo’s husband?* Questions must be indirect.

- Have students mingle in their groups. Group members ask each other only one question and answer only one question in turn. Then they move on to the next group member.
- Tape one copy of the Solo family tree to the board for each group of 16 students. Label each family tree clearly and make sure students understand which one is pertinent to their group. Tell the students to fill in their names on the tree as soon as they think they have guessed their relationship to Mrs. Solo.
- When the family tree is full, students check the tag on their backs to verify their relationship. If several groups are playing, the first group to complete its family tree correctly wins the game.
7 Are you an only child?

Teaching Tip

It might be helpful to go over the words stepsister and stepbrother (as well as stepmother, stepfather, stepson, stepdaughter). Due to death, divorce, and other factors, many households in the United States and elsewhere are not composed of traditional nuclear families. You can break down barriers for your students by acknowledging and discussing the fact that all families are not alike.

- Encourage the students to share information about family diversity, but do not force shy students to participate. Your acceptance and sensitivity mean a great deal to your students.

Ask the students to choose one of the questionnaires to fill out. If necessary, model the activity by giving your own information or by reading the example sentences with a student. Give students time to complete the form.

- Have the students form small groups. Explain the second part of the task: working in groups and using the questionnaires, students will interview each other. Ask each group to designate a reporter and an interviewer. To make sure the students understand the instructions, demonstrate how to interview a classmate and record the information. Copy onto the board the chart below.

- Select a group and write the members’ names in the chart. Ask each member if he/she is married. Put checkmarks (✓) in the first column as appropriate. Then ask each member how many sisters he/she has. Write the number on the board under the appropriate column.

- Have the groups do the activity. Circulate and provide assistance as needed. Give the students plenty of time to negotiate the language among themselves. The task may be challenging.

- When the groups are finished, have the reporter from each group record the information on the board.

- Ask the students to write statements about the results. Give appropriate models.

    Nancy has the most sisters.
    Lorrie has the most sons.

<table>
<thead>
<tr>
<th>Group Members’ Names</th>
<th>Married</th>
<th>Sisters</th>
<th>Brothers</th>
<th>Sons</th>
<th>Daughters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

- On the board, list various occupations, such as astronaut, engineer, police detective, poet, and scientist. Ask the students to look at the pictures. Elicit whatever descriptions they can give and write any new vocabulary on the board. Ask them to make predictions about the content of the lesson (jobs and occupations).

- Have those students who already hold jobs describe and name their occupations. Help them with any difficult vocabulary.

- As your students tell you about their ideal careers, list them under the heading Our Future Occupations.

PRESENTATION

I have an interesting family.

- Set the stage. Describe the situation: Gina is talking about her family members and their jobs. Ask the students to identify some fields of work. Identify examples: entertainment, restaurants, medicine, engineering. Write a model sentence on the board. I am interested in _____________. Ask the students which ones they are most interested in exploring. Have several students respond verbally.

- Personalize the situation. Identify examples: careers, construction site, etc. Have volunteers give definitions if possible. Define any unfamiliar terms yourself.

- Focus on selected items. Introduce the unfamiliar vocabulary: careers, construction site, etc. Have volunteers give definitions if possible. Define any unfamiliar terms yourself.

- Set the listening task. Tell the students that they will hear Gina's description of her family. Ask them to pay special attention to the occupations mentioned in the description. Play the cassette or read the conversation aloud twice as students follow along in their books. Then have the students do the exercise individually.

- Check the listening task. Have the students check the answers with a partner. Then ask volunteers to write the answers on the board. Have the class verify these answers and offer any corrections.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. c</td>
<td>3. f</td>
</tr>
<tr>
<td>2. e</td>
<td>4. d</td>
</tr>
</tbody>
</table>

- Play or read the description aloud with pauses after each line. Have the students listen and then repeat each sentence after you. Be sure to use natural speed and intonation.

- Engage students in pair work. Have the students practice reading the description in pairs, alternating paragraphs.

- Circulate and monitor progress. As the students read, help them with pronunciation and intonation.
1 This is my uncle Luigi.

- Have each student bring in a photograph of an interesting member of his/her family.
- Have the students sit in a circle. If this is not feasible, have individual students step to the front of the room successively. Each student should hold up the picture so that everybody can see the family member.
- Have the class ask questions about the student’s family member. Model a few questions, like the ones in the book: How old is he? Where does she live? You may wish to improvise some other questions to keep the exercise from being monotonous.
- Have each student answer several questions about his/her family member orally. After everybody has had a turn, summarize the students’ answers: Students in our class have relatives who live in many different places, such as Colombia, Senegal, Tajikistan, and Korea.

2 We’re in show business.

- Have the students look at the picture. Elicit a description of the scene. Answer any questions. Remind the students when to use have/has and is/are. Tell them to complete the sentences with the correct forms. Then call on individual students to write their answers on the board.
- Have students write a model paragraph about an interesting fact concerning their families. Have pairs or small groups share these descriptions. Encourage the students to read their work aloud and have their group members help with pronunciation. Circulate to monitor progress and help with pronunciation as needed.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. is</td>
</tr>
<tr>
<td>2. has</td>
</tr>
<tr>
<td>3. is</td>
</tr>
<tr>
<td>4. is</td>
</tr>
<tr>
<td>5. is</td>
</tr>
<tr>
<td>6. is</td>
</tr>
<tr>
<td>7. am</td>
</tr>
<tr>
<td>8. have</td>
</tr>
<tr>
<td>9. are</td>
</tr>
<tr>
<td>10. is</td>
</tr>
</tbody>
</table>

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

- Have the students play charades about occupations. Divide the class into Team A and Team B. Give each team 10 index cards and have them write down 10 occupations, one on each card.

When the cards are ready, the game can begin. Play the role of timekeeper or assign a student to do it. Each team will have a two-minute turn.

- A member of Team A picks a card from Team B’s pile. The student must describe the occupation to her/his own team without using the word itself. Students may act out the job using pantomime. They may also give verbal clues, naming famous people who have this occupation. For example, if the member of Team A picked the occupation “dancer,” she/he might say something like, “George Balanchine, Janet Jackson, Isadora Duncan, Vaslaw Nijinski, Rosie Perez, Martha Graham, Rudolf Nureyev,” etc. Team A must guess the correct answer within a two-minute time period to get a point. Team B remains silent until it is their turn.

- The teams take turns until all the cards are used up. The team with the highest score wins.

PRESENTATION

The Cheshire Family

- Set the stage. Have the students look at the picture and tell you about the Cheshire family. What makes the Cheshires unusual? Ask questions to elicit descriptions of the family members and their pets. Write any new vocabulary on the board.

- Personalize the situation. Ask the students to write down the names of their own pets and write a short description of each one. For example: Garvey is my cat. He is a tabby cat with long legs. He likes books, just like me. He falls asleep on top of whatever I’m reading. Have the students share the descriptions of their pets by reading them aloud to a partner or to the entire class.

- Focus on selected items. Introduce the vocabulary by writing the descriptive adjectives on the board: typical, short, thin, bald, etc. Help the students understand the meaning of these adjectives by pointing out examples in the picture. Have volunteers give definitions if possible.

- Set the listening task. Tell the students that they will hear a description of the Cheshire family. Ask them to pay special attention to the descriptions of the family members and their pets. Direct students’ attention to the exercise at the bottom of page 32 in their books. Have them do the exercise by checking the appropriate words in each sentence. Students can work individually, then check their answers with a partner. Play the cassette or read the description aloud as students follow along in their books.

- Check the listening task. Call on volunteers to write the completed sentences on the board. Have the students check their own work against the answers on the board, and offer corrections as necessary.

<table>
<thead>
<tr>
<th>Answers</th>
<th>1. cats</th>
<th>6. dark hair</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. father</td>
<td>7. strong</td>
<td></td>
</tr>
<tr>
<td>3. mother</td>
<td>8. short</td>
<td></td>
</tr>
<tr>
<td>4. sister</td>
<td>9. blond</td>
<td></td>
</tr>
<tr>
<td>5. blue</td>
<td>10. their cats</td>
<td></td>
</tr>
</tbody>
</table>

- Engage students in pair work. In pairs, have the students practice reading the description several times, alternating paragraphs.

- Play or read the description aloud with pauses after each line. Have the students listen and then repeat each sentence after you. Be sure to use natural speed and intonation.
1 Word Bag: Physical Characteristics

- Have the students look at the pictures as you play the cassette or read the labels aloud. Then make up sentences using these words and phrases and have the students repeat. Use these patterns: He’s short. She’s average height. He’s tall. She’s thin. He’s average weight. He’s heavy. She has long blond hair. She has short black hair. He has curly red hair. He’s bald.

- Next have individual students make up sentences and say them aloud, using a word or phrase from the exercise. Have the other students point to the correct picture.

- Tell the students to write four sentences about their own physical characteristics: three true statements and one false. Then have the students read their sentences to the class. The class should call out “true” or “false,” chorally. If the students say “false,” they should then give the correct information:
  
  A: My hair is black.
  B: False. Your hair is red.

- Finally, have the students write a description of one of their family members. They may use a dictionary for additional help. Have them read their descriptions to a partner. Make sure both partners have a chance to read aloud.

- Circulate to monitor progress and offer help with pronunciation and intonation.

2 Let’s play Twenty Questions.

Teaching Tip
Playing this game with a class of teenagers or younger students may require a bit of teacherly tact. Make sure that students’ feelings are spared: do not attempt to answer the questions Is she pretty or ugly? or Is he fat or thin? with anything but an affirmation: You’re all beautiful to me!

- Ask a volunteer to read aloud the instructions for playing Twenty Questions. To clarify these instructions, demonstrate the game with a volunteer. Select a student from the class without disclosing his/her name. Have the others ask you questions, using the vocabulary from the Word Bag for physical characteristics. Students should try to guess the person. Select a student to be the scorekeeper. Each correct guess earns one point. The person who guesses the most correct names is the winner.

- Go around the room, allowing each student a turn to select a classmate’s name and answer questions. Play continues until all the students have had a chance to be questioned by the others.

- Finally, have the students write a paragraph-length description of the person whose name they selected during the game. They may use the adjectives from the Word Bag on page 33, and they may wish to add a short description of their classmate’s personality. Allow the students to consult dictionaries.
4 Wrap Up

I’m in the News

• Introduce paragraph writing by showing the class an example of a descriptive paragraph. Write a sample description of a friend in simple language, using capitalization conventions and paragraph indentation. Make copies of the handwritten paragraph and distribute it to your students.

• Go over the proper capitalization and paragraph indentation.

• Ask several students to read the questions aloud. Then set up pairs and have the partners interview each other, using the questions and taking notes. Then tell the students to write a description of their partner.

• Collect the paragraphs and check for errors. Then return them to the students for revision, if necessary. Last, have the students share their paragraphs by reading them or posting them on a bulletin board. (Consider putting together a class collage with pictures, or a class book.)

STRATEGIES FOR SUCCESS

• See Units 1 and 2. Briefly review the earlier strategies.

• Explain to the students that a journal is like a letter to oneself. You don’t have to show it to anyone, although you might wish to share parts of it with a trusted friend or classmate. You needn’t worry about grammar and spelling in a journal.

• If you keep a journal, you might want to show it to your class. Otherwise, you might bring in a copy of Anne Frank’s diary for the students to examine.

• Encourage the students to buy a blank notebook that is easy to carry. Have them reserve this space just for their journal entries, not for other classwork or homework.

• Explain to the students that you would like to see their first entry, but that you will not grade it! Concentrate upon what they are saying, without correcting spelling, grammar, or punctuation. Give encouraging and thoughtful feedback.

• Have the students write a description of a person to whom they feel close. Suggest that they write about a family member, friend, or teacher. Draw upon the materials in the unit to provide examples of descriptive texts.

• If time permits, encourage students to share excerpts from their journals in small groups.

WORKBOOK In class or for homework, assign Workbook Lesson 3.
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.
• 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.
Lesson 1, Exercise 1 (p. 26)

Who am I?

- Put the students into pairs. On the board, write the following sentences or use the OHP. Have the students use information from the exercise to solve the puzzles.

Example: My mother’s name is Alicia. Who is my brother? (Pedro)

1. I am Oscar’s brother. What is my name?
2. I am Alicia’s mother. Who is my husband?
3. Alicia is my wife. Who am I?
4. Our father’s name is Felix. His wife is . . . .
5. Our sister’s name is Stella. Who are we?

6. Her grandchildren are Pedro and Jacinta. Who is she?

Answers

1. Bobby
2. Mr. Garcia
3. Felix
4. Alicia
5. Oscar, Alicia, Bobby, and Maria
6. Mrs. Garcia

Lesson 1, Exercise 2 (p. 26)

Can you draw my family tree?

Teaching Tip

This activity can be done on a voluntary basis. Be sensitive if some students prefer not to disclose personal information about their families.

- Have the students work in pairs. Their objective is to listen carefully to a description of each other’s family relations in turn. Clarify for students that their goal is to draw their partner’s family tree, not their own. This can be done as a contest, with both partners competing to see who can draw the most accurate family tree.

- Partners take five minutes each to list the names and relations of all their family members. They may request repetitions of information. Each student describes his or her family members to his or her partner. Students may list as many as ten members of their family. Meanwhile, the partner listens carefully, takes notes, and asks for any clarifications needed. For example:

Student A: My father’s name is Abdullah Ibrahim.

Student B: How do you spell that?

Student A: A-b-d-u-l-l-a-h  I-b-r-a-h-i-m.

Student B: My brother’s name is Shlomo.

Student A: Wait, isn’t that your father’s name?

Student B: Yes, it is. My brother’s named after my father. He’s Shlomo, Jr.

- When both students in the pair have completed their 5-minute descriptions, they attempt to draw their partner’s family tree as accurately as possible. Give a five-minute time limit here as well. Partners may not ask each other for any clarifications during their drawing time.

- At the close of the round, the pairs exchange trees and circle any mistakes. The student who has drawn the more accurate one wins.
Exercise 1

(Wording will vary.)

Interviewer: Are you married?  
Molly: Yes, I am.

Interviewer: Do you have any children?  
Molly: Yes, I do.

Exercise 2

1. Yes, they are.  
2. Yes, he is.  
3. No, she isn’t. She’s her daughter.  
4. No, she isn’t.  
5. Yes, they are.  
6. No, they aren’t.

Exercise 3

1. her  
2. His  
3. their  
4. Her  
5. Their  
6. Its or Her

Exercise 4

(Wording will vary.)

Interviewer: How many children do you have? What are their names?  
Molly: I have two children. Their names are David and Ann.

Interviewer: Do you have any brothers and sisters?  
Molly: No, I don’t.

Interviewer: Do you have any pets?  
Molly: Yes, I do.
Exercise 1
1. She’s an accountant.  
2. She’s a mechanic.  
3. He’s a security guard.  
4. She’s a cashier.

Exercise 2
My father is a lawyer. He works in an office building in Miami. My mother is an artist. She likes to paint pictures of the ocean. My brother is a baker. He brings home a lot of cakes and cookies for us. My sister is an architect. She has worked on the designs of many famous buildings. My uncle is studying to be a carpenter. He goes to school at night. I’m an actor. I hope to be on TV someday!

Exercise 3
1. My  
2. I’m  
3. I’m  
4. I’m  
5. His  
6. He  
7. He  
8. my  
9. Her  
10. She  
11. She  
12. She  
13. my  
14. Their  
15. They  
16. Their  
17. they

Exercise 4
Everyone in my family works. My mother is a nurse. She has a job in a hospital. My father works in the same hospital. My two brothers are musicians. My older brother has a job at a night club. My sister is a student during the day. At night, she has a job in a department store. My grandparents work, too. They have jobs in a restaurant. My grandfather is a chef, and my grandmother is a cashier.
Exercise 1


Exercise 2

Answers will vary.

1. She is short. She is heavy. She has long curly hair. Her hair is dark. She wears glasses.
2. He is tall. He is average weight. He is bald. He has a beard and a mustache.

Exercise 3

Answers will vary.

1. Kaige Wang is from China. He has long black hair. He is young and handsome. He is tall. He is married. He lives in Chicago. He is a mechanic.
2. Ernesto Zedillo is from Honduras. He is short and bald. He has a mustache. He wears glasses. He is a salesman. He has two sons. He lives in Miami.
3. Sofia Covetello is from Italy. She is pretty. She has blond hair and blue eyes. She is average height. She is an actor. She has two children. She lives in Atlanta.
4. (Answers will vary.)

Exercise 4

1. Robert Thomas Lincoln.
2. tall
3. brown
4. black
5. engineer
6. Yes
8. (Answers will vary.)
9. Dallas, Texas. or 176 Washington Ave., Dallas, Texas

Exercise 5

Answers will vary.
UNIT 4

Overview

TOPICS
• My Home
• My Neighborhood
• Apartments
• Classified Ads

COMMUNICATION GOALS
Listening and Speaking
• Getting information from a real estate ad
• Calling to inquire about an apartment
• Describing an apartment
• Describing the neighborhood
• Describing locations

Reading and Writing
• Reading real estate ads
• Writing a description of an apartment
• Reading about furnishings
• Reading about a neighborhood
• Writing a classified ad
• Writing an e-mail

GRAMMAR
• There is/There are
• Yes/No questions and short answers (recycle)
• Present Continuous: Verb + -ing
• Information (wh-) questions (recycle)
• Prepositions: across from, at, next to, close to, etc.
**SKILL STANDARDS**

<table>
<thead>
<tr>
<th>WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*</th>
<th>GENERAL COMPETENCIES / CASAS*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
<td>1 Consumer Economics</td>
</tr>
<tr>
<td>Reading, writing, listening, speaking</td>
<td>1.1.3 Interpret maps</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td>1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services</td>
</tr>
<tr>
<td>Knowing how to learn</td>
<td>1.2.2 Compare price or quality to determine the best buys for goods and services</td>
</tr>
<tr>
<td>Seeing things in the mind’s eye</td>
<td>1.4.1 Identify different kinds of housing, areas of the home, and common household items</td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
<td>1.4.2 Select appropriate housing by interpreting classified ads, signs, and other information</td>
</tr>
<tr>
<td>Adaptability and politeness in group settings</td>
<td></td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>2 Community Resources</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>2.2.1 Ask for, give, follow, or clarify directions</td>
</tr>
<tr>
<td>Acquires and evaluates information</td>
<td>2.2.5 Use maps relating to travel needs</td>
</tr>
<tr>
<td>Interprets and communicates information</td>
<td></td>
</tr>
<tr>
<td>Uses computers to process information</td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td></td>
</tr>
<tr>
<td>Participates as member of a team</td>
<td></td>
</tr>
<tr>
<td>Contributes to group efforts</td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Applies technology to task</td>
<td></td>
</tr>
</tbody>
</table>

* See Introduction, page viii, for additional information on SCANS and CASAS.
Lesson 1

WARM UP

- Teach the class that the term *home* refers to a place where individuals or families live (for example, a house or an apartment). Make sure the students understand the words *telephone*, *dog*, *many*, *books*, and *blue chair*.

Put the following grid on the board. Have the students copy it in their notebooks, leaving enough space for names.

<table>
<thead>
<tr>
<th>Find someone who . . .</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>has a telephone at home.</td>
<td></td>
</tr>
<tr>
<td>has a dog at home.</td>
<td></td>
</tr>
<tr>
<td>has many books at home.</td>
<td></td>
</tr>
<tr>
<td>has a blue chair at home.</td>
<td></td>
</tr>
</tbody>
</table>

- Have the students circulate, asking each other questions. Give them a time limit (5 to 10 minutes) to complete the mixer.

PRESENTATION

*I'm calling about the apartment on Summer Street.*

- **Set the stage.** Ask the students to read the title and look at the picture. Tell them to guess what is happening (*Lynn is looking at a newspaper and calling about an ad*). Ask students where in a newspaper they would look for an ad for a house or apartment. Display some real classified ads.

- **Personalize the situation.** On the board, write the following sentences. Have the students copy the sentences and put a check (√) before the ones that apply to them. Explain that a *roommate* is someone with whom one shares a living space; often, this helps keep the expenses down. Go over the new vocabulary words on the board.

  __ I live with my family.
  __ I live with my roommate.
  __ I live in an apartment.
  __ I live in a house.

- **Focus on selected items.** Elicit from students the different types of rooms in an apartment or house. Write the words on the board and show pictures from the Student Book to clarify them.

<table>
<thead>
<tr>
<th>bedroom</th>
<th>kitchen</th>
</tr>
</thead>
<tbody>
<tr>
<td>dining room</td>
<td>bathroom</td>
</tr>
<tr>
<td>living room</td>
<td>garage</td>
</tr>
</tbody>
</table>

- **Check the listening task.** After the students have filled out their charts individually, have a volunteer fill out the chart on the board (students should check the bedroom, living room, kitchen, and bathroom).

- **Play or read the conversation aloud with pauses.** Have the students listen and repeat each line. 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 part, and then they switch roles. Have the pairs do the *true/false* exercise. Check answers by calling on volunteers.

  **Answers**
  
  1. True 4. True
  2. Don’t know 5. Don’t know
  3. False

- **Circulate and monitor progress.** As students practice the conversation, help them with pronunciation and intonation.
1 Word Bag: Household Items

• Have the students look at the picture. See if they can name any of the items. Write the words on the board.
• Play the cassette or say the words one at a time. Have the students repeat. Correct any pronunciation problems.

• Repeat the words in random order and have the students point to each item in the picture.

2 The stove is in the kitchen.

• As headings on the board, write the name of each room, then explain the task. If you wish, ask a volunteer to come to the board and write an item from the pictures under the appropriate room.
• Explain to the students that some of the items may be found in more than one room. For instance, the TV can be either in the bedroom or in the living room.

• Have the students work in pairs, writing the names of objects from the pictures under the appropriate rooms. Ask students to think of three more things to add to each list in their books. Then have pairs compare their answers.
• Finally, have volunteers come to the board and list the items for each room.
• Using examples from your classroom setting, illustrate the meaning of some of the prepositions in this exercise. For example, place a pen under your book and say: *The pen is under (emphasis) the book.* If you have a map on the wall, point to it and say: *The map is on the wall.* Ask two students to come to the front of the class. Have them stand next to each other and say: *Judy is standing next to Maria.* Then stand between the students and say: *I am standing between Judy and Maria.* To illustrate “in front of,” step in front of one of the students and say: *I am standing in front of Maria.*

• Now have the students look at the seven drawings. Play the cassette or read the sentences aloud one at a time. Have the students repeat.

• Next, focus attention on the floor plan and the symbols. Explain any new vocabulary in the floor plan and go over the symbols. Draw the floor plan on the board or use an OHP.

• Put the students into pairs. Explain that they are to read the sentences and draw the symbols of the items where they belong on the floor plan. To illustrate, read the first sentence and draw the first three items on the board or on the OHP.

• Have the students do the activity. Circulate to monitor progress.

• To verify answers, ask volunteers to come to the board and draw the furniture symbols in the appropriate spots in the living room.
4 There are pictures on the walls.
- Discuss objects in the classroom. On the board, make a list of singular nouns in the classroom: book, door, chair, and so on. Make a second list of plural items: books, doors, chairs, and so on. Have the class listen and repeat after you the singular and then the plural nouns.
- Introduce there is/there are. Next, familiarize students with the contraction there's.
- Ask the students to look at the living room floor plan on page 39. Have them make up sentences about the contents and furniture using there is/there are. Finally, ask the students to look around and write five sentences about items they see in their classroom. Then ask volunteers to read their sentences aloud.

Additional Activity See Unit 4 Appendix.

5 Hear it. Say it. 🎧

Rising and Falling Intonation
- Play the cassette or say the sentences one at a time. Exaggerate the natural intonation patterns slightly. Point out the rising and falling intonations in the questions and declarative sentences.
- Play the cassette. Have students listen and repeat.
- Have the students volunteer their own questions. Be sure they use a rising intonation pattern. Have other students answer these questions.

Additional Activity See Unit 4 Appendix.

6 There aren’t any pictures on the walls.
- Introduce the word any. On the board, write the following sentences about objects in your room:
  
  Are there any books on my desk?  
  Yes, there's one.  
  No, there aren't any.
- Read the first question aloud. As you answer, point to a book on your desk and say: No, there aren't any, and so on. Explain that any is used in questions and negative statements with plural countable nouns. Introduce there isn't/there aren't. On the board make a list of objects.
- Go over the instructions with the students. Have the students work in pairs. Then call on different pairs to read their sentences aloud.

Additional Activity See Unit 4 Appendix.

7 Are there public phones in this school?
- Have pairs of students read the examples aloud for the class.
- Give students five minutes to visualize and list at least five different facilities at their school. For example: restrooms, public phones, cafeteria.
- Have the students, in pairs, ask and answer questions about facilities in their school, using the sample exchanges as a model.
- Ask several pairs to come to the board and write their questions. Have the class correct any mistakes and answer the questions orally.

WORKBOOK In class or for homework, assign Workbook Lesson 1.
Lesson 2

WARM UP

- Ask the students where they go to shop in their neighborhood. On the board, list the names of stores they frequent. Then have the students tell you where these stores are located, using street names. Write the street names next to the store. On the board, write sentences using the information students just gave you. For example:

  I buy my stamps at the post office.
  The post office is on Central Park West.

- Elicit from the students the difference between the use of the prepositions at and on when describing locations in the neighborhood: Use at for the name of a specific place. Use on for the name of a street where a specific place is located.

- On the board, write this model sentence:
  I buy (item) at (store name) on (street name).

Have the students fill in the blanks. Call on several students to say their sentences aloud.

PRESENTATION

Lynn’s new address is 317 Elm Street.

- Set the stage. Tell the students that they will listen to and read Lynn’s letter to her parents about the neighborhood where she lives. Have the students look at the map on page 41 and make predictions about the topic of the lesson (places in the neighborhood).

- Personalize the situation. On the board, write these sentences. Have the students put a check (√) before the sentences that apply to them. Make sure students are familiar with the vocabulary.

  _ I live in a quiet neighborhood.
  _ I live in a busy neighborhood.
  _ There is a post office near my house/apartment.
  _ There is a swimming pool near my home.

- Focus on selected items. To introduce the vocabulary for neighborhood places, have the students read the names of the places on the map on page 41. Introduce the following prepositions by giving examples from the map: on, across from, next to, on the corner, near, and between. Make sure students understand the meanings of the prepositions.

- Set the listening task. Write the following grid on the board. Have the students copy it. Tell the students to fill in the chart by checking off the places mentioned in Lynn’s letter as they listen to the cassette. Play the cassette or read the letter aloud.

<table>
<thead>
<tr>
<th>park</th>
<th>gym</th>
</tr>
</thead>
<tbody>
<tr>
<td>supermarket</td>
<td>movie theater</td>
</tr>
<tr>
<td>drugstore</td>
<td>school</td>
</tr>
<tr>
<td>post office</td>
<td>library</td>
</tr>
</tbody>
</table>

Answers

Students should check park, supermarket, drugstore, post office, movie theater, and library.

- Play or read the letter again with pauses after each line. Have the students listen and then repeat each sentence after you.

- Engage students in pairs work. Have the students practice reading the letter aloud twice, alternating paragraphs.

- Circulate and monitor progress. As students practice reading, help with pronunciation and intonation.
1. **The apartment is across from a park.**

- Tell the students to examine carefully the different buildings on the map on page 41. Play the cassette or say the words one at a time and have the students repeat as they point to the appropriate picture.
- Working in pairs, have the students match the words to the pictures. Then call on individual students to give the correct answers.

### Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>bank</td>
</tr>
<tr>
<td>8</td>
<td>supermarket</td>
</tr>
<tr>
<td>4</td>
<td>hospital</td>
</tr>
<tr>
<td>3</td>
<td>drugstore</td>
</tr>
<tr>
<td>7</td>
<td>bus stop</td>
</tr>
<tr>
<td>6</td>
<td>apartment building</td>
</tr>
<tr>
<td>2</td>
<td>police station</td>
</tr>
<tr>
<td>1</td>
<td>movie theater</td>
</tr>
<tr>
<td>5</td>
<td>library</td>
</tr>
</tbody>
</table>

2. **It’s in a very nice neighborhood.**

- Go over and review prepositions introduced in the lesson’s presentation.
- Assign a partner for each student. Before doing the exercise, have the students read the letter on page 41 again. Tell them to pay special attention to the prepositions Lynn used in her note.
- Have the students do the exercise individually, then check their answers with their partner.

### Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>on</td>
</tr>
<tr>
<td>2</td>
<td>across</td>
</tr>
<tr>
<td>3</td>
<td>next</td>
</tr>
<tr>
<td>4</td>
<td>on the corner</td>
</tr>
<tr>
<td>5</td>
<td>near</td>
</tr>
</tbody>
</table>
3. There's a drugstore on Washington Street.

- Have the students look at the map on page 43 as they listen to the cassette. Then have the students read the sentences and locate on the map the places in boldface type. Have them write the names of each place on their map. Demonstrate how this is done.
- To verify the answers, call on pairs to point to the different spots on the map.
- On the board, draw a simple map with several intersecting streets. Label the streets and add a couple of landmarks, such as a park and a bank. Leave plenty of room for additional landmarks. Draw arrows that indicate north, east, south, and west. Explain these direction words to the students if necessary.
- Call on individual students to come to the board and write the names of three or four places you will tell them. Allow students to ask for any needed clarification. For example:

  Teacher: There's a post office next to the bank.

4. Information Gap Activity, pages 125 and 126.

- Put the students into pairs. Have Student A look at page 125 and Student B look at page 126. Remind them not to glance at each other’s books.
- Explain that each student has a drawing of a neighborhood map. In both drawings some of the places are missing. Their objective is to determine the missing places by questioning their partners.
- Demonstrate the activity with a student.

  Teacher: Is there something on your map on Pine Street between Park Avenue and Spring Street?

  Student: Yes, there is. There's a park.

  Teacher: Let me write it down on my map.

- Have the students work in pairs to take turns asking questions. Each student should describe the points on his or her map to his or her partner. Tell the students to write the name of the missing places on their maps.
- When both partners feel that they have discovered all the missing places and written the names on their maps, they should compare their pages.

Additional Activity See Unit 4 Appendix.
5 Excuse me. Where’s the library?  

- Model the sample exchange with a volunteer. Emphasize the intonation patterns. Make sure the class can distinguish between questions and statements.
- Set up pairs. Looking at the map on page 43, have students ask about all the places shown, alternating which student begins the conversation. Tell the students to use the model exchange.

- For additional practice, have pairs ask about places in the neighborhood of your school. To help them, write several place names on the board (preferably place names that are not on the map on page 43): bookstore, museum, hotel, garage, fire station, department store, laundromat, gym, etc.

6 I live in a quiet neighborhood.  

- On the board, write a short description of your neighborhood as a model. Use simple language and short, clear sentences. Follow the general questions suggested in the student book, and make your work lively.
- Have the students read aloud the questions in their book. Suggest that they use these questions for ideas when they are writing descriptions of their neighborhoods.
- Encourage the use of vivid language to describe what one likes in one’s own neighborhood.
- Call students’ attention to the given prepositional phrases: across from, next to, near, and between. Review usage if necessary.
- Have the students write a brief description of their own neighborhood. Suggest that students write a rough draft first in their notebooks, then develop a finished paragraph and copy it into the space in the student books. Encourage revision. If necessary, students may attach an additional sheet to write a longer description.
- Have several volunteers read their paragraph aloud to the class, or set up small groups and have each group member read his/her essay aloud. Encourage group members to give positive feedback and constructive criticism.
- Circulate to monitor progress and model feedback techniques.

**WORKBOOK**  In class or for homework, assign Workbook Lesson 2.
There's a large 1 BR Apt. Furn.

- Make sure that students understand the meaning of the phrases to rent and to own a home. Ask the students whether they rent or own their homes.

- Brainstorm ways to find a new place to live. Elicit from students information about how they found their homes. List this information on the board in a chart format:

<table>
<thead>
<tr>
<th>Name of student</th>
<th>Own/Rent?</th>
<th>How did they find the place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>rents</td>
<td>newspaper ad</td>
</tr>
<tr>
<td>Oi King</td>
<td>owns</td>
<td>real estate agent</td>
</tr>
<tr>
<td>Son</td>
<td>owns</td>
<td>family member</td>
</tr>
<tr>
<td>Livorio</td>
<td>rents</td>
<td>sign at the Student Center</td>
</tr>
</tbody>
</table>

- Have the students summarize all the ways to find a new place to live. Add any others you can think of yourself. On the board, write the following information:

**Ways to find a new home**

Ask a friend or family member

Read the newspaper advertisements (called want ads or classified real estate section)

Find a real estate agent (if necessary, explain what a real estate agent is—someone who helps you find a place; agents have lists of different kinds of places for rent or to buy)

Find a roommate who has a place already

Live with your family

- Set the stage. Bring to class several local newspapers with the classified real estate sections. Show the students how to use the index to find real estate classifieds in the paper. Have the students explain why one consults the real estate ads (to find a place to live). Go over several advertisements with the students. You may also want to pass out Xeroxed copies. Read the ads aloud.

- Personalize the situation. Describe how you found your house or apartment. If appropriate, ask different students to tell how they found their homes.

- Focus on selected items. Explain what an abbreviation is. Have the students find abbreviations using the ads in their student book and/or the additional ads you distributed. Have them dictate abbreviations while you list them in a column on the board. Have the students try to guess the meanings. Help them decipher difficult abbreviations.

- Set the reading task. Have the students work in pairs. Have the pairs match the words with the abbreviations. Play the cassette or read the ads aloud after students have completed the task.

- Check the reading task. Have pairs of students compare answers. Then go over the answers with the class by calling on different students to say the actual words for each abbreviation.

- Play or read aloud the ads again with pauses. Have the students listen to the ads, one at a time.

- Engage students in pair work. Have the students read the ads aloud, switching parts in turn.

- Circulate and monitor progress. As students practice reading the ads, help with pronunciation and intonation.

**Answers**

1. d
2. i
3. b
4. c
5. f
6. h
7. e
8. j
9. g
10. a
1 **Online** *(Teacher’s Notes for each Online activity can be found on the Web page for that activity.)*

2 **Wrap Up**

- Explain that the students are to write a newspaper ad about an imaginary apartment/house they want to rent. On the board, write one of the ads from Student Book page 45. Tell your students that they are going to follow the model when they write their ads.
- Set up small groups. Have the groups read the questions. Answer any questions the students may have. Explain that there is no right or wrong answer; students can make up any information needed. Ask each group to do their ad on a large sheet of paper, using colorful magic markers if these are available. Have each group sign their names at the bottom of the ad.
- Circulate and offer help as the groups do the activity.
- Display the ads on a class bulletin board.

**STRATEGIES FOR SUCCESS**

- See Units 1 and 2 for your introduction. Briefly review the earlier strategies for the benefit of the students.
- Give the students some suggestions where they can find an English-language newspaper, particularly if you are in an EFL context. Show them how to find for rent classified advertisements, using a copy of the newspaper as a model.
- Review exercises in this unit that would help them to write descriptions of their own houses or model a description briefly.
- Demonstrate how to walk around, naming objects in the classroom and practicing the vocabulary orally. Have the students go home and do this exercise by themselves, practicing new words. Have the students use a bilingual dictionary to look up the name of any unknown household items.
- Have the students bring their journals to class. Solicit brief oral reports from volunteers during the next class period. If time permits, encourage students to show you their journals and provide constructive feedback.

**WORKBOOK** In class or for homework, assign Workbook Lesson 3.
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.
• 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.
Lesson 1, Exercise 4 (p. 40)

*Add On Game*

- Play the Add On Game. The first player says: *There’s a TV in my house.* The second player says: *There’s a TV and a stereo in my house.* The third player says: *There’s a TV, a stereo, and a dog in my house,* and so on. Consecutive players must remember and recite the entire list of objects, adding a new item at the end.
- The game can also be played using *There are.*

Lesson 1, Exercise 6 (p. 40)

*Memory Game*

- Place a variety of objects on a table and have students look at the collection carefully. Cover the objects. Then have a few volunteers ask questions about the objects on the table. Other students should try to answer from memory. Verify their answers by uncovering the table.

Lesson 2, Exercise 4 (p. 43)

*My Neighborhood*

1. Have the students write a paragraph-length composition about the neighborhood map they just completed in the previous exercise, describing different places.

2. For advanced students: suggest that they write a story set in the neighborhood. They might wish to describe a dramatic event that happens to a character of their own invention. This story should be set in one of the locations in the neighborhood.
- Students may share their stories with their peers by reading their work aloud in small groups and having group members listen and respond.
- Circulate and monitor progress while the groups read their stories aloud.
## Exercise 1

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<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>2.</td>
<td>A</td>
<td>3.</td>
<td>A</td>
</tr>
<tr>
<td>10.</td>
<td>B</td>
<td></td>
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</table>

## Exercise 2

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>are</td>
<td>2.</td>
<td>is</td>
<td>3.</td>
<td>is</td>
</tr>
<tr>
<td>4.</td>
<td>are</td>
<td>5.</td>
<td>are</td>
<td>6.</td>
<td>is</td>
</tr>
<tr>
<td>7.</td>
<td>is</td>
<td>8.</td>
<td>are</td>
<td>9.</td>
<td>is</td>
</tr>
<tr>
<td>10.</td>
<td>is</td>
<td>11.</td>
<td>are</td>
<td></td>
<td></td>
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</table>

## Exercise 3

**Answers will vary. Sample answers:**

1. The rug is in the middle of the room.
2. The desk is next to the door.
3. The bed is in the corner of the room. It is in front of the window.
4. There are clothes on the bed.
5. There is a cat under the bed.
6. There aren’t any curtains.
7. There isn’t a clock.
8. There isn’t a microwave.
9. There aren’t any cabinets.
10. There isn’t a stove.

## Exercise 4

- There aren’t any curtains.
- There aren’t any pictures.
- There aren’t any cabinets.
- There isn’t a clock.
- There isn’t a microwave.
- There isn’t a stove.

## Exercise 5

1. No, there isn’t.
2. Yes, there are.
3. Yes, there is.
4. No, there aren’t.
5. No, there isn’t.
6. There are four student desks.
7. There is one clock.
8. There are two windows.
### Exercise 2

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A: Excuse me. Where’s the drugstore?</td>
<td>B: It’s on Elm Street, next to the bus stop.</td>
<td>A: Thank you.</td>
</tr>
<tr>
<td></td>
<td>A: Thank you.</td>
<td></td>
</tr>
<tr>
<td>2. A: Excuse me. Where’s the movie theater?</td>
<td>B: It’s on the corner of Midway Avenue and Walnut Street.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Exercise 3

**Answers will vary.**
**Exercise 1**

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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Houston</td>
<td>7.</td>
<td>bus stop</td>
<td>13.</td>
</tr>
<tr>
<td>2.</td>
<td>sunny</td>
<td>8.</td>
<td>555-3277</td>
<td>14.</td>
</tr>
<tr>
<td>3.</td>
<td>bathrooms</td>
<td>9.</td>
<td>Clearlake</td>
<td>15.</td>
</tr>
<tr>
<td>4.</td>
<td>living room</td>
<td>10.</td>
<td>large</td>
<td>16.</td>
</tr>
<tr>
<td>5.</td>
<td>air conditioning</td>
<td>11.</td>
<td>bedrooms</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>dogs</td>
<td>12.</td>
<td>fireplace</td>
<td></td>
</tr>
</tbody>
</table>

**Exercise 2**

Answers will vary.

<p>| | | | | |</p>
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<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>It’s big.</td>
<td>4.</td>
<td>There are two bedrooms.</td>
<td>7.</td>
</tr>
<tr>
<td>2.</td>
<td>It’s on State Street.</td>
<td>5.</td>
<td>Yes, it’s furnished.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>There are four rooms.</td>
<td>6.</td>
<td>It’s near the park, schools, and good transportation.</td>
<td>8.</td>
</tr>
</tbody>
</table>

**Exercise 3**

Answers will vary. Sample answers:

The apartment is big. It’s on State Street. It has four rooms. Two are bedrooms. The apartment is furnished already. It’s near a park, some schools, and good transportation. There is parking, too. The phone number in the classified ad is 555-8190.

**Exercise 4**

Answers will vary. Sample answers:

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>four</td>
<td>6.</td>
<td>$144,000</td>
<td>10.</td>
</tr>
<tr>
<td>2–5.</td>
<td>houses, mobile homes, condominiums, apartments</td>
<td>7.</td>
<td>$443.36</td>
<td>11.</td>
</tr>
<tr>
<td>8–9.</td>
<td>New York, Philadelphia</td>
<td>12.</td>
<td>2-car garage</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 5

Overview

TOPICS
- Clock time
- Actions
- Shopping
- Clothes
- Colors
- Seasons
- Weather

COMMUNICATION SKILLS

Listening and Speaking
- Telling and asking for time
- Asking about and describing actions
- Asking for and describing clothes
- Offering help
- Accepting or declining an offer of help
- Asking about the weather
- Describing the weather
- Understanding weather reports
- Describing the different seasons

Reading and Writing
- Reading about the seasons
- Reading about color preferences and personalities
- Writing a postcard
- Writing about ongoing actions

GRAMMAR
- Present continuous: verb + -ing
- Yes/No questions and short answers (recycle)
- Information (wh-) questions
- Plurals of nouns
## WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

**Fundamentals**

**Basic Skills**
Reading, writing, listening, speaking

**Thinking Skills**
Knowing how to learn
Seeing things in the mind’s eye

**Personal Qualities**
Sociability—demonstrates understanding, friendliness, adaptability and politeness in group settings

**Competencies**

**Information**
Acquires and evaluates information
Organizes and maintains information
Interprets and communicates information
Uses computers to process information

**Interpersonal**
Participates as a member of a team
Contributes to group efforts

**Technology**
Applies technology to task

---

## GENERAL COMPETENCIES / CASAS*

0  **Basic Communication**
0.1.4 Identify or use appropriate language in general social situations
0.2.1 Respond appropriately to common personal information questions

1  **Consumer Economics**
1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services

2  **Community Resources**
2.3.3 Interpret information about weather conditions

*See Introduction, page viii, for additional information on SCANS and CASAS.*
Lesson 1

WARM UP

- Ask the class a few either/or questions about your present actions. Make sure you use broad gestures to communicate these actions clearly. Have the students answer in simple declarative sentences. For example:

  Teacher: Am I sitting or standing?
  Students: You are standing.

  Teacher: Am I speaking or am I running?
  Students: You are speaking.

- Teacher: Am I charming a rattlesnake or am I teaching an English class?
- Students: You are teaching.

- Have volunteers pose their own either/or questions about the present activities of their classmates. Am I speaking or am I singing? Is Estelle coming late or is she missing class?

- Call on other students to answer these questions in turn.

PRESENTATION

I’m running late.

- Set the stage. Tell the students to look at the picture and ask them what is going on (Yumiko and Lynn are having a housewarming party in their new apartment). Elicit descriptions of the scene and write any new vocabulary on the board.

- Personalize the situation. Elicit from students what they like to do at a party. Write their ideas on the board: listen to music, dance, meet new people, talk to friends, etc.

- Focus on selected items. On the board, write any words from the conversation that you think might be new to students. Explain these words by showing pictures from the Student Book. Pantomime actions if necessary.

- Set the listening task. Write the chart below on the board, but do not add the check marks yet. Tell the students to check (✓) what each person is doing at the party. Play the cassette or read the conversation.

<table>
<thead>
<tr>
<th>Names</th>
<th>Dancing</th>
<th>Watching a soccer match</th>
<th>Talking</th>
<th>Making sandwiches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gina</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivan</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oscar</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nelson</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Mrs. Brennan</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Yumiko</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

- Check listening task. Call on individual students to fill out the chart on the board. If there is any disagreement, play the cassette again for students to verify their answers.

- Play or read the conversation aloud with pauses after each line. Have the students listen and repeat each line. Make sure they use natural speed and intonation.

- Engage students in pair work. Have the students practice the conversation. Each student reads one part aloud and then switches roles. Encourage them to use the “read and look up” technique. Call on individual pairs to act out the conversation for the class.
1 The Time

- Set up new pairs. Have the students listen to the cassette and read the times aloud one at a time. Explain the task: students will draw the clock hands in their books to indicate the correct time.
- Have each pair compare its answers with another pair. Then call on several students to draw the answers on the board to verify the answers for the class.

2 Ask and tell the time.

- With a student, read the model conversations aloud.
- Then set up pairs and have them ask and answer questions about the time on the three clock faces. Make sure the students alternate who begins the exchange. Tell the students to use the model in the book.
- Circulate to monitor progress and help students tell time accurately.

3 Hear it. Say it.

Word Stress

- Tell the students that they will practice pronunciation of pairs of numbers. Explain that the capitalized syllables indicate stressed syllables. Stresses are pronounced with greater intensity and duration than unstressed syllables. Explain that stresses are important in distinguishing between pairs of similar-sounding numbers, such as thirteen and thirty, sixteen and sixty.
- In simple terms, explain to the students that English is a language of unpredictable stress patterns. The only way to learn is through practice. Listening to the pronunciation of native speakers is crucial.
- Say the numbers yourself, accentuating natural stress patterns. Have the students listen.
- Play the cassette and have the students repeat each pair of words. Make sure that they are stressing the correct syllable within each word. Correct intonation as necessary.
- Have the students say the numbers again, chorally and individually.

Answers

1. **A:** What time is it?
   **B:** It’s ten o’clock.
2. **A:** What time is it?
   **B:** It’s two-twenty.
3. **A:** What time is it?
   **B:** It’s four-thirty.

Additional Activity  See Unit 5 Appendix.
4 What’s the Bonilla family doing? ▶ Listening ▶ Reading

- Ask the students what they see in the picture (a family party). Have them predict what they will learn about in this exercise.

- Tell the students that they will listen to Tommy Bonilla talk about his family. Play the cassette or read the tapescript aloud. As they listen, have the students label each family member in the illustration.

- Ask the students to tell you what each member of the Bonilla family is doing. List the names of Tommy’s relatives on the board in chart form:

<table>
<thead>
<tr>
<th>Fred</th>
<th>Tommy’s father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juana</td>
<td>Tommy’s mother</td>
</tr>
<tr>
<td>Elsa</td>
<td>Tommy’s grandmother</td>
</tr>
<tr>
<td>Tomas</td>
<td>Tommy’s grandfather</td>
</tr>
<tr>
<td>Teresa</td>
<td>Tommy’s sister</td>
</tr>
</tbody>
</table>

- Go over the vocabulary words for each person’s activities. List phrases on the board: holding a plate, bringing out the catsup, setting the table, playing catch, cooking hamburgers, having a barbecue.

- Have the students choose four members of Tommy’s family and fill in the chart about their activities. Ask the students to make up any activities they like to fill in the What they’re not doing column.

- Model the first entry on the board: Fred playing catch not cooking a burger.

- Have the students fill in the chart individually, then check answers in pairs. Call on different students to read aloud their answers from the What they’re not doing column.

<table>
<thead>
<tr>
<th>Fred</th>
<th>playing catch</th>
<th>answers will vary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juana</td>
<td>setting the table</td>
<td>answers will vary</td>
</tr>
<tr>
<td>Elsa</td>
<td>bringing out the catsup</td>
<td>answers will vary</td>
</tr>
<tr>
<td>Tomas</td>
<td>cooking burgers</td>
<td>answers will vary</td>
</tr>
<tr>
<td>Teresa</td>
<td>playing catch</td>
<td>answers will vary</td>
</tr>
</tbody>
</table>

Expansion

- Tell the students to write down what they think a member of their family or a friend is doing right now. Give them a few minutes, then call on students to read their sentences.

  S1: My father is working.
  S2: My mother is cooking.
  S3: My son is doing his homework.

5 Are Mr. Bonilla and his daughter playing tennis? ▶ Listening ▶ Speaking ▶ Reading

- Have two pairs read the model exchanges aloud. Call the students’ attention to the short answer format. Write models on the board.

- Have the students work in pairs, asking and answering the yes/no questions about the Bonilla family. They can also make up questions of their own. Make sure that students take turns asking and answering.

- Circulate to monitor progress and help students with short answer forms.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No, they’re not.</td>
</tr>
<tr>
<td>2. Yes, they are.</td>
</tr>
<tr>
<td>3. No, she’s not.</td>
</tr>
<tr>
<td>4. Yes, he is.</td>
</tr>
<tr>
<td>5. Yes, they are.</td>
</tr>
<tr>
<td>6. Yes, it is.</td>
</tr>
<tr>
<td>7. Yes, I am.</td>
</tr>
</tbody>
</table>

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

- Post large pieces of colored construction paper on the bulletin board in your classroom. Make sure you represent as many of the common colors as possible: blue, red, green, yellow, brown, black, and purple. Have the students guess the names of the colors. Label them in large letters with a thick marker.

- Go around the room, pointing at different articles of clothing that your students are wearing. Say the name for each, and have the students repeat: a jacket, jeans, a sweater, a shirt, a dress, a skirt, sneakers, boots, etc. Then point to the same clothes and say what color it is: a purple jacket, blue jeans, a black sweater, a white shirt, a pink dress, a red skirt, white sneakers, brown boots, etc.

- Have the students walk around the room, taking note of what their classmates are wearing. Then ask the students to write five sentences in their notebooks to describe what individual classmates are wearing. On the board, write several model sentences and have the students copy them:
  
  Carlos is wearing a blue sweater.

  Keiko is wearing a black dress.

  Pyotr is wearing a brown jacket.

- Then call on five students to write two of their sentences on the board. Have them read the sentences aloud. Have volunteers correct spelling or grammar mistakes, as needed.

PRESENTATION

He’s wearing a green shirt.

- Set the stage. Read the lesson title aloud. Have students look at the picture. Elicit descriptions of the scene and write new vocabulary on the board. Ask them to make predictions about the topic of the lesson (what people are wearing).

- Personalize the situation. On the board, write:

  My favorite color is _________________.

  Have several students name their favorite color. You can show the class a spectrum of the seven main colors, then have students point to their favorite color on the spectrum.

- Focus on selected items. Go over the vocabulary for clothing and colors by pointing out what students are wearing. Have a student come to the front. Point to the student’s clothes as you say the names of each article of clothing. Write new vocabulary on the board.

  Continue by asking a second student to come to the front of the class. This time ask the other students to tell you what the student is wearing.

- Set the listening task. On the board, write the following questions:

  What is Lynn’s cousin Ken wearing?

  What’s Lynn’s Aunt Jialing wearing?

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

- Check the listening task. Have volunteers provide oral answers to the questions. Have the class verify answers by raising their hands to offer corrections.

- Play or read the rest of the conversation. Have the students identify and label Susana, Jialing, Ken, and Roberto. Call on volunteers to say what the characters are saying.

- Engage students in pair work. Have the students practice reading the conversation. Each student reads one part and then switches roles. Encourage the students to use the “read and look up” technique. Then call on several pairs to act out the conversation for the class.

- Circulate and monitor progress. As they practice reading the conversation, help students with pronunciation and intonation.
1 Word Bag: Clothes and Colors

- Have the students look at the pictures. Present the vocabulary by reading the labels. Play the cassette or say the words. Have the students listen to the pronunciation and repeat.
- Repeat the words in random order and have the students point to the pictures in their books.

2 Excuse me. I’m looking for a green dress.

- With a student, read the model conversations for the class. Then play the cassette or read the conversations aloud.
- Call on several volunteers to act out the model conversations for the class.
- Have the students pick a partner and practice the conversations in pairs. Have the partners discuss and make a shopping list of six clothing items they would like to buy. Have the students write the lists in their notebooks. Model how this can be done. On the board, write your own shopping list for new clothes.
- Circulate to monitor progress and offer help as needed. Make sure the students use singular and plural nouns correctly in their lists.
Find the person.

- Tell the students that there are two parts to the answers in this exercise. First, they have to locate each of the characters described and write his/her name in the blank. Second, they have to write what each character is doing as shown in the picture on page 52 in the Student Book.

- Model the first example. Read the clue aloud: *She's wearing a purple shirt and a white skirt.* Then ask: *Who is she?* Have the students call out the name *Yumiko.* Then ask: *What is she doing?* Have the students tell you: *She is talking to Gina.* Make sure the students use the present continuous tense correctly. Write several model sentences on the board.

- Have the students work in pairs. Then have pairs compare answers by reading their sentences aloud.

- Finally, call on volunteers to write the answers on the board. Have the class revise any mistakes by raising their hands and offering corrections.

**Answers**

1. Yumiko. She’s talking to Gina.
2. Jialing. She’s talking to Nelson.
3. Roberto. He’s choosing a CD.
4. Gina. She’s talking to Yumiko.
5. Silvio. He’s eating.
6. Ken. He’s talking to Susana.

- Now call the students’ attention to the chart in the student book. (You may wish to project the chart using an OHP.) Explain how nouns are pluralized in English by reading aloud the instructions in the chart. Answer any questions students may have.

- Play the cassette or read the chart aloud. Have the students listen to the rules. Then see if the students can think of additional nouns for each category. Have them share these with the class.

- Play the cassette for the students to verify pronunciation. Then say the nouns again and have the students listen and repeat the words after you.

- Finally, have the students practice saying the words chorally and individually. Correct their pronunciation as necessary.

**Expansion**

- Have each student look at his or her partner’s clothes and write a one-sentence description of what the partner is wearing.
4 What’s your favorite color?

- Have the students read the instructions. Teach the students what the words *psychologist* and *personality* mean.

- Explain the vocabulary for personality traits. On the board, write the words and phrases that may be unfamiliar: *active, quiet, calm, interested, good impression, shy, and serious.*

- Personalize the exercise by having several students raise their hands and volunteer which words seem to apply to their own personalities. Students should make up sentences about themselves and share these orally. For example:
  - I am serious, and sometimes I am shy.
  - I am not very serious. I like to make jokes.
  - I like to make a good impression when I meet someone.

- On the board, write *What’s your favorite color?* Have students choose a favorite from the list of eight colors in their books.

- Divide the students into groups. Have the students ask their group members to name their favorite colors. Have them write the group members’ names in the appropriate column of the charts in their books. They may also add their own names to the chart.

- After the students complete the chart, have them circulate within the classroom, searching for classmates who share their own favorite colors.

- Have those who like the same color form groups and evaluate what some psychologists say about colors and personality traits. Ask them to determine whether they agree with these psychologists.

- Have the students work individually and write a brief answer to the question, using the space on page 55 in the Student Book.

- Have individual students share their opinions with the class by reading their ideas aloud. Encourage the students to give reasons to support their opinions.

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

- Ask the students: *What is today’s weather like?* Solicit answers and list any new vocabulary words on the board. Have the students raise their hands to volunteer additional words about weather conditions. Add these words to the list on the board. Make sure that the class understands all the weather vocabulary you have written on the board.

- Write the format of a general statement about today’s weather. Have students fill in any appropriate words from your list in the sentence blank.

  It’s _________ today. (*sunny, rainy, cold, snowing, etc.*)

- Ask the students *yes/no* questions about how their clothing relates to the weather today. Have the students give short answers. For example:

  It’s raining. Noriko, do you have your raincoat? (*Yes, I do.*)

PRESENTATION

*The Four Seasons*

- **Set the stage.** Read the title. Elicit descriptions of the pictures and write the vocabulary on the board. Ask the students to make predictions about the content of the lesson (*weather and the seasons*).

- **Personalize the situation.** On the board, write the following questions:

  What’s the weather like in your city or country?

  How many seasons are there?

  Ask the students to raise their hands and share their answers.

- **Focus on selected items.** Explain specific vocabulary or phrases that might affect students’ overall understanding of the paragraphs. Teach students to generalize, using the words *often* and *sometimes*. Make sure the students understand the distinction. Give examples:

  Often it’s cold in the winter. Sometimes it snows in New York.

  Have the students make up sentences about frequent and infrequent weather conditions and share them orally.

- **Set the listening task.** Ask the students to read the questions about the seasons. Tell the students to answer the questions after they listen to the cassette. Have them generalize about the weather, using the words *often* and *sometimes*. Play the cassette or read the tapescript.

- **Check the listening task.** Have the students work individually as they write the answers to the questions. Then have them check their answers with a partner.

  **Answers**

  *NOTE: Answers will vary according to local weather conditions.*

  1. Four
  2. Winter, spring, summer, fall
  3. Often it’s cold. Sometimes it’s snowy.
  4. Often it’s warm. Sometimes it’s rainy. Sometimes it’s sunny and fair.
  5. Often it’s hot and sunny.
  6. Often it’s cloudy and cool. Sometimes it’s sunny and fair.

- **Play or read the paragraphs aloud with pauses after each line.** Have the students listen and repeat after you. Make sure they use natural speed and intonation.

- **Engage students in pair work.** Have pairs read the paragraphs aloud. Help them with correct pronunciation and intonation.
1 We need clothes for every season.

- Have the students look at the pictures. Read the names of clothing items twice or play the cassette. Have the students repeat the words during the second reading while looking at the pictures. Correct pronunciation as needed.
- Assign each student a partner. Have pairs look at the pictures. Explain that some items may belong to more than one seasonal category. Model the activity. Write the chart on the board and list one or two clothing items under an appropriate heading.
- Have pairs do the exercise, then compare their lists. Ask volunteers to come to the board and write their answers in the chart.

Answers

Note: Lists will vary.
Spring: jeans, raincoat, jogging suit, tank top, windbreaker
Summer: tank top, bathing suit, shorts, jeans
Fall: sweat shirt, raincoat, windbreaker, tights, sweater, jacket, jeans
Winter: Sweat shirt, parka, overcoat, tights, sweater, down jacket, ear muffs, gloves, jeans

2 Online (Teacher’s Notes for each Online activity can be found on the Web page for that activity.)
3 Information Gap Activity, pages 127 and 128.

- Explain to the students that the purpose of a weather map is to show the weather conditions in various regions of the country. Explain what a region is by indicating regions on the map: California and Oregon are in the West. Connecticut and New York are in the East.
- Put students into pairs. Have Student A look at page 127, and Student B look at page 128. Remind the students not to look at each other’s books. Have the students look at the key on the bottom of the page. Make sure they understand the symbols. Call students’ attention to the Useful Language feature for correct question formats.
- Explain that each student has a weather map with weather conditions marked for several different regions. Tell the students that they have to find out the weather conditions for the remaining regions by asking their partner questions. When their partner answers, they should add the appropriate symbols to their maps.
- When pairs have completed their maps, have them compare their pages.

Additional Activity See Unit 5 Appendix.

4 Wrap Up

- Ask the students to raise their hands if they have ever sent a letter to a friend in another country. Have the students tell why they sent their letter (to stay in touch with a friend, to describe a vacation).
- Read Gina’s letter aloud. Explain that Gina is far from her home in Italy, and she wants to tell Mario a little about her life in the United States.
- Have the students describe what Gina is writing about (seasons and the weather in the U.S.). Tell the students that they are going to write to a friend or family member. Have them use Gina’s letter as a model and write and address their own letters.
- Make sure they understand the vocabulary and structures. Explain conventions such as placement of the date, greeting, and addresses. Draw a letter and envelope on the board and have students dictate where one places an address, stamp, greeting, and signature.
- Have the students read their letters aloud in small groups.

STRATEGIES FOR SUCCESS

- See Units 1 and 2 for your introduction. Briefly explain the previous strategies to the students.
- Offer suggestions on composing and addressing a letter to a friend. If possible, bring in a letter of your own to share and read an interesting excerpt aloud to the class.
- Explain how one goes over a letter before sending it to search for missing words, spelling and grammar mistakes, etc. Model how you would edit and revise your own letter before mailing it.
- Have the students write a personal letter for homework. Tell them to bring in their letters to class, and have them share in small groups by reading all or part of their letters aloud.
- Recycling strategies: Review all the strategies the students have practiced thus far. List the strategies on the board, then ask the students to give brief explanations of how they utilized each strategy. Have the students pick one strategy and practice it again.

WORKBOOK In class or for homework, assign Workbook Lesson 3.
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.
• 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.
Lesson 1, Exercise 2 (p. 50)

Cooperation

• Have students read the Did you know that . . . feature aloud. Point out that people in the United States tend to take a collaborative attitude toward many things. For example, guests at a party often help the host with preparation and clean up. Have the students brainstorm other instances of collaboration and teamwork in U.S. society.

• For advanced students, do the following activity. Have the students work in groups of three or four. Tell them to write a short conversation about a situation where cooperation is the key to solving a problem. You may wish to suggest the following situations or ask the students to come up with their own. Introduce or pantomime any unfamiliar vocabulary.

  Possible situations
  You are police detectives trying to trap a murderer.
  You are chefs in a fancy restaurant preparing a dinner for the President.
  You are lifeguards trying to save a small child from drowning.

• Then call on different groups to role-play their situation for the class.

Lesson 3, Exercise 3 (p. 58)

Weather Here and There

• This activity is for students to do at home. Teach them to read the weather report in the newspaper. Have them pick up a copy of an English-language paper and make notes about the weather conditions in different locations.

• Tell the students to bring this information with them to the next class and be prepared to discuss it.
## Exercise 1

Wording will vary.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kate (She) is baby-sitting.</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>correct</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Susie (She) is climbing (on the chair).</td>
<td>6</td>
</tr>
</tbody>
</table>

## Exercise 2

Answers will vary.

## Exercise 3

Wording will vary.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B: She’s watching TV.</td>
<td>B: He’s teaching.</td>
<td>B: They’re playing the guitar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A: What’s Howard doing?</td>
<td>5</td>
<td>A: What are Akiko and Jason doing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B: He’s taking pictures.</td>
<td>B: They’re reading the newspaper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A: What are Ursula and Cindy doing?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B: They’re shopping.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Exercise 4

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>isn’t working</td>
<td>3</td>
<td>isn’t playing</td>
<td>5</td>
<td>aren’t doing</td>
</tr>
<tr>
<td>2</td>
<td>aren’t making</td>
<td>4</td>
<td>isn’t watching</td>
<td>6</td>
<td>isn’t dancing</td>
</tr>
</tbody>
</table>

## Exercise 5

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I</td>
<td>7</td>
<td>Are</td>
<td>14</td>
<td>working</td>
</tr>
<tr>
<td>2</td>
<td>am</td>
<td>8</td>
<td>watching</td>
<td>15</td>
<td>Is</td>
</tr>
<tr>
<td>3</td>
<td>Are</td>
<td>9–10</td>
<td>they’re not or they aren’t</td>
<td>16</td>
<td>correcting</td>
</tr>
<tr>
<td>4</td>
<td>making</td>
<td>11</td>
<td>Are</td>
<td>17</td>
<td>she</td>
</tr>
<tr>
<td>5</td>
<td>Is</td>
<td>12</td>
<td>having</td>
<td>18</td>
<td>isn’t</td>
</tr>
<tr>
<td>6</td>
<td>helping</td>
<td>13</td>
<td>Are</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1
Bobby’s mother is talking to the woman behind the watch counter. She is carrying a black bag.

Exercise 2
Wording will vary. Sample answers:

Clerk: What’s your son wearing?
Bobby’s mother: He’s wearing jeans, a T-shirt, and a baseball cap.

Clerk: Is he carrying anything?
Bobby’s mother: Yes, he’s carrying a book about baseball.

Clerk: What color is his hair?
Bobby’s mother: His hair is black.

Clerk: I think I see him!

Exercise 3
Wording will vary. Sample answers:

1. Claudia is wearing a scarf, a short skirt, and a white blouse.
2. Gianni is wearing a tie, a dark shirt, and pants. He has black shoes.
3. Mona is wearing a shirt/sweater, black pants, and a hat.

Exercise 4

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. brown</td>
<td>1. black</td>
</tr>
<tr>
<td>2. orange</td>
<td>3. green</td>
</tr>
<tr>
<td>5. pink</td>
<td>4. yellow</td>
</tr>
<tr>
<td>6. red</td>
<td>5. purple</td>
</tr>
<tr>
<td>7. blue</td>
<td></td>
</tr>
<tr>
<td>8. white</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1
Answers will vary. Sample answers:
1. It’s snowy and cold. 3. It’s cloudy and windy.
2. It’s hot and sunny. 4. It’s cool and rainy.

Exercise 2
1. c. 2. d. 3. e. 4. a. 5. b.

Exercise 3
Answers will vary. Sample answers:
1. It’s cloudy and cool. 3. It’s sunny and warm. 5. It’s snowy and cold.
2. It’s windy and cool. 4. It’s rainy and warm. 6. It’s cloudy and cold.

Exercise 4
Answers will vary.
1. cold/snowy 4. snow 7-8. shorts, T-shirts, etc.
2-3. sweaters, coats, etc. 5-6. sunny/warm 9. good (Answers will vary.)
UNIT 6

Overview

TOPICS
• Days of the week
• Months and dates
• Daily routines
• Work and chores
• Ordinal numbers
• Birthdays and holidays

COMMUNICATION SKILLS
Listening and Speaking
• Talking about routines at work and at home
• Asking for and giving information about the days of the week and the months of the year
• Talking about birthdays and holidays

Reading and Writing
• Reading a letter
• Reading about international holidays
• Reading a weekly schedule
• Filling out a fitness survey
• Writing about daily activities
• Writing an e-mail message
• Keeping a personal calendar
• Sending a card online

GRAMMAR
• Simple present tense: affirmative and negative statements; yes/no questions and short answers
• Subject-verb agreement
• Adverbs of frequency: always, sometimes, often, never
## 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, and politeness in group settings

#### Competencies

**Information**
- Acquires and evaluates information
- Organizes and maintains information
- Interprets and communicates information
- Uses computers to process information

**Interpersonal**
- Participates as member of a team
- Contributes to group efforts

**Systems**
- Understands systems—knows how social, organizational, and technological systems work and operates effectively within them

**Technology**
- Applies technology to task

### GENERAL COMPETENCIES / CASAS*

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

0.2.4 Converse about daily and leisure activities and personal interests

2.3.2 Identify the months of the year and the days of the week

2.7.1 Interpret information about holidays

3.5.9 Identify practices that promote physical well-being

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* See Introduction, page viii, for additional information on SCANS and CASAS.
Lesson 1

WARM UP

- Explain or elicit the meaning of the term schedule. Ask some questions: What do you do on Mondays? What do you do on Friday evenings? etc. Explain that people often do the same activities each week. Help the students gain a sense of your schedule by sharing some information with them. On the board, write the following sentences:

  I always clean my house on Saturdays.

  On Friday evenings, I usually go to the movies.

  On Wednesday mornings, I always have an exercise class.

  Then draw the grid below on the board. Have the students copy it into their notebooks and fill in their weekly activities.

- Have volunteers come to the board and write items from their personal schedule in the grid.

- Discuss each student’s activities and draw conclusions.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
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<tr>
<td>Afternoon</td>
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<tr>
<td>Evening</td>
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</tbody>
</table>

PRESENTATION

Life in the United States isn’t easy!

- **Set the stage.** Tell the students that they are going to listen to what Lynn and Yumiko do every week.

- **Personalize the situation.** Invite the students to talk about their routines. Explain that a routine is something we do regularly.

- **Focus on selected items.** Explain the meaning of before and after by asking the students these questions: What do you do before class? / What do you do after class? / What do you do after dinner? Call on several students to answer.

- **Set the listening task.** Have the students look at the pictures in the book and tell you what Lynn and Yumiko usually do. Then write the following statements on the board:

  1. Lynn and Yumiko go to class every day.

  2. Lynn and Yumiko make dinner together after class on Monday, Wednesday, and Saturday.

  3. Lynn and Yumiko work on Monday, Tuesday, Wednesday, Thursday, and Friday.

  4. Lynn and Yumiko watch TV after dinner.

- Have the students listen and then mark each statement true or false. Explain that if any part of the statement is incorrect, students should mark it false. Play the cassette or read the captions aloud.

- **Check the listening task.** Call on individual students to give the answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. False</td>
</tr>
<tr>
<td>2. False</td>
</tr>
</tbody>
</table>

- **Play or read the text aloud with pauses after each line.** Have the students listen and repeat the statements after you. Make sure they use natural speed and intonation.

- **Engage students in pair work.** Have the students practice reading the captions aloud, alternating the person who begins.

- **Circulate and monitor progress.** As the students practice reading the captions, help them with pronunciation and intonation.
1 What do they do?

- Before doing the exercise, go over subject-verb agreement. On the board, write these sentences:
  Lynn works with computers.
  Yumiko walks to the park.
  Tony plays the piano.
  Gina buys a new dress every week.

- Have a volunteer come to the board and point to the action word in each sentence: works, walks, plays, buys. Have the volunteer also identify and circle the subject of each sentence (Lynn, Yumiko, Tony, Gina).

- Have the class focus on the action word in the first sentence. Ask: Why does “works” have an -s at the end? Elicit the answer: The sentence is about Lynn. “Works” has an -s at the end because she is one person.

- Offer additional example sentences with singular subjects, describing the students’ daily routines. For example: Paula walks to school every day. Then encourage students to make up their own sentences about singular subjects. Have them raise their hands and share their sentences orally.

- Next focus on plural subjects and verb forms. On the board, write the following sentence: Lynn and Yumiko work from Monday to Friday. Explain to your students: The sentence is about Lynn and Yumiko. Since it has a plural subject, “work” takes no -s at the end.

- Have the class study the verb forms chart at the bottom of Student Book page 62.

- On the board write additional verbs, such as study, read, talk, write, call, wash, go to bed, wake up, etc. Call on individual students to make up sentences, using the words on the board.

- After discussing subject-verb agreement, prepare students for the pair activity by going over the formation of wh- questions. Explain that wh- or information questions begin with the question words what, who, where, why, when, or how and are followed by do or does. Write examples on the board:
  Where does Yumiko work?
  What do Yumiko and Lynn do on weekends?

- Write two sentences on the board, one with a singular subject and another with a plural subject. Have the students change each statement into a wh-question. Call on volunteers to answer. Give students additional practice if necessary.

- Have the students, working in pairs, ask and answer questions about Yumiko and Lynn’s schedule. Next they should write Yumiko and Lynn’s activities in the calendar, choosing a day for each activity. Circulate to monitor progress and offer help as needed.

- In the second part of this exercise, pairs focus on their own daily routines. The partners should take turns asking and answering questions about each other’s daily activities, using the verbs in the box. The partners should record their activities on the weekly calendar (February) in their Student Books.
2 Do Tony and Nelson have busy schedules? 🎧

- Tell students they are going to listen to Tony and Nelson’s daily routines. Have them predict which words might go in the blanks. Play the recording or read the tapescript twice, having them write the missing words the second time through. Call on different students to read their answers.

- For the second half of the exercise, draw students’ attention to the sample exchanges. Play the cassette or have a pair of students read the exchanges aloud. Give additional examples.

- Have the students read the paragraphs again, then take turns asking and answering the five questions. Tell them to use short answers. Model a question and answer with a volunteer.

  Teacher: Do Tony and Nelson exercise every weekday?

  Student: No, they don’t.

Answers
1. have 5. eat 9. go
2. get 6. go 10. does
3. go 7. plays 11. cleans
4. take 8. goes

1. Yes, they do.
2. No, they don’t.
3. No, they don’t.
4. Yes, he does.
5. He does the laundry on Tuesday and Thursday.

3 Information Gap Activity, pages 129 and 130. 🎧

- Tell the students they are going to practice inviting a partner to eight different activities.

- Use the OHP or draw the schedule on the board. Tell the class about your weekly schedule by filling in the grid with activities you plan to do.

- Divide the class into pairs. Have one partner use the schedule on page 129 and the other use the one on page 130. Tell the students not to look at each other’s pages.

- First have the students decide on eight things they plan to do and then write those activities in any time slot on the schedule. The students will then choose one activity from their schedules and invite their partners to come along, using the question form Do you want to . . . ? Have the students take turns inviting one another. Tell the students to fill in those appointments on their weekly schedules.

- Use the schedule on the board to model for students how you record an appointment.

- Have the students complete the exercise and compare schedules when they are finished.

4 Do you go to bed late on weekday nights? 🎧

- Start this writing activity with some prewriting tasks. Have the students brainstorm in small groups. Give each group a few minutes to talk about their usual weekly activities. To practice the negative form, they should also discuss activities that they do not do on school days:

  I usually don’t skate on Friday. I attend classes all day.

- This is a collaborative writing activity. First have the students read the model paragraph in the Student Book. Then have them work in groups of three and compose a paragraph together. One student in the group should be the recorder, writing down the paragraph as the others dictate.

  Additional Activity See Unit 6 Appendix.
5 Answer the fitness survey.  

- Have the students work in pairs to answer the fitness survey. Remind the pairs that they can discuss their answers with their partners as they respond to each question. Discussing their answers will provide more information for the writing activity that follows.

- Have each student compose a brief paragraph about his/her partner’s health habits, using the information from the chart. Then call on individual students to read their paragraph aloud for the class.

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

• Set the stage. Read the lesson title aloud. Explain the difference between a business letter and a personal letter. Have the students predict whether this will be a business letter or a personal letter. How can they tell? (It’s personal. She’s talking to a friend about her feelings.)

• Personalize the situation. Ask the students to raise their hands if they often write letters to friends and family back home. Have volunteers describe why it is important to keep in touch by writing.

• Focus on selected items. Explain specific vocabulary or phrases (lonely, homesick, relaxed, tired) that might affect students’ overall understanding.

• Play or read the letter aloud with pauses after each line. 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 pairs read the letter aloud, alternating paragraphs. Partners should discuss the following questions while you circulate and assist them.

  Does Lynn seem to enjoy living in the United States? Why or why not?

  Do you think it’s difficult to live in another country?

  What stories have you heard about living in the United States?

• Circulate and monitor progress. As students practice reading the letter and discuss the questions, help them with pronunciation and intonation.

Additional Activity See Unit 6 Appendix.
1 Lynn has a busy schedule!

- Refer students back to the letter on page 65, and have them read it again.
- Then have the students look at the pictures and read the sentences. Have them work in pairs to discuss and circle the correct sentences for pictures 1 through 4.

2 Siao Yan has a more relaxed life.

- To review affirmative and negative statements in the simple present tense for third-person singular, write the following sentences on the board in two columns:
  
  Lynn studies English.
  She doesn’t study Spanish.
  
- Underneath the first sentence write Oscar plays soccer. Ask a volunteer to provide a negative statement for the second column, and have another volunteer write it there. Make sure the students use the correct pronoun for Oscar (he). (For example: He doesn’t play tennis.) Add a few more examples to the columns or have students provide their own. Then go over the affirmative and negative structures with the students. You might point out some spelling rules for the students: Study/studies; play/plays.
- Have the students work in pairs and make up affirmative and negative statements. Have them write their statements in the two columns. (For example: Roberto works after class. He doesn’t work before class.) Call on a few students to read their sentences aloud.
- Now have the pairs do the exercise. Have them look at the pictures and use the cues under each picture. Then call on different pairs to read their sentences for the class.

Answers

1. a  2. b  3. a  4. a

UNIT 6
They have different lifestyles.

Culture Note
The word lifestyle is often used in the United States. A lifestyle is a person’s approach to daily life. It covers one’s choices in entertainment, fashion, and leisure activities. Our lifestyles are influenced by social trends. Lifestyle norms also affect common attitudes in the workplace.

Teaching Tip
To convey the term lifestyle to your students, give some personal examples:

- Being a New Yorker influences my lifestyle. I live in an apartment. I take the subway to work. I wear black dresses and go to the theater. I eat international foods like sushi and pad thai noodles in dark, cozy restaurants.

Tell the students they are going to talk about Lynn and Siao Yan’s different lifestyles. Remind them that Lynn lives and studies in the United States, and Siao Yan lives in China. Make sure your students understand what lifestyle means before doing this exercise.

- Have the students look at the activity chart in the Student Book. Explain that the chart represents Lynn and Siao Yan’s lifestyles. It shows how often they do each activity listed. Have the students read each activity entry. Point out that the key to the chart appears above it: never = 0; sometimes = 1; often = 2; always = 3. Tell the students that the last column refers to their own lifestyle. They should add the appropriate number next to each activity.

- Review the adverbs of frequency. (See the notes to the Warm Up on adverbs of frequency.) Go over several examples on the board. Tell students: I sometimes get up late. What number should I put down? Have the students look at the chart key and answer: 1.

- Model the positions of adverbs of frequency within sentences. They usually come before the main verb, but after the verb be. Write examples on the board.

Adverbs of frequency may also come at the beginning or end of the sentence:

- Often, Oscar goes to the library at night.
- Sometimes he studies until ten o’clock.
- Tony writes letters often. As for me, I sometimes use e-mail.

- Have the students complete the chart individually.

- Have the students work in pairs to write sentences about Lynn and Siao Yan’s different lifestyles, using adverbs of frequency. They should write the sentences in their notebooks. Help students with word order and vocabulary.

- Call on individual students to read their sentences aloud. Have students orally compare Lynn’s activities with Siao Yan’s and their own.

Expansion
- Play a chain memory game to help students practice using the pronouns I, he, and she. Have them go around the room saying sentences about their activities and those of their classmates. Each student must recite the activities of those who have gone before, as well as adding his or her own sentence at the end of the recitation. The game becomes more difficult because students must remember all the activities mentioned previously.

Student 1: I always get up late on Sundays.

Student 2: He always gets up late on Sundays. I sometimes get up early to play basketball.

Student 3: He always gets up late on Sundays. She sometimes gets up early to play basketball. I often do errands on Sundays.

WORKBOOK In class or for homework, assign Workbook Lesson 2.
UNIT 6

Lesson 3

WARM UP

• On the board list some holidays celebrated in your country. Circle each holiday’s name, and beneath it list associated activities. For example:

  Thanksgiving
  eat a turkey dinner
  visit with/invite family and friends
  give thanks for everything

• Have student volunteers come to the board. If possible, give each student a piece of different-colored chalk. Have them write the name of a special holiday they celebrate, then list the ways in which that holiday is observed within their culture. Help them with any difficult vocabulary, or suggest they consult a bilingual dictionary.

  Ramadan
  fast during the day (for a month)
  purify oneself at the mosque
  eat at nightfall
  say special prayers for the holy month
  read the Qur’an (Koran)

• Have the students at the board explain their holidays. Allow the class to ask questions about multicultural days of observance.

• Draw some general conclusions, such as: In many cultures around the world, we have days of thanks and days of awe, days to celebrate and days to repent.

Teaching Tip

Students are usually interested in learning about each other’s holidays. Some of the holidays you discuss may be good topics for short oral presentations.

PRESENTATION

What special holidays do you have?

• Set the stage. Read the lesson title aloud. Have the students look at the pictures. Ask the students what they think the topic of the lesson will be (international holidays).

• Personalize the situation. On the board, write:

  My favorite holiday is ____________.

  Have volunteers tell you the name of their favorite holiday. List these on the board.

• Focus on selected items. Explain specific vocabulary and phrases that might affect students’ overall understanding of the reading. Write these words and phrases on the board: celebrate, international, religious, festival, incense, costume, to observe a holiday. Explain their meaning in the context of the lesson.

• Set the listening task. Students close their books. Write these lists on the board; have the students copy them. Tell the students to match the holiday with the month in which it is celebrated. Play the cassette or read the text aloud.

  __ 2. Chinese New Year b. November
  __ 3. Thailand’s Festival of Lights c. July

• Check the listening task. Call on volunteers to write the numbers on the board. Verify the answers with the class (1. c; 2. a; 3. b).

• Play or read the text aloud again with pauses after each line. Have the students listen and repeat each line after you. Be sure they use natural speed and intonation.

• Engage students in pair work. Have the students work in pairs to discuss three holidays that they celebrate in their own countries. Then have them list those holidays in their notebooks, adding a few words about each holiday. Encourage the students to describe which holiday is their favorite and why.
1 Word Bag: Ordinal Numbers

- Copy the December page of a calendar and distribute it to the students. Put one copy on the board or use the OHP. Ask some general questions: What month is this? How many days are there in December? Have students answer.
- Play the cassette or say the ordinal numbers twice, having students repeat each number the second time. Then point to numbers randomly, calling on different students to name them.
- Ask: What day is today? Have a student answer. (Today is Wednesday.) Point to different days on the calendar and have the students say the days. Then ask: What's the date today? Say it and write the date on the board. Then point to different dates on the calendar and have different students say each date. Finally, call on different students to ask and answer questions about the dates as you point to the calendar.

2 Guess your partner’s birthday.

- Explain to students that they are going to guess their partner’s birthday by following the instructions in their Student Books. Give an example of how this works: Tell them to imagine that their partner’s birthday is July 9th. Write this date on the board. Then play the cassette and, as students read along, demonstrate the instructions on the board.
- Have students do the exercise in pairs. Caution the students to keep their birthdays secret.
- Call on individual students to tell the class their partner’s birthday.
- As a follow up, suggest that your students try this mind-reading trick with their friends.

3 Hear it. Say it.

Sounds /t/ and /θ/

- Demonstrate tongue position for producing the -t and the -th sounds. For the -th sound, the tongue is positioned in a curved and rounded position beneath the top row of teeth. To say the -t sound, the tongue moves upward toward the gum ridge, while touching the top front teeth.
- Say the pairs of words and have the students repeat them after you. Make sure they are able to distinguish between the -t and the -th sounds.
- Play the cassette or read words from the tape-script aloud. Tell the students: Put a check mark next to the word that you hear from each pair.
- Play the cassette or read words from the tape-script aloud. Tell the students: Put a check mark next to the word that you hear from each pair.

Students will listen and distinguish which of the two similar words is being read on the cassette, then listen again to check their answers.
- Have the students work in pairs, practicing their pronunciation of the pairs of words.

Answers

The following words should be checked:

1. tenth
2. thank
3. thin
4. fort
5. tie
6. ate
5 Wrap Up

- On the board write: When is your birthday? along with the list of the months. Then explain the task: students move around the classroom, asking classmates when their birthday is and writing the names and dates in the chart in their books. The objective is to record all of their classmates’ birthdays.
- Have the students look at the sample entry for Susan Palmer’s birthday in June. They should use it as a model to record their classmates’ birthdays. Help them warm up by giving them your own birthday to write on the calendar.
- Have the students return to their seats. Call on different students to write the names and dates next to the months on the board. Have the students say the date they write. Have the class make corrections as needed.
- Have pairs of students who have birthdays in the same month work together. If the class total is uneven, students may also work in small groups. Have the students discuss what they usually do to celebrate their birthdays.

Expansion
- Direct students’ attention back to Lynn’s letter in Lesson 2. Tell them that they will be writing a letter to the person whose birthday comes right after theirs. Give them an example by pointing out the person to whom you would write. Use the chart on the board to locate the student whose birthday comes directly after yours.
- Have each student identify the person to whom he or she will write. Have students write about their usual birthday activities. Make sure that all students will receive a letter. Check to make sure everyone understands the instructions.
- Encourage students to ask questions and discuss what they want to write in their letters. Circulate, answer questions, and provide support.
- If possible, have students revise their letters before sending them. Collect the first draft and make constructive comments and corrections. Have them write a second draft and then deliver it to the recipient.

STRATEGIES FOR SUCCESS

- Have the students look at the “Strategies for Success” box.
- Explain that for this unit the techniques are (1) writing to practice sentences they’ve learned and (2) creating opportunities to use English.
- Have the students write a journal entry—several sentences—about their weekday routine. Have the students start with the sentence “I get up at ______.” They should end their entry with the sentence “I usually go the bed around ______.”
- More advanced student writers may wish to expand their entries.
- Encourage the students to get a daily calendar and make reminders to themselves about schedules, appointments, special events, and things to do. They should record this information in English, and continue making entries in their calendar for the rest of the semester. Collect the calendar periodically and spot-check it for clarity.
- Recycling strategies: Review with students all the strategies they have practiced thus far. List the strategies on the board, then ask the students to give brief explanations of how they used each strategy. Have the students pick one strategy and practice it again.

WORKBOOK In class or for homework, assign Workbook Lesson 3.
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.
• 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.
Lesson 1, Exercise 4 (p. 63)

*When do you wash the smelly dog?*

- Have the students play The Smelly Dog card game in groups of four. Distribute sixteen index cards to each group. Choose a recorder, and have him/her write the names of the days of the week on eight separate index cards. Explain that two cards will have *Sunday*.
- Have the recorder write the names of players in his group on the eight remaining index cards, writing each person’s name twice.
- The recorder will shuffle the index cards and distribute two day-cards and two name-cards to each player, making sure they are face down. Players may look at their own cards. The object of the game is to collect as many cards as possible from the other players by guessing a correct name-card and a day-card. If your guess correlates to the cards in a designated opponent’s hand, he must give you the two cards you mentioned in your question. The person who amasses a whole week’s worth of day cards will be designated the winner.
- Have the students take turns, going around the group. Each player has an opportunity to ask the person to his or her right: *Does (group member’s name) wash the dog on Monday?* or *Do you wash the dog on Thursday?*
- If the respondee holds the two matching cards, he must answer *Yes, s/he does* or *Yes, I do*, surrendering the corresponding cards. The questioner then gets another turn, and may ask a question of the next player to the right. If that player says *No*, then the questioner forfeits the turn. The next player in the group takes a turn.
- If the respondee holds only one of the matching cards (for example, the correct day-card but the wrong name-card) the questioner loses his turn, and the player being questioned keeps his cards. Players who lose all their cards are eliminated.
- Play continues until one person collects a whole week’s worth of day-cards. Upon the completion of a round, the winner calls out: *Next week, you wash the smelly dog!*

Lesson 2, Presentation (p. 65)

*Verb Practice*

- Have the students close their books. Read aloud parts of the letter, omitting all the verbs and the words with contracted verbs. For each omitted verb, click your tongue, tap on a desk with a pencil, or pause. Tell the students to write down the missing word or an appropriate synonym. For example:

  > How (click) you? I hope (click) fine. (Click) OK here, but I (click) home.

**Answers**

- are, you’re
- I’m, miss
Exercise 1

Across
1. Thursday
2. Tuesday
3. Sunday
4. Saturday
5. Wednesday
6. Friday
7. Monday

Down
1. Do
2. play/practice
3. Do
4. clean
5. Go
6. have/take
7. watch
8. practice
9. stay
10. study

Exercise 2

Exercise 3

Answers will vary.

Exercise 4

Exercise 5

Exercise 6

Exercise 7

1. Yes, they do.
2. No, they don’t.
3. No, they don’t.
4. Yes, they do.
5. Do
6. play/practice
7. Do
8. clean
9. Do
10. have/take
Exercise 1
Answers will vary.

Exercise 2
Wording will vary.
1. Yes, they do. They always go shopping on the weekend.
2. Yes, they do. Sometimes, they go to the movies.
3. No, they don’t. They never do the laundry on Sunday.
4. Yes, they do. They do their homework often.
5. Yes, they do. They always take showers in the morning.
6. No, they don’t. They never jog at night.

Exercise 3
1. Does
2. get up
3. does
4. Does
5. exercise
6. Does
7. study
8. doesn’t
9. Does
10. stop
11. doesn’t
12. Does
13. relax
14. doesn’t
15. Does
16. watch
17. doesn’t

Exercise 4
Dear Oscar,
How are you? Are you busy? Do you work all day? How are Mr. and Mrs. Brennan? Do they live near you? I’m very happy. I go to school from Monday to Friday. I don’t go on Saturday and Sunday. After school, I play with my friend Rosalie. She has two sisters and a brother. Rosalie doesn’t play tennis, so sometimes we play baseball in the park. How is your schedule? Do you study a lot? How is your new girlfriend? What does she like to do? Write to me soon.

Love,
Carla
## Lesson

### Exercise 1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>December twenty-sixth</td>
</tr>
<tr>
<td>2.</td>
<td>December twenty-first</td>
</tr>
<tr>
<td>3.</td>
<td>December twenty-second</td>
</tr>
<tr>
<td>4.</td>
<td>December third</td>
</tr>
<tr>
<td>5.</td>
<td>December fifth</td>
</tr>
<tr>
<td>6.</td>
<td>December twentieth</td>
</tr>
<tr>
<td>7.</td>
<td>December eleventh</td>
</tr>
<tr>
<td>8.</td>
<td>December twenty-fourth</td>
</tr>
<tr>
<td>9.</td>
<td>December seventeenth</td>
</tr>
<tr>
<td>10.</td>
<td>December thirteenth</td>
</tr>
</tbody>
</table>

### Exercise 2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Halloween is on October 31(st).</td>
</tr>
<tr>
<td>2.</td>
<td>Valentine’s Day is on February 14(th).</td>
</tr>
<tr>
<td>3.</td>
<td>Christmas is on December 25(th).</td>
</tr>
<tr>
<td>5.</td>
<td>New Year’s Day is on January 1(st).</td>
</tr>
<tr>
<td>6.</td>
<td>My birthday is on __________.</td>
</tr>
</tbody>
</table>

### Exercise 3

Answers will vary.
UNIT 7

Overview

TOPICS
- Food
- Prices
- Food product containers and quantities
- Supermarkets and groceries
- Recipes and cooking

COMMUNICATION GOALS

LISTENING AND SPEAKING
- Making a shopping list
- Talking about availability
- Offering help
- Talking about quantities
- Asking for locations of food items in a supermarket
- Asking about prices
- Talking about recipes and food preferences

READING AND WRITING
- Reading supermarket ads
- Reading for specific information
- Writing instructions for a recipe
- Determining the sequence of cooking instructions
- Following directions in a recipe

GRAMMAR
- Count/noncount nouns
- Some and any
- Questions and statements using a lot / much / many
- Affirmative and negative sentences
- Yes/No questions and short answers with do and does
### SKILL STANDARDS

<table>
<thead>
<tr>
<th><strong>Fundamentals</strong></th>
<th><strong>GENERAL COMPETENCIES / CASAS</strong> *</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basic Skills</strong></td>
<td>1 Consumer Economics</td>
</tr>
<tr>
<td>Reading, writing, listening, speaking</td>
<td>1.1.1 Interpret recipes</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td>1.1.7 Identify product containers and interpret weight volume</td>
</tr>
<tr>
<td>Knowing how to learn</td>
<td>1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services</td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
<td>1.2.2 Compare price or quality to determine the best buys for goods and services</td>
</tr>
<tr>
<td>Sociability—Demonstrates understanding, friendliness, adaptability, and politeness in group settings</td>
<td>1.3.5 Use coupons to purchase goods and services</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>1.3.7 Interpret information or directions to locate merchandise</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>1.3.8 Identify common food items</td>
</tr>
<tr>
<td>Acquires and evaluates information</td>
<td></td>
</tr>
<tr>
<td>Organizes and maintains information</td>
<td></td>
</tr>
<tr>
<td>Interprets and communicates information</td>
<td></td>
</tr>
<tr>
<td>Uses computers to process information</td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td></td>
</tr>
<tr>
<td>Participates as member of a team</td>
<td></td>
</tr>
<tr>
<td>Contributes to group efforts</td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Applies technology to task</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Allocates time</td>
<td></td>
</tr>
</tbody>
</table>

* See page viii for additional information on SCANS and CASAS.
Lesson 1

WARM UP

- Write the following chart on the board or show it on the OHP. Explain to the students that on each day of the week, the supermarket has a special sale on certain items.

**Weekly Specials**

<table>
<thead>
<tr>
<th>Day</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>coffee</td>
</tr>
<tr>
<td>Monday</td>
<td>lettuce</td>
</tr>
<tr>
<td>Tuesday</td>
<td>bananas</td>
</tr>
<tr>
<td>Wednesday</td>
<td>juice</td>
</tr>
<tr>
<td>Thursday</td>
<td>fish</td>
</tr>
<tr>
<td>Friday</td>
<td>hot dogs</td>
</tr>
<tr>
<td>Saturday</td>
<td>napkins</td>
</tr>
</tbody>
</table>

- Then write the following exchange on the board, underlining bananas and Tuesday.

A: When is the special sale on bananas?
B: The special sale on bananas is on Tuesday.

- Ask the students to volunteer additions to the list of food items on the board. As they do, add them to the list. For example: chicken, cake, sausages, ice cream, broccoli, milk, rice, etc.

- Demonstrate with a volunteer how the students can practice the dialog, substituting different grocery items and days. Have them practice saying the dialog aloud in pairs.

- Pairs should begin their exchanges by using the food items from the chart on the board. They then continue by substituting additional items of their choice.

PRESENTATION

I’m making a grocery list.

- **Set the stage.** Read the lesson title aloud. Tell the students to look at the picture and describe what they see. Elicit appropriate verb phrases and write them on the board: going shopping, making a grocery list, coming for dinner. Ask the class to predict the topics of the unit (shopping for groceries and preparing food).

- **Personalize the situation.** Ask the students to think about a simple dish they like to prepare. Write the name of the dish and the heading Shopping List on the board. Ask the students to volunteer necessary ingredients for you to list.

- **Focus on selected items.** Explain specific vocabulary that will help the students to understand the overall meaning of the conversation.

- **Set the listening task.** Write the following chart on the board for the students to copy. Tell them that their task is to put a check next to each food item that Lynn and Yumiko do **not** need to buy for their dinner and breakfast. Play or read the conversation.

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Which ones don’t Lynn and Yumiko need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>chicken</td>
<td></td>
</tr>
<tr>
<td>salt</td>
<td></td>
</tr>
<tr>
<td>mushrooms</td>
<td></td>
</tr>
<tr>
<td>celery</td>
<td></td>
</tr>
<tr>
<td>onions</td>
<td></td>
</tr>
<tr>
<td>lemons</td>
<td></td>
</tr>
</tbody>
</table>

- **Check the listening task.** Call individual students to the board to check the items Lynn and Yumiko don’t need to buy (salt, celery, lemons).

- **Play or read the conversation aloud with pauses after each line.** 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 work in pairs and practice reading the conversation aloud. Each student reads one role and then switches parts. Then call on several pairs to act out the conversation for the class.
1 Word Bag: Food Items

• Have the students read the conversation on page 73 again. Then set up pairs and have them do the exercise. Go over the directions, making sure that students understand that they have to put a check next to the items needed and an X next to those that are not needed.

• While students are working, copy the list of food items onto the board. Then call on different students to come to the board and put a check or an X next to a food item.

• Verify the answers with the class.

**Answers**

Lynn and Yumiko need some chicken, rice, milk, black pepper, green peppers, onions, carrots, coffee, orange juice, bread, milk. They don’t need any soup, potatoes, salt, beans, sugar.

**Teaching Tip**

The concept of count and noncount nouns might be difficult for some students. This distinction may not pertain in all languages, or nouns that are countable in English may be noncountable in another language. In addition, some nouns (such as chicken) are both countable and noncountable in English.

• For the second part of the exercise, write the following headings on the board: **Count Nouns** and **Noncount Nouns**. Write potatoes under the first heading, and rice under the second. Then call out a food item, such as milk, and ask the students to tell you in which column it belongs. To help the students, ask: **Do we say one milk, two milks?** Write milk under the **Noncount** heading. Ask the students to give you other examples of food items (from the list), and write them under the appropriate headings.

• Using the examples on the board, elicit a rule about count and noncount nouns from the students. Point out that noncount nouns are always in the singular. *(I like to eat rice.)* Count nouns may be in the singular or plural. *(I like apples. I will have an apple for lunch.)*

• When your students are ready, tell them to look at the list of food items from the Word Bag and the additional list under the chart on page 74. Have the students divide the words into count and noncount nouns and write the words in the appropriate column on the chart.

• Have the students do the exercise individually, then compare their answers with a partner. Verify the answers as a class by calling on volunteers to write the food items under the appropriate headings on the board.
2 What do we have?  

- With books open, play the cassette or model the conversations aloud. Have the students listen and read along. Read the exchanges again and have the students repeat and practice the sentences.
- Explain the usage of some and any. Tell the students to use some in affirmative statements; use any in negative statements and questions. Write these guidelines on the board:
  
  any: used to ask questions about plural count nouns and noncount nouns used with negative statements
  
  some: used to ask questions about plural count nouns and noncount nouns used in affirmative statements
  
- To make sure the students understand the difference between some and any, write these exchanges on the board and ask the students to fill in the blanks.
  
  A: Is there ______ black pepper?
  
  B: There isn’t ______ black pepper, but there’s ______ salt.
  
  A: Are there ______ carrots?
  
  B: There aren’t ______ carrots, but there are ______ green beans.

- Using the model exchanges, point out that both some and any are used in questions. Some is used in affirmative statements, and any is used in negative statements. Have the students give you additional examples, following the sample patterns.
- Set up pairs. Have the pairs ask and answer questions about the food items in Lynn and Yumiko’s cupboard. Clarify the instructions: the items checked are present in Lynn and Yumiko’s kitchen, while those marked with an X are not.

**Answers**

1. A: Are there any mushrooms?
  
  B: There aren’t any mushrooms, but there are some onions.

2. A: Are there any green peppers?
  
  B: There aren’t any green peppers, but there are some red peppers.

3. A: Is there any garlic?
  
  B: There isn’t any garlic, but there are some onions.

4. A: Is there any coffee?
  
  B: There isn’t any coffee, but there’s some soda.

3 Information Gap Activity, pages 131 and 132.

- Explain the exercise: Working in pairs, students go grocery shopping in their partner’s store and try to find all the items on their shopping list.
- Divide the class into pairs. Student A looks only at page 131, and Student B looks only at page 132. Students will take turns asking for grocery items and serving each other’s request. When they have obtained an item, they should check it off on their list. Have the students look at the

**Useful Language** section at the bottom of the page. Make sure they understand the question format. Demonstrate the information exchange with a volunteer. If necessary, continue your demonstration until you feel that your students understand the task.

- Have pairs do the activity and compare books after finishing the exercise.
4 Do you have brown rice? 🌯

- This exercise focuses on *yes/no* questions with *do* and *does*. On the board, write groups of sentences.

  1. Lynn shares her apartment with Yumiko.
     
     *Does Lynn share her apartment with Yumiko?*
     
     Yes, she *does*.

  2. *Do Lynn and Yumiko share an apartment?*
     
     Yes, they *do*.

Review question formation and short answer structure. Explain that we use *does* when the subject is singular and *do* when the subject is plural. Elicit some questions with *do* or *does* from volunteers, and have the class answer these questions, giving short answers.

- Call the students’ attention to the model conversations in their books. Then play the cassette or read the conversations aloud as students follow along in their books.

- Set up pairs and have them ask and answer questions about the availability and locations of the food items listed. Tell them to follow the model exchanges in their books. Remind the students that a check means the item is in the store, while an X means it isn’t available.

- Circulate to monitor progress and offer help as needed.

5 Where’s the meat? 🎵

- Tell the students that they are going to hear a conversation between Lynn and a clerk at the supermarket. They have to listen to the conversation and write the food items under the aisles where they can be found.

- Play the cassette or read the conversation aloud. Have the students listen and write the food items.

- Set up pairs and have them compare answers. Then play the second reading on the cassette for students to verify their answers.

- To check answers with the class, write the column headings on the board and ask students to come to the board and list the food items under the appropriate columns.

- Finally, in pairs, have the students look at the sample exchange at the bottom of page 76. Have the pairs practice the exchange about the locations of food items in the supermarket. Call on several pairs to act out their conversation for the class.

### Answers

- Aisle 1: green peppers, onions, milk, oranges
- Aisle 2: oil, salt, bread
- Aisle 3: coffee, chicken

UNIT 7
• To personalize the situation, have several students describe their favorite dinner. Ask others if there are any foods they really don’t like.

• Have the students look at the picture. Are the family members enjoying their meal? Have the students give reasons for their answers.

• Then read the text aloud, modeling pronunciation and intonation. Explain any unfamiliar vocabulary.

• Then have the students read the text silently, paying special attention to the boldfaced expressions. While the students are reading, write the boldfaced words on the board in three columns as follows (at this point do not write the nouns yet):

  much (meat, cola)  many (burgers)  some (cheese)
  a little (fish)  a few (vegetables)  a lot [of] (meat, gravy, fat)
  any (fast food)

  Explain to the students that these words are expressions of quantity that describe the number or amount of a noun. Ask the students to look in the text and find the nouns with which these expressions are used. Now, write these nouns next to the quantity words on the board. Explain that much and a little are used with noncount nouns, many and a few are used with count nouns. The remaining terms, some, a lot [of], and any can be used with either count or noncount nouns. Have the students give you more examples of specific foods that can be used with these expressions of quantity.

• For the second half of the exercise, have the class discuss their family’s eating habits. Then, have them list in their books their family’s favorite foods, using expressions of quantity.

• Circulate to monitor progress and offer help with vocabulary as needed. Have pairs share their answers, then call on a few students to share their lists with the class. Correct any mistakes with the class.

• As a follow-up, have students work in pairs to plan a dinner menu and write down their choices. Volunteers can share their menus with the class, explaining why they have picked these foods.
Lesson 2

WARM UP

- To explain *coupons* and *fliers*, bring to class some supermarket fliers with coupons. Explain how coupons work: You present them to the cashier, and the store will give you a cheaper price on special items. For example, with a coupon, you can get a big bottle of soda for 99 cents instead of the regular price of $1.59.
- Ask the students how many take the time to clip and use coupons. Pass around an individual coupon and have the class look for the savings indicated.
- Explain the meaning of *regular price* and be sure the students understand the distinction between this and the sale price with coupon.

PRESENTATION

*This Week Only!*

- **Set the stage.** Read the lesson title aloud. Have the students look at the picture and tell you what they see. Introduce new words: *clip coupons, produce, price, advertisement, and sale,* and write them on the board. Ask the students where they would often see these words in print (*in newspaper ads, store fliers, magazines, etc.*).
- Write the following on the board and ask the students which column has the sale prices (*the right-hand column*).

<table>
<thead>
<tr>
<th>Fish:</th>
<th>$3.99/pound</th>
<th>$2.49/pound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples:</td>
<td>3 for $1.00</td>
<td>5 for a $1.00</td>
</tr>
</tbody>
</table>

- **Personalize the situation.** Write the following on the board. Introduce or review any unfamiliar vocabulary. Have the students check all categories that apply. Ask volunteers to share their information with the class. Discuss the following with students:

  Who does the grocery shopping in my household?

  I do ________
  My husband/wife does ________
  My father/mother does ________
  My children do ________
  My roommate does ________
  Another person does ________

- **Focus on selected items.** Go over abbreviations (*pkg, doz, lb, gal, qt*) used in packaging, weighing, and labeling common food items. If possible, display samples of grocery items.

- **Set the listening task.** Tell the students that they are going to listen to an advertisement about the items on sale at the supermarket. Write the following price and grocery lists on the board and have the students copy it in their notebooks. Have the students match the prices with the food items. Play the cassette or read the script aloud.

  __1. chicken a. $1.59 per bag
  __2. tomato sauce b. 4 cans for 99 cents
  __3. green peppers c. $1.09 per pound
  __4. potato chips d. 5 for a dollar

- **Check the listening task.** Call on individual students to come to the board and write the correct letter next to the food item.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. c</td>
</tr>
<tr>
<td>2. b</td>
</tr>
</tbody>
</table>

- **Play or read the conversation aloud with pauses after each line.** Have the students listen and then repeat each line after you.

- **Engage students in pair work.** Have the students practice reading the conversation in pairs.
1 Word Bag: Containers and Quantities

- Assign partners for each student. Before students do the exercise, make sure they understand all the words. Read each word and have the students repeat after you. Bring in real containers to illustrate jar, bottle, bag, can, etc.

- Model the activity by asking students which containers should be used for various items. Several items may be placed in more than one category. Elicit the names of other food items, and show where these would be placed on the chart.

- Have the students do the activity. As a follow-up, have the students add three more food items to each column.

- Call on different students to come to the board and write the answers. Verify these with the class.

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>can:</td>
<td></td>
</tr>
<tr>
<td>beans, soda, peas, soup</td>
<td></td>
</tr>
<tr>
<td>bottle/jar:</td>
<td></td>
</tr>
<tr>
<td>mayonnaise, jam, vinegar, oil, mustard</td>
<td></td>
</tr>
<tr>
<td>box:</td>
<td></td>
</tr>
<tr>
<td>candy, cookies, cereal, crackers, tea</td>
<td></td>
</tr>
<tr>
<td>bag:</td>
<td></td>
</tr>
<tr>
<td>salt, rice</td>
<td></td>
</tr>
</tbody>
</table>

- To complete the second part of the exercise, use the pictures in the book to make sure the students recognize each item. Ask individual students questions about the items by going around the class and pointing to different pictures on page 79. For example, point to A and ask:

  **Teacher:** What’s this?

  **Student:** A loaf of bread.

- Now have the students work in pairs to complete the matching exercise. When they finish, call on different students to give the answers aloud.

  **Answers**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>H</td>
<td>D</td>
</tr>
<tr>
<td>I</td>
<td>F</td>
<td>B</td>
</tr>
<tr>
<td>G</td>
<td>E</td>
<td>C</td>
</tr>
</tbody>
</table>

**Pronunciation Note**

- Go over the pronunciation of reduced of with the students. In casual speech of is often pronounced /ə/ before a consonant.

  *Some of /ə/ them are here.*

  Before a vowel, of is pronounced /əv/ (shwa plus v sound).

  *Most of /əv/ us are here.*

- Write these phrases on the board: a bunch of carrots, a loaf of bread, a head of lettuce.

- Say the phrases and have the students listen and repeat.

2 Hear it. Say it.  

**Sounds /ə/ and /o/**

- Have the students look at the pairs of words in their Student Books. Read each pair and have the students repeat after you.

- Tell the students to listen and circle the word they hear in each pair. Play the cassette or read the script with pauses after each line. Have students listen to the second reading and check their work. Call on individual students to come to the board and write down the words they heard.

  **Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cop</td>
<td>jog</td>
</tr>
<tr>
<td>cut</td>
<td>hot</td>
</tr>
<tr>
<td>nut</td>
<td>bunch</td>
</tr>
</tbody>
</table>
3 What’s the price? 🔗

- On the board, write the model exchanges. Have the students identify the difference between the use of *are* in the first exchange and the use of *is* in the second. Review count and noncount nouns, using the illustration on page 78.
- Play the cassette or read the conversation. Have students repeat each line during the second reading.
- Set up pairs and tell the students to ask and answer questions about the items in the ad on page 78. Model the task by asking a volunteer, *How much are potato chips?* Use the opportunity to give corrective feedback. Ask another, *How much is the sliced ham?*
- Finally, assign one food item to each pair. Have them present their exchange to the class. Give feedback.

Expansion

- If possible, bring in supermarket ads from newspapers. Divide students into small groups, and give each group an ad. Have the group members take turns pretending to telephone the supermarket to ask about the price of an item in the ad. Other group members should take turns answering. For example:
  - A: How much are the potatoes?
  - B: Potatoes are a dollar fifty a bag.

4 How much are the eggs? 🔗

- Establish the context: a man in a small grocery store is asking the clerk about the prices of different food items.
- Read the tapescript or play the cassette. Introduce any unfamiliar vocabulary (*total*, *margarine*, *cabbage*).
- Now have the students listen again. This time tell them to record the prices (in arabic numerals) in their books. Remind them to add up all the prices and write down the total.
- Have a student go to the board and write the answers as you play the cassette or read the tapescript again. Have the class check the answers.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>eggs: $1.29 a dozen</td>
</tr>
<tr>
<td>margarine: $1.19 a pound</td>
</tr>
<tr>
<td>cabbage: $1.79 a head</td>
</tr>
<tr>
<td>total = $9.74</td>
</tr>
</tbody>
</table>

5 Let’s have a party!

- Help the students plan a class party. Each student should volunteer to bring something.
- Choose a class secretary to go around the class and find out what everyone plans to bring. Have the secretary record the information in a chart in his or her notebook.
- Have the secretary dictate the names of classmates and food items or party supplies each person will bring. Record the information in chart form on the board. Make sure the students do not duplicate food items. Have the class copy the chart in their notebooks.

WORKBOOK  In class or for homework, assign Workbook Lesson 2.
Lesson 3

WARM UP

- Bring to class one of your favorite recipes. If possible, bring in some of the food itself and have the students taste it. Cookies or small fruit tarts are a possible choice.
- Write the recipe on the board or use the OHP. Describe your ingredients and how you prepare the dish. Introduce common cooking and recipe-reading vocabulary to the students.
- Ask a volunteer to describe a favorite recipe and explain its directions. As he/she dictates, write the cooking instructions on the board in recipe format.
- Ask the class to help you gather any missing information: Did I forget to write down any ingredients in Joe’s soup? How much fish does he put in?

PRESENTATION

This is a favorite family recipe.

- Set the stage. Read the lesson title aloud. Have the students look at the pictures. Elicit vocabulary words about baking and write these on the board. Ask what students think the topic of the lesson will be (recipes; baking and cooking).
- Personalize the situation. Ask for a show of hands from those who like cooking or baking. Prompt several students to share information about their favorite recipes.
  
  If you have access to the school kitchen, have the class make the sugar nut cookie recipe in the Student Book. If not, suggest that the students try the recipe at home and bring in the cookies.
- Focus on selected items. On the board, write verbs and verb phrases that are used in baking cookies. Have the students copy the list in their notebooks. Go over synonyms or equivalent phrases. If possible, demonstrate each action in the school kitchen with actual ingredients, or have students guess the meaning of each verb phrase by looking at the illustrations (mix or stir, bake, add or pour in, drop the batter, heat the oven, put on a plate or serve, etc.).
  
  As an alternative to actual baking, have volunteers mime the actions in the recipe. Have their classmates guess which word is being mimed.
- Play or read the cassette aloud with pauses. Have the students listen and repeat after you. Be sure they use natural speed and intonation.
- Engage students in pair work. Have pairs of students practice reading the lines in the recipe aloud. Help students with their pronunciation and intonation.

EXERCISES

1 First, heat the oven.

- Have the students, in pairs, read the recipe for Sugar Nut Cookies and then number the steps. Next have them discuss what they see in each picture and write the action word or phrase under each illustration. They may use the vocabulary list from the presentation (in their notebooks) as a reference. Verify the answers with the class.

Answers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. drop (4)</td>
<td>d. bake (5)</td>
</tr>
<tr>
<td>b. cool (6)</td>
<td>e. heat (1)</td>
</tr>
<tr>
<td>c. pour (3)</td>
<td>f. mix or stir (2)</td>
</tr>
</tbody>
</table>
2 How much margarine do you need?

- Go over the use of how much and how many to describe quantities. On the board, write **How much** and **How many** as column heads. Then say **apples** and **sugar**. Ask someone to tell you under which column to write these words. Write **apples** and **sugar** under the appropriate headings. Repeat with other count and noncount nouns until the concept is clear to all. Elicit the rule: we use how much with noncount nouns like sugar, and how many with count nouns like apples. Give the students additional examples of both types of nouns if necessary.

- Next model the sample exchange with a student. Then have the students work in pairs to ask and answer questions about the ingredients in the recipe.

- Circulate to monitor progress and offer help as needed. Then call on different pairs to say the exchanges.

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

4 Wrap Up  

- Review the idiomatic meaning of the word **dish**: *a type of food that one prepares or cooks.*

- Have the students form groups of three. Each group will decide on a simple-to-make favorite dish. Have the group choose something they all like to eat, and write step-by-step instructions for their dish on an index card. Encourage students who live near one another to get together outside class and prepare their dish. They can then bring the prepared dish to school and share it with the class.

- Have the groups exchange their recipes. You may decide to compile a class cookbook to copy and distribute to all the students.

STRATEGIES FOR SUCCESS

- Review the earlier strategies and remind the students that these strategies allow students to practice certain techniques outside the classroom. For this unit, the techniques are (1) connecting new words with real-life images, (2) finding out the word for something, (3) writing to practice the English vocabulary learned in school.

- Have the students go through their kitchen cabinets and refrigerator at home and try to name all the items they find. If the students encounter things they can’t name, identify some ways of finding out the English names, such as using a dictionary, asking a friend, etc.

- Students list all the food items they identified. They should also list in their own languages any words they don’t know in English. With a partner, they should try to translate these words. Encourage pairs to come to you with any vocabulary questions they cannot answer.

- Have the students compose a paragraph in their journal about their favorite foods, and a second paragraph about foods they dislike. Put a model paragraph on the board, or distribute a xeroxed copy to everyone.

- As a follow-up, have the students work in writing pairs. Encourage partners to read each other’s paragraphs and give feedback by asking questions in English. Their paragraphs can be delivered as oral reports in the next class.

**WORKBOOK**  In class or for homework, assign Workbook Lesson 3.
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.
• 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.
### Exercise 1

Order will vary.

| 1. chicken | 1. lettuce | 1. apples |
| 2. mushrooms | 2. carrots/olives | 2. bananas |
| 3. rice | 3. onions | 3. grapes |
| 4. bread | 4. pepper | 4. strawberries |
| 5. black pepper | 5. oil and vinegar | 5. oranges |

### Exercise 2

```
M I L K   P E F I C
L N O T E N I T O
C H E E S E S F F
R O R B N U H R F
A B E A N S O I E
E S U G A R L C E
G A O A P P L E R
G L I U D W A T T
S T M A P G O L S
S P O T A T O E S
```

### Exercise 3

1. some oil
2. an onion
3. a pepper
4. some garlic
5. some mushrooms
6. some tomatoes
7. some ground beef
8. some salt
9. some black pepper
10. some cheese

### Exercise 4

1. Karen doesn’t need any chicken.
2. She needs some salt.
3. She needs some garlic.
4. She doesn’t need any butter.
5. She needs some pepper.
6. She doesn’t need any carrots.
7. She doesn’t need any beans.
8. She needs some tomatoes.
9. She needs some meat.
10. She doesn’t need any potatoes.
**Workbook Answer Key Lesson 1 (cont.)**

**Exercise 5**

**A.**

| 1. any       | 6. it          | 11. some      | 16. there     | 21. there’s    |
| 2. isn’t     | 7. It’s        | 12. are       | 17. any       | 22. some       |
| 3. any       | 8. any         | 13. they      | 18. there     | 23. is         |
| 4. some      | 9. aren’t      | 14. They’re   | 18. isn’t     | 24. it         |
| 5. is        | 10. any        | 15. Is        | 20. any       | 25. It’s       |

**B.**

| 1. Do        | 7. it          | 13. we        | 18. Do        | 25. have       |
| 2. we        | 8. It’s        | 14. have      | 20. we        | 26. it         |
| 3. have      | 9. Do          | 15. some      | 21. have      | 27. It’s       |
| 4. we        | 10. we         | 16. they      | 22. we        |
| 5. don’t     | 11. no         | 17. they      | 23. don’t     |
| 6. is        | 12. don’t      | 18. are       | 24. we        |
Exercise 1
1. head 3. box 5. dozen 7. quarts
2. bottles 4. loaf 6. can 8. bag

Exercise 2
1. $1.58 3. $.69 or 69¢ 5. $3.00 7. $.49 or 49¢ 9. $2.79
2. $12.43 4. $1.29 6. $1.19 8. $1.09

Exercise 3
1. A: How much is the meat?  B: They’re $1.49 a bag.
   B: It’s $4.85 a pound.
2. A: How much is the apple juice?  B: It’s $1.29 a quart.
3. A: How much are the potato chips?  B: It’s $1.79 a loaf.
4. A: How much is the lettuce?  B: It’s $.99 a head.
5. A: How much are the eggs?  B: They’re $1.29 a dozen
6. A: How much is the bread?  B: It’s $1.79 a loaf.
7. A: How much are the carrots?
   B: They’re $1.19 a bunch.
8. A: How much is the cheese?
   B: It’s $4.99 a pound.

Exercise 4
1. $2.58 3. $2.58 5. $3.77
2. $4.47 4. $3.57 6. $11.27
Exercise 1

Answers will vary.

1. heat
2. Mix/Beat
3. add
4. mix
5. Mix/Beat
6. Pour
7. Bake
8. cool

Exercise 2

1. You: How much milk do we need?
   Friend: We need 1 cup of milk.
2. You: How many eggs do we need?
   Friend: We need 4 eggs.
3. You: How much sugar do we need?
   Friend: We need 2 cups of sugar.
4. You: How much butter do we need?
   Friend: We need 1 cup of butter.
5. You: How many cups of flour do we need?
   Friend: We need 2 1/2 cups of flour.

Exercise 3

Answers will vary.
UNIT 8

Overview

TOPICS

• Transportation and travel
• Leisure activities
• Entertainment: movie genres and TV programs

COMMUNICATION SKILLS

Listening and Speaking
• Asking for and giving information on transportation and travel
• Recognizing travel signs
• Getting information from movie schedules
• Talking about leisure activities and daily routines
• Talking about likes and dislikes
• Agreeing and disagreeing
• Talking about favorite TV shows

Reading and Writing
• Getting information on TV schedules
• Taking down phone messages from answering machines
• Reading for specific information
• Classifying means of transportation
• Writing a short paragraph about a trip
• Exploring leisure activities online
• Writing an e-mail message

GRAMMAR

• Simple present tense: Information (wh-) questions
• Too/either in compound sentences
• Then, after that, next, and then
• Conjunction: but
### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS *

**Fundamentals**

- **Basic Skills**
  - Reading, writing, listening, speaking

- **Thinking Skills**
  - Knowing how to learn
  - Seeing things in the mind’s eye

- **Personal Qualities**
  - Sociability—Demonstrates understanding, friendliness, adaptability, and politeness in group settings

**Competencies**

- **Information**
  - Acquires and evaluates information
  - Organizes and maintains information
  - Interprets and communicates information
  - Uses computers to process information

- **Interpersonal**
  - Participates as a member of a team
  - Contributes to group efforts

- **Technology**
  - Applies technology to task

- **Resources**
  - Allocates time

---

### GENERAL COMPETENCIES / CASAS *

2 Community Resources

- 2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages
- 2.2.2 Recognize and use signs related to transportation
- 2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
- 2.2.4 Interpret transportation schedules and fares
- 2.6.1 Interpret information about recreational and entertainment facilities and activities
- 2.6.2 Locate information in TV, movie, and other recreational listings
- 2.7.6 Interpret materials related to the arts, such as fine art, music, drama, and film

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*See Introduction, page viii, for additional information on SCANS and CASAS.*
Lesson 1

WARM UP

- Elicit types of transportation from the students. On the board, write the following sentence:
  I go to work/school by ____________.

Then ask the students: How do you go to work or school? Have volunteers answer, using the model. Write the words on the board, for example, car, bus, subway, bicycle.

- Draw the students’ attention to the use of the preposition by with modes of travel. Note that it’s followed by a noun, not a verb.

- Model verb usage in sentences about travel. Pantomime any unfamiliar vocabulary. Write the sentences on the board.
  I ride to school in Sheryl’s car.
  John goes to work by bicycle.
  Jing Wa comes to school by subway.

- Have volunteers share additional sentences about their modes of travel. Help the students use appropriate verbs.

PRESENTATION

What time does the next bus leave?

- Set the stage. Read the lesson title aloud. Have the students look at the picture. Elicit vocabulary words from the class and write these on the board (e.g., bus terminal, ticket agent, counter). Ask the class to predict the topic of the lesson (travel and transportation).

- Personalize the situation. Write the following on the board and have the students volunteer information:

  The kinds of transportation I have taken:
  airplane  boat  train  car
  subway  bus  bicycle  other

  My favorite kind of transportation: ________
  My favorite place to go for a trip: __________

- Focus on selected items. Explain specific vocabulary or phrases that might affect the students’ overall understanding of the conversation: round-trip ticket, one-way ticket, next bus, leave, arrive, etc. Introduce any new vocabulary that students need to complete the listening task: destination, departure, arrival, ticket, gate number.

- Set the listening task. Put the following grid on the board and have the students copy it. Leave the right column blank. Have the students fill in the information after they listen to the conversation. Play the cassette or read the conversation aloud.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Baytown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Check the listening task. Call on individual students to come to the board and fill in the grid. Have the class check the answers. Then ask these questions:
  Where is Gina going?
  What time does the next bus leave?
  What’s her bus number?
  What time does it arrive?

- Play or read the conversation aloud with pauses. Have the students listen and then repeat each line after you. Be sure they use natural speed and intonation.

- Engage the students in pair work. Have the students practice reading the conversation aloud several times, switching roles each time.

- Circulate and monitor progress. Help the students with correct pronunciation and intonation as they practice the conversation. Then call on individual pairs to act out the conversation.
1 Hear it. Say it.  Listening, Speaking

Questions with or
- Play the cassette or read the questions aloud, showing the rising, falling, rising and descending intonation patterns in questions with or.
- Call students’ attention to the intonation diagrams in their books. Make sure that they can hear the way intonation and stress patterns rise with the mention of each alternative. Demonstrate that the word or is generally enunciated on a falling intonation, and that the final word is articulated on a downward glide.
- Play the cassette or read the questions aloud again. Have the students listen and repeat. Practice until the students are able to articulate the intonation pattern successfully.

2 Word Bag: Types of Transportation  Writing

- If available, bring in Word by Word wall charts on Public Transportation with which to present vocabulary words. Otherwise, show pictures from travel magazines to correspond with as many words as possible. You can also draw pictures of the different types of transportation on the board.
- Read each word aloud and have students repeat after you.
- First give a few explanatory sentences describing different means of transportation. Then have volunteers make up other sentences, and write these on the board as well. (Allow students to use a bilingual dictionary.) Go over the sentences on the board and clarify any new vocabulary.
- Write the headings on the board. Then tell the students to write the words under the appropriate category. Give an example. Have the students work individually, then check their answers with a partner.
- Call on volunteers to come to the board and fill in the chart. Have the class verify the answers.

Answers
Land: Truck, bus, train, subway, motorcycle, bicycle, car,
Water: ship, sailboat, canoe
Air: airplane, helicopter, jet

Additional Activity  See Unit 8 Appendix.

3 What does this sign mean?  Speaking, Reading

- Point to individual signs in the student book and have the students try to guess their meanings. Point out that the pictorial symbols in the book help explain the signs’ meanings.
- Set up pairs. Have pairs match each sign to the appropriate phrases in the list.
- To check answers, ask volunteers to share their answers with the class.
- As a follow-up, have the pairs practice asking and answering about the meanings of the signs by randomly pointing to them in the book. Tell them to follow the model exchange in the student book.

Answers
1. e  5. b  9. f
2. g  6. d  10. a
3. c  7. h
4. i  8. j
4 What time does the next bus leave?  

- Introduce the listening activity. Tell the students that they are going to listen to people talk about a bus schedule. Then they are to complete the bus schedule with the missing information.
- Review the following vocabulary:
  A.M. = morning  P.M. = afternoon, evening
- Play the cassette or read the conversation aloud. Have the students listen and complete the schedule. During the second reading have them check their answers. If they have difficulty, play the conversation a third time.
- Write the schedule on the board or use the OHP. Call on students to fill in the answers. Verify information with the class.
- To complete the second part of the exercise, have pairs practice the conversation, using the information from the bus schedule and the model exchange.
- Finally, have small groups of students plan a class trip by calling local bus and train information services. The calls may be placed from the students’ homes. The next day, have each group share their plans and information with the class.

5 Information Gap Activity, pages 133 and 134.  

- Divide the class into pairs. Student A will use the schedule on page 133, and Student B the one on page 134. Ask the students not to look at each other’s calendar page.
- Explain the exercise objective. Student A and Student B want to visit the Statue of Liberty and Ellis Island together on the same day. They decide what time and day would be convenient for both, using their appointment calendar to choose and record a common free time and day.
- Draw students’ attention to the Useful Language box. Read the model conversation with a volunteer to show how one invites a friend to do an activity, choosing a mutually convenient time.

Answer
They can go together on Thursday starting at 11:00 A.M.

6 It was my favorite trip ever!  

Teaching Tip
Before doing this exercise, go over some common past tense verbs for writing about travel: went, explored, enjoyed, visited, saw, was. As this will be the first time many students are writing in the past tense, familiarize them with its use in narrating past events.
- If necessary, the class can first break into pairs to discuss memorable trips. Give them a few minutes to do this, then have each student do the paragraph writing individually.
- Circulate and help students with past tense verbs as they write. Have the students share their paragraphs by reading them aloud to the class or to small groups.
Lesson 2

WARM UP

- Ask those students who went to the movies recently to raise their hands. Elicit names of a variety of movies that your students have seen. Write the names of these films on the board.
- Explain the following movie genres in simple terms: love stories, comedies, science fiction, and action pictures. Give examples of each. Write them on the board.
- Have volunteers come to the board and assign each movie title listed to one of the four genres. Have the other students contribute the names of other movies that fall under each of the genres.

PRESENTATION

What’s playing at the movies?

- **Set the stage.** Read the title and the direction line aloud. Have the students look at the picture and tell you what’s happening. Ask them to predict the topic of the lesson (entertainment).
- **Personalize the situation.** Have the students describe what kinds of entertainment they like and dislike. Make two lists on the board (likes and dislikes) and write various ideas under the appropriate headings. For example:

<table>
<thead>
<tr>
<th>Likes</th>
<th>Dislikes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rap music</td>
<td>Daytime talk shows</td>
</tr>
<tr>
<td>Science fiction</td>
<td>Professional wrestling</td>
</tr>
</tbody>
</table>

- **Focus on selected items.** Point to one of the items you listed in the Dislikes column, and create a sentence using the names of the students:
  
  Lorette doesn’t like daytime talk shows.
  
  Mikhail doesn’t like these shows either.

- Elicit other examples (using too and either) from the class.
- **Set the listening task.** Write the following grid on the board and ask the students to copy it. They are going to determine what kind of movies Lynn, Tony, Oscar, and Yumiko like and then put a check in the appropriate column. Play the cassette or read the conversation aloud.

<table>
<thead>
<tr>
<th></th>
<th>Love Stories</th>
<th>Comedies</th>
<th>Science Fiction</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynn</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tony</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oscar</td>
<td>✔ ✔ ✔ ✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yumiko</td>
<td>✔ ✔ ✔ ✔</td>
<td>✔ ✔ ✔ ✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Check the listening task.** Call on individual students to fill in the grid you drew on the board. Have the class verify the answers.
- **Play or read the conversation aloud with pauses after each line.** Have the students listen and repeat each line after you. Make sure they use natural speed and intonation.
- **Engage students in group work.** Have the students practice reading the conversation in small groups. Each student reads one character’s part aloud.
- **Circulate and monitor progress.** As students practice reading the conversation, help them with correct pronunciation and intonation. Then call on several groups to present the conversation for the class.
1 Tony likes comedies.  

Teaching Tip
The natural structure to express agreement or disagreement is a complex sentence with an elliptical clause. But because it is too early to teach elliptical structures at this level, the lesson covers the use of *too* and *either* in compound structures, as shown in the examples on page 89 of the Student Book.

- Tell the class that they will learn how to use *too* and *either* to express agreement. Call the students’ attention to the examples in their books. Explain that *too* is used in affirmative sentences, and *either* is used in negative sentences. Play the cassette or read the examples.
- Before asking students to listen and do the exercise, write additional examples of sentences on the board. Have the students copy them in their notebooks. Then encourage students to practice making up their own examples and to share them orally with the class.
- Have the students complete the exercise, making up additional sentences using the information in the chart about Lynn, Yumiko, Oscar, and Tony. Instruct the students to make up at least one sentence using *too*, and one using *either*.

Expansion
- Have the students write several additional sentences in their notebooks about themselves and their classmates, using *too* or *either*. For example:
  I come from Haiti, and Marie-Claude comes from Haiti, too.
  Sha-Mi doesn’t come from Haiti, and Keiko doesn’t come from Haiti either.

2 Class Survey

- If necessary, review movie genres with the students before doing the exercise.
- Have the students work in groups of four. Each group will choose one of their members to interview the others to find out what kinds of movies they like. The interviewer will also express his or her own movie preferences after conducting the survey. Before beginning the oral survey, have the groups write their names on the top of the charts in their books. Then, after discussion, have them check off the movie genres favored by each group member.
- Tell the groups to write sentences about their movie preferences in the space provided in their books. Then call on volunteers to read the sentences about their groups to the class.
3 Take a message, please.  

- Introduce and explain a telephone answering machine if the students are unfamiliar with it. Explain that the four characters are leaving messages for each other on an answering machine.
- Explain to the students that they will listen to people leaving phone messages. Then they will fill in the message slips with the missing information.
- Have the students examine the slips, noting the kinds of information to fill in.
- Play the cassette or read the tapescript aloud and have the students listen without writing anything. The first round of listening familiarizes them with the messages; in the second round, have the class take down preliminary notes. Play the cassette again or read the messages a third time, during which students write notes on the message slips. In the final repetition, students should check their work.
- Have volunteers read the messages they have taken down. Play the messages again to verify answers.

4 What’s on Channel 2 at 6:30 P.M.?  

- Elicit information from the students about the type of TV programs they enjoy. Give the students some examples to start the discussion: My daughter and I like to watch football. We are sports fans. On the board write the types of programs that students call out.
- Have the students discuss their favorite times of day to watch TV.
- Tell the students to look on page 90 at the word box that contains different types of TV programs. Explain any unfamiliar vocabulary.
- Have the students work in pairs. Direct them to look at the drawings of the TV monitors on pages 90–91 and write, under each picture, the type of programs shown.
• For the second part of the exercise, have the students look at the TV guide on page 91.

• Help them understand how to read the grid in the schedule, and answer any questions they may have.

• Model the conversation with a student, or call on two students to model the conversation.

• Put students into pairs. Tell them to ask and answer questions about TV shows and times.

  Circulate to monitor progress and offer help as needed. Then call on different pairs to present their exchange for the class.

  **Answers**
  pg 90: news, soap opera, game show
  pg 91: sports, comedy, talk show

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

- Tell the students a simple sequence of actions in your evening routine:
  In the evening, I go jogging in the park. After jogging, I go to a café and order dinner. Then I go home and read a book. After that, I go to bed.

- Have the students describe a few activities in their evening routines in a sequence. Help them by giving prompts: What do you do next? What do you do then? What do you do after that?

PRESENTATION

It's not all fun and glamour.

- **Set the stage.** Read the lesson title aloud. Explain the meaning of the term *celebrity* (a person who is famous or well known). If available, bring in copies of glossy magazines with pictures of celebrities and show them to the students.

- **Personalize the situation.** Ask the class how many of them would like to be movie stars, models, athletes, or other kinds of celebrities. Question those who say yes about why they want to be celebrities. Some may express the idea that a celebrity’s life is exciting and fun. Have the students read the interview to give them an idea of the hectic life that famous people lead. Remind them that the descriptions in the interview are not even close to real movie stars’ schedules.

- **Focus on selected items.** Introduce any vocabulary new to the students. Focus on words and phrases in the interview, such as *glamour*, *makeup artist*, *shoot a scene*.

- **Play or read the interview aloud.** Have the students listen to the interview. Explain that the interview is with an imaginary movie star, Vanessa Fuentes.

- **Engage students in group work.** Tell the students to work in small groups. They will consider whether they still want to be celebrities after reading the article about Vanessa’s hectic life. What are the good and bad sides of being a star? Is all the hard work worth it? As a follow-up, have the groups share their opinions in a brief class discussion.
1 After that, I have breakfast.  

- Explain to the students how we use next, after that, then, and and then to connect ideas sequentially. Refer students to the article on page 92 for examples of usage. Also, give the students additional examples of how the connectives are used in speech and writing. Write the following paragraph and have the class copy it into their notebooks:
  
  In the evening, I cook dinner for my family. After that we listen to music. Then we read the paper together, and then the kids go to sleep. Next we turn on the TV and watch Seinfeld reruns. After that, we go to bed.

- Point out that we can begin a sentence with next, after that, or then. We use and then to connect and merge two sentences into a single one. We do not capitalize the phrase and then since it comes in the middle of a sentence.

- Have the students write about their daily activities, answering the questions in their Student Books. Have them use the phrases next, after that, then, and and then to connect ideas sequentially. They may use the article on page 92 as a model for their composition. They can use additional sheets of paper if they need more space.

2 Are you a night person or a day person?  

- Explain the idioms night person and day person to the students: A night person prefers to go to bed late and is active after sundown. A day person likes to get up early.

- Have the students work in pairs to compare answers from the previous exercise. Students should interview one another, using the six questions in their books to compare their schedules.

- Instruct them to check either column according to both answers.

- After the pairs have completed the chart, have the students individually compose a three-sentence summary of their findings. Collect the sentences, check them, and return them with your comments.

3 Online (Teacher’s Notes for each Online activity can be found on the Web page for that activity.)
4 Wrap Up

- Have the students work in groups of three to five. Have each group choose an interviewer and a recorder. Have the interviewer survey the others about how they spend their free time. Have the students approximate how much time they spend per week doing each activity mentioned. For example: *I spend about three hours a week hanging out with my friends.*

- Instruct the students to look at the instructions for completing the chart. Students should read all the activities listed within the chart. Clarify any questions about the task at hand. It may be helpful to note that there are 168 hours in a week.

- As the interviewer asks the questions, the recorder writes the answers on the chart. When the survey is complete, all group members verify and then copy the recorder’s data.

- Have a third group member be responsible for adding up the group’s totals and reporting them to the class. They will have to do some calculations, so it may take a little time. Circulate and offer help while students do the group activity.

- As a follow-up, have the students evaluate whether they spend their leisure time wisely. What constitutes a wise use of free time? Do the students wish they had more time to spend doing certain things?

- Have the class make a poster about some of their favorite ways to spend their free time. They may illustrate the poster with drawings or a photo montage of themselves engaged in their favorite activities.

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STRATEGIES FOR SUCCESS

- See Units 1 and 2 for your introduction. Briefly review the earlier strategies for the benefit of the students.

- Since students may not have worked with Learning Partners for several units, make sure the pairs are still able to collaborate outside of class hours.

- Help your students to locate a travel agency near their homes or school. (As an alternative, students may visit a travel and tourism website for information.) Have the learning partners request travel and tour brochures written in English. They should search for an interesting destination for their trip. Have the pairs take notes on several tours or excursions that appeal to them. They should work together to make a specific travel plan, complete with schedules of transportation and hotel accommodations.

- Have the pairs report orally on their trip plans in front of the class. Briefly model the way the partners should present their information. Encourage students to ask questions of the presenters.

- Remind the students to pick a learning strategy they performed in one of the previous units, and practice it again.

**WORKBOOK** In class or for homework, assign Workbook Lesson 3.
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.
• 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.
Lesson 1, Exercise 2 (p. 86)

*How do you get from Nairobi to New York?*

- Before doing the activity, obtain a large pack of index cards. On each of one-third of the pack (the *transportation cards*), write a different means of travel, using this list and any other means you want to include:

  **Transportation cards**
  
  motorcycle, car, ship, bicycle, subway, plane

- On each remaining card (the *place cards*), write a city, using this list plus any other local destinations your students will recognize:

  **Place cards**
  
  San Francisco, Mexico City, Hong Kong, etc.

- Divide the class. To each of one-third of the students, give a transportation card. These students will function only as respondents. The remaining students will work in pairs.

  - Each pair draws two cards from the stack of place cards and then circulates, asking questions of the transportation-card holders.

  - The objective is to find a means of transportation that can connect the places on the two cards they hold. If, for example, their cards are *Nairobi* and *New York*, they ask: *How do you get from Nairobi to New York?*

  - The transportation-card holder, who holds (for example) a *bicycle* card, whispers: *I take a bicycle from Nairobi to New York.* Since this is an impossible answer, the pair continues to circulate and question until they find a correct match (*ship* or *airplane*). They write the answer on their cards and draw two more cards.

  - Since all the pairs are questioning the respondents simultaneously, respondents need to reply softly so only the questioning pair can hear.

  - Play continues until all place cards have been used. The pair with the largest number of accurate sentences wins.

Lesson 1, Exercise 3 (p. 86)

*What's my sign?*

- Have students work in pairs. One student looks at the signs in the book; the other closes his/her book.

- The student with the open book describes the sign. The other student draws the sign based on the description, and then tries to name the sign from memory.
**Exercise 1**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>England</td>
<td>4.</td>
</tr>
<tr>
<td>3.</td>
<td>Japan</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>(Answers will vary.)</td>
<td>8.</td>
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</tbody>
</table>

**Exercise 2**

Answers will vary.

**Exercise 3**

Wording will vary.

<p>| | | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>One way street, cars can go in only one direction</td>
<td>4.</td>
<td>Stop light ahead</td>
</tr>
<tr>
<td>2.</td>
<td>Cars must stop</td>
<td>5.</td>
<td>Parking to right</td>
</tr>
<tr>
<td>3.</td>
<td>Yield right of way to cars, be prepared to stop</td>
<td>6.</td>
<td>Railroad crossing</td>
</tr>
<tr>
<td>7.</td>
<td>Cars must go left to exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Men and women’s rest rooms</td>
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**Exercise 4**

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<tbody>
<tr>
<td>1.</td>
<td>does</td>
<td>3.</td>
<td>does</td>
</tr>
<tr>
<td>2.</td>
<td>6:35</td>
<td>4.</td>
<td>leave</td>
</tr>
<tr>
<td>5.</td>
<td>7:25</td>
<td>6.</td>
<td>does</td>
</tr>
<tr>
<td>7.</td>
<td>arrive</td>
<td>8.</td>
<td>P.M.</td>
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**Exercise 5**

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<tbody>
<tr>
<td>1.</td>
<td>6</td>
<td>3.</td>
</tr>
<tr>
<td>2.</td>
<td>plane</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>35, by plane</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>$60.00</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1

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

1. Marco likes action movies, and Carlos likes action movies, too.
2. Lucy doesn’t like cats, but Nelson likes cats.
3. Tony doesn’t eat Mexican food, and Ivan doesn’t eat Mexican food either.
4. Gina takes the bus to work, but Oscar drives to work.
5. Ann and Jerry shop on Friday, and I shop on Friday, too.
6. Mr. Miller doesn’t jog, and Mr. Brown and Mr. Tan don’t jog either.
7. Henry gets up early, and Tina and John get up early, too.

Exercise 2

Answers will vary.

Exercise 3

1. When Aliens Attack
2. 7:00
3. Crown Royale or 62 Westport Ave., Rye, NY
4. Harold Comes to Town
5. three
6. an action-packed adventure
7. 9:45
8. Waiting for Emilio
Exercise 1
Answers will vary. Sample answer:
Martin gets to work at 8:30. Then, he has a cup of coffee. After he drinks it, he works on the computer all day. After that, he goes to the gym at 6:00. Next, he eats dinner at home, and then he takes the dog out for a walk.

Exercise 2
Answers will vary. Sample answers:
1. Olga wakes up at 7:15, and then she gets dressed. After that, she leaves for work.
2. Gabriel jogs in the afternoon, and then he eats dinner. After that, he goes to sleep.

Exercise 3
Answers will vary. Sample answer:
First, Makiko walks down Pearl Street. Then, she turns left on Main Street. Next, she passes the post office and Mimi’s Café and Restaurant. Then, she turns right at Elm Street. Finally, she turns left at South Avenue. The hospital is on the right.
Overview

TOPICS
• Job titles
• Job applications
• Job performance
• Office skills

COMMUNICATION GOALS
Listening and Speaking
• Asking for and giving personal information at an interview
• Responding to interview questions
• Asking and talking about abilities
• Asking for confirmation
• Asking for and giving recommendations
• Talking about occupations
• Asking and talking about how frequently something happens

Reading and Writing
• Completing job application forms
• Reading job application forms
• Reading a performance review
• Writing and posting a resume online
• Reading a Help Wanted ad
• Writing a Help Wanted ad
• Listing job qualifications in a journal entry

GRAMMAR
• Can: affirmative and negative statements; yes/no questions and short answers
• Adverbs of frequency
• Adverbs of manner: regular and irregular adverbs
• Using adverbs and adjectives
### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS *

**Fundamentals**
- **Basic Skills**
  - Reading, Writing, Listening, Speaking
- **Thinking Skills**
  - Knowing how to learn
  - Decision making
- **Personal Qualities**
  - Sociability—Demonstrates understanding, friendliness, adaptability, and politeness in group settings

**Competencies**
- **Information**
  - Acquires and evaluates information
  - Organizes and maintains information
  - Interprets and communicates information
  - Uses computers to process information
- **Interpersonal**
  - Participates as a member of a team
  - Contributes to group efforts
- **Technology**
  - Applies technology to task
- **Systems**
  - Monitors and corrects performance

### GENERAL COMPETENCIES / CASAS *

4 Employment
- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application
- 4.1.3 Identify and use sources of information about job opportunities, such as job descriptions and job ads
- 4.1.5 Identify procedures involved in interviewing for a job, such as selecting appropriate questions and responses
- 4.1.7 Identify appropriate behavior and attitudes for getting a job
- 4.1.8 Identify common occupations and the skills and education required for them
- 4.4.1 Identify appropriate behavior, attire, attitudes, social interaction, and other factors that affect job retention and advancement
- 4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists
- 4.4.4 Interpret job responsibilities and performance reviews

* See Introduction, page viii, for additional information on SCANS and CASAS.
Lesson 1

WARM UP

• Several days before teaching this lesson, ask students to bring to class a product of their labor or a photo of something they have made, even schoolwork or handwork. You should also bring a product of your own labor to show.

• Have the students place all of their work samples and photos on a desk in the front of the class. Scramble the items, then have volunteers choose an item or photograph at random, show it to the class, and then guess whose it is. Guesses should be phrased as questions: Can Jennifer fix cars?

• Have the student mentioned confirm or negate the guess: Yes, I can/No, I can’t.

• Continue playing until all the objects have been chosen and their creators’ names revealed.

PRESENTATION

Here’s Gina’s job application.

• Set the stage. Explain to students the purpose of a job application, and if possible make a transparency of a real one to show on the OHP. Ask the students to predict the topic of the unit (finding a job).

• Personalize the situation. Ask students if they ever completed a job application form? Did they apply for a part-time or a full-time job? Introduce the categories of information requested by a job application form.

On the board, write this list. Have the students fill in the bottom three lines, then choose a job they think they would enjoy and write it on the first line.

| Job applied for: ________________________ |
| Jobs I have held: ________________________ |
| My degrees: ____________________________ |
| Skills: ________________________________ |

• Focus on selected items. Explain specific vocabulary or phrases from Gina’s job application.

• Set the listening task. Write this chart on the board, leaving the right column blank, and tell the students to copy it. Instruct them to write in the correct information. Play the cassette or read the tapescript aloud.

<table>
<thead>
<tr>
<th>Applicant’s name</th>
<th>Gina Poggi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>high school diploma</td>
</tr>
<tr>
<td>Job title</td>
<td>secretary</td>
</tr>
</tbody>
</table>

• Check the listening task. Call on individual students to fill in the chart on the board as you ask the questions:

  What’s the applicant’s name?
  What’s her degree?
  What’s the title of the job she wants?

• Play or read aloud the tapescript again, pausing after each line. Have the students listen and repeat each line after you.

• Engage students in pair work. Have pairs of students practice reading the job application aloud, alternating lines. Have them write five sentences in their books telling what Gina can do. Have the pairs compare their answers with another pair.

• Circulate and monitor progress. Help the students with pronunciation and intonation as they practice reading aloud. Answer any questions about Gina’s abilities as the students write their sentences.

Answers

Gina can use a computer.
She can speak English well.
She can speak another language.
She can type.
She can work well with others.
She can work on weekends.
1. Can you drive?

- Ask your students questions about their abilities: Keiko, can you swim? Nassir, can you speak Japanese? Have the students answer: Yes, I can or No, I can’t. Write the spelling of can and can’t on the board. Read the model exchanges aloud with a volunteer.
- Have the students choose partners. Direct them to look at the pictures and then read the verbs in the box.
- Have the pairs take turns asking and answering yes/no questions about each of the illustrations in their student books. Make sure both partners have an opportunity to formulate questions and answers.
- Have each pair compare questions and answers orally with another pair. Then have pairs volunteer to read the answers. One student reads the A part, and the other student reads the B part.

Answers

1. A: Can she play basketball?  
   B: Yes, she can.
2. A: Can she type?  
   B: Yes, she can. or No, she can’t.
3. A: Can he ride a bicycle?  
   B: Yes, he can.
4. A: Can he open the door?  
   B: No, he can’t.
5. A: Can she drive a truck?  
   B: Yes, she can.
   A: Can he sleep?  
   B: No, he can’t.
   A: Can she read Japanese?  
   B: Yes, she can. or No, she can’t.
   A: Can he swim?  
   B: Yes, he can.

2. He can cook!

- Divide the class into groups of three. First, ask the students to check the activities that they themselves can do in the chart’s first column. Then, each student in a group asks the other two members questions (for example, Can you swim?) and checks the activities they can do.
- Circulate and make sure students are actually asking and answering the questions accurately.
- Have several students report back to class about the abilities of their group. For example, Dennis, Kwame, and I can play tennis. We can’t dance. Kwame can rollerblade, but Dennis and I can’t.

Expansion

- Pantomime a simple action, and ask students to identify what action/ability you have demonstrated. Then have them guess what animal you are. Have them reply in complete sentences: You can swim. You are a fish.
- Take a stack of index cards (enough for all students to pantomime once) and write one ability plus the name of an animal possessing that ability on each card (can fly/bird).
- Then ask one student to come to the front, take a piece of paper, look at it, and pantomime for the class what it shows.
- Other students will try to guess what ability and animal are being pantomimed.
- Continue the activity until everyone has had a chance to pantomime once.
Rising Intonation

• Point out to the students that intonations within yes/no questions rise. One can generally distinguish a question from a statement by listening to the speaker’s intonation pattern. A rising intonation indicates uncertainty, hence it is a question. A falling intonation indicates a declarative statement. Call students’ attention to the intonation diagrams in their Student Book.

• Play the cassette or read the questions aloud. Point out rising intonation patterns. During the second reading, have the students repeat, line by line. Make sure they are following the proper intonation patterns. Practice again until the whole class has mastered the rising intonation patterns.

• Have volunteers make up their own yes/no questions to share with the class. The other students repeat these chorally.

• As a follow-up, have students work in pairs. Pairs should alternate asking and answering the five questions in the Student Book, using short-answer form.

Fill out this form, please.

• Have the students look at the job application on page 97. Check to see that they comprehend the information and abilities required by that application.

• Tell each student to pick one of the jobs listed.

• Have each student choose a partner. To fill out the section on abilities on the bottom of the Employment Application form, the pairs pose questions with can (Can you work in the evenings?). Then, they check off their partner’s abilities. Both students in the pair should have a turn as interviewer and respondent.

• Students show the completed application form to their partners to verify their answers.
Wanted: An Excellent English Teacher

- Explain to the students that their language school is hiring a new teacher and that three people have applied for the job.
- Play the cassette or read aloud the three applicants’ paragraphs once.
- Have the students work in groups of three. Ask each group of students to read the paragraphs and answer the questions about each applicant.
- Groups select the one candidate they like best. After all groups have made their choice, ask them to discuss their reasons and write two sentences explaining the main reasons for their choice. Their sentences can be as simple as *She can tell jokes.*
- Have each group tell the class their choice for the teaching job and describe their reasons.

**Answers**

**A**

1. He has a Master’s degree.
2. He can speak German and English.
3. He enjoys teaching.

**B**

1. He’s from Egypt.
2. He speaks three languages.
3. He can stay after hours to help students.

**C**

1. She can speak Chinese and English.
2. Her husband is from China.
3. She can sing and play the guitar.

**WORKBOOK**  In class or for homework, assign Workbook Lesson 1.
Lesson 2

WARM UP

- Bring in Help Wanted ads from a variety of sources, such as English-language newspapers’ classified sections, bulletin boards, and job listings from the school’s Career Placement (or Guidance) Office. Pass the ads around and give the students time to examine them. Ask the students if they have ever seen similar ads. Where else can they find Help Wanted ads? Ask students to name sources of employment information. Have working students describe how they found their jobs.

- List sources of employment information on the board (newspaper ads, internships, friends’ recommendations, relatives, guidance counselors, job postings, etc.). Have students add any other sources they have used to find employment.

- If your school has any career guidance service, inform your students. Discuss any other accessible local services for employment information, such as a library center or an alumni network for graduates of the school.

PRESENTATION

I’m here for the interview.

- Set the stage. Read the lesson title aloud. Have the students look at the picture. Elicit descriptions and write new vocabulary on the board. Ask them to make predictions about the content of the lesson (job interviews).

- Personalize the situation. Write these sentences on the board:

A job I interviewed for: _____________

A job I would like: _____________

- Ask several students to name their jobs. Since students may not know the words for different jobs, help them with the vocabulary.

- Focus on selected items. Students should know most of the words used in this interview. There is, however, some cultural information about interviewing that you may want to point out. For instance, in the United States, interviewers avoid certain personal questions, such as inquiries about religion, ethnic background, sexual preference, marital status, and political views. On the other hand, interviewers usually ask about previous job experience.

- Set the listening task. Write the following questions on the board. Tell the students to write the correct answers in their notebooks after listening to the conversation. Play the cassette or read the conversation aloud.

1. Can Gina use a computer?
2. How fast can Gina type?
3. Can Gina speak Spanish?
4. Can Gina work on Saturdays?

- Check the listening task. Call on volunteers to write the correct answers on the board.

Answers

1. Yes, she can.
2. She types 70 words per minute.
3. No, she can’t.
4. Yes, she can.

- Play or read the conversation aloud with pauses. Have the students listen and repeat each line.

- Engage students in pair work. Have pairs of students practice reading the conversation. Each student reads one role and then they switch. Pairs also discuss whether they have ever had a job interview. Encourage students to share anecdotes and details with the class.

- Circulate and monitor progress. Help the students with correct pronunciation and intonation as they practice reading the conversation.
1 She can speak Italian.

- Assign each student a partner. Then have the students read the interview on page 101 again. Explain that students will read two conflicting statements about Gina’s office skills, and they will determine which is true according to her statements to Mr. Brown.
- Partners complete the exercise and compare their answers with another pair.

- Call on volunteers to provide answers.

Answers
1. a 3. a 5. a
2. b 4. a

2 Word Bag: Occupations

- Read aloud the words in the box as students read the list. Then have the students repeat each word chorally.
- Assign each student a partner. Tell them that they are going to hear eight people talking briefly about their jobs. Students will listen as they read the sentences and look at the pictures, and then choose an occupation from the list.
- Read the first sample. Then play the cassette or read the script. As soon as each person has finished talking, students in each pair write the name of his or her job.
- Have each pair compare their answers with another pair.
- Call on individual students to provide the answers by reading the entire item aloud. Verify their answers with the class.

Expansion 1
- To continue this activity, write some more occupations on the board and have students write two or three sentences describing the jobs. Students can do this in pairs or individually.

Expansion 2
- Divide students into two groups.
- Write different occupations on index cards. Include enough occupations so that you have one for each member of the class.
- Have one student from one of the groups come to the front and pick a card from the stack. Then, he or she will pantomime the occupation for his or her own group. (You may want to set a three-minute time limit.) If the students can’t guess the occupation, the other group has a chance to confer and offer a single guess. Each correct guess earns one point for the team.
- Alternate which group chooses an index card from the stack. The game continues until all students in both groups have had a chance to pantomime a job. The group with the most points is the winner.

Additional Activity See Unit 9 Appendix.
3 Are Gina and Oscar a good match?

Teaching Tip
Your students may come from cultures where dating does not exist. If necessary, explain that in many Western countries, it is customary for unmarried men and women (like Gina and Oscar) to meet for dinner, go to the movies, and go to other social activities as a couple. Dating can be casual, or it can be a prelude to a more serious relationship.

- Before reading the paragraphs, review the adverbs of frequency with the students.
- Next draw a vertical line on the board and write 100% on top and 0% on the bottom. Ask the students questions about the frequency of their activities. They should answer using adverbs of frequency. As students answer, ask them to come to the board and write the adverb in its proper place on the scale. Summarize. For example: Always means “all of the time” (100%); usually means “most of the time” (80%); often means “much of the time” (60%); never means “none of the time” (0%), etc.
- Have the students read the paragraphs, paying special attention to the placement of the adverbs of frequency in statements. Teach placement rules: In statements, adverbs of frequency come before the main verb. Sometimes for special emphasis, adverbs begin the sentence.
- Next, explain the idiomatic meaning of a good match to students. Two people are said to be a good match if they enjoy doing the same activities and share common interests.
- Set up pairs. Have the pairs read the paragraphs aloud again. Then they answer the questions in the chart orally. Then pairs read the questions again and write “G” for Gina and “O” for Oscar next to the activities and under the appropriate column.
- Finally, have each pair report back to the class. Expansion
- Ask the students to write a paragraph about their partner’s activities, based on the information they found out.

4 Find out more about a classmate.

- Before starting this activity, make sure students know how to form questions with the phrase How often . . . ? Write some of the questions from the previous activity on the board. For example, How often does Gina swim? Then write some original questions on the board and ask individual students how often they do different activities.
- Have the pairs question each other and record the answers, then compare answers and see how much they have in common.
- Finally, have each pair report back to the class.

Expansion
- Ask the students to write a paragraph about their partner’s activities, based on the information they found out.
**WARM UP**

- **Set the stage.** Read the lesson title aloud. Have the students look at the picture and describe it. Write vocabulary words on the board. Ask them to predict the topic of the lesson (*office skills*).

- **Personalize the situation.** On the board, write these sentences.
  
  **At work, my tasks are _______.**
  
  **At school, my responsibilities are _______.**

- Explain your tasks as a teacher. Try to use adverbs of manner while discussing your job. Write your responsibilities on the board. Then, ask any working students to describe their jobs. Next, have volunteers describe some of their responsibilities as students. Have the students complete the sentences in their notebooks.

- **Focus on selected items.** Focus on specific vocabulary or phrases that might interfere with students’ understanding of the overall meaning of the text. You may want to explain the adverbs *politely, rudely, appropriately, and carefully.* Also introduce the word *co-worker* to students.

- **Set the listening task.** Write the following grid on the board and have the students copy it. Leave the right column blank. Tell them to fill in the correct information after listening to the tape. Play the cassette or read the text aloud.

<table>
<thead>
<tr>
<th>Gina works</th>
<th>fast.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She answers the phone</td>
<td>politely.</td>
</tr>
<tr>
<td>She knows computers</td>
<td>very well.</td>
</tr>
<tr>
<td>She files</td>
<td>carefully.</td>
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<tr>
<td>She dresses</td>
<td>appropriately.</td>
</tr>
<tr>
<td>She never speaks with her co-workers</td>
<td>rudely.</td>
</tr>
<tr>
<td>She does her job</td>
<td>very well.</td>
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</table>

- **Check the listening task.** Call on individual students to fill in the answers on the board.

- **Play or read the paragraph again with pauses.** Have the students listen and then repeat each line after you. Be sure they use natural speed and intonation.

- **Engage students in group work.** Have the students work in small groups. They list Gina’s secretarial skills in their notebooks and discuss the importance of each one. As a follow-up, have the whole class vote on which skill is most important.

---

**PRESENTATION**

*Gina is a great worker!*

- **Set the stage.** Read the lesson title aloud. Have the students look at the picture and describe it. Write vocabulary words on the board. Ask them to predict the topic of the lesson (*office skills*).

- **Personalize the situation.** On the board, write these sentences.
  
  **At work, my tasks are _______.**
  
  **At school, my responsibilities are _______.**

- Explain your tasks as a teacher. Try to use adverbs of manner while discussing your job. Write your responsibilities on the board. Then, ask any working students to describe their jobs. Next, have volunteers describe some of their responsibilities as students. Have the students complete the sentences in their notebooks.

- **Focus on selected items.** Focus on specific vocabulary or phrases that might interfere with students’ understanding of the overall meaning of the text. You may want to explain the adverbs *politely, rudely, appropriately, and carefully.* Also introduce the word *co-worker* to students.

- **Set the listening task.** Write the following grid on the board and have the students copy it. Leave the right column blank. Tell them to fill in the correct information after listening to the tape. Play the cassette or read the text aloud.

<table>
<thead>
<tr>
<th>Gina works</th>
<th>fast.</th>
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</thead>
<tbody>
<tr>
<td>She answers the phone</td>
<td>politely.</td>
</tr>
<tr>
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- **Check the listening task.** Call on individual students to fill in the answers on the board.

- **Play or read the paragraph again with pauses.** Have the students listen and then repeat each line after you. Be sure they use natural speed and intonation.

- **Engage students in group work.** Have the students work in small groups. They list Gina’s secretarial skills in their notebooks and discuss the importance of each one. As a follow-up, have the whole class vote on which skill is most important.
1 She’s a polite person.

- Write the adjectives and adverbs on the board under appropriate headings. Explain to students that adjectives are used to modify nouns. Write some sentences on the board and first underline the nouns, then circle the adjectives. Draw an arrow connecting each adjective to the noun it describes. Label the sentences Adjectives modify nouns.
  
  He has black hair.
  Gina’s voice is polite.
  She is a good dancer.

- Explain to students that adverbs are used to modify verbs. Write some sentences on the board and underline the verbs, then circle the adverbs. Draw an arrow connecting each adverb to the verb it modifies. Label the sentences Adverbs modify verbs.
  
  He works quickly.
  Gina speaks politely.

2 Information Gap Activity, pp. 135 and 136.

- Put students into pairs. In each pair, Student A looks at page 135, and Student B looks at page 136. Remind students not to look at each other’s pages. Go over unfamiliar vocabulary: candidates, ratings, mark, partial, scale, excellent, average, poor.

- Read the instructions with the students. Explain that the six people listed vertically on their charts are candidates for the same job. At the top of the columns are the names of the three interviewers who rated the applicants’ abilities.

- Tell the students to find out and record the missing ratings for all the candidates by asking their partner questions. When the students have found out all of the missing information, tell them to decide on a mark to give each candidate. Direct their attention to the rating scale: 10 = excellent, etc. Have the students record the final mark in the last column.

- Call on individual pairs to tell the class who should get the job (Paul).
4 Wrap Up

- Use the Help Wanted ads from the Warm Up as models. If you have access to an OHP, make a transparency of one ad and show it to the students. Ask the students questions about the ad. For example: What kind of job is advertised? Which skills are required? What are some other requirements?

- Divide students into small groups. Have the students in each group read the Drivers Needed ad. Then, ask them to complete the sentences with appropriate adverbs. You may want to write some sample adverbs on the board.

- Have volunteers read the completed sentences and verify their answers with the class.

- As a follow-up, have each group write an ad for one of the four jobs listed. Students may consult a bilingual dictionary for help. You may want to assign one job to each group.

- Circulate to monitor progress and offer help as needed.

- Call on individual groups to share their ad with the class. Ask questions like those above and have the group members answer.

**Answers**

1. carefully/well  3. Yes
2. well/fluently

**STRATEGIES FOR SUCCESS**

- Review the introduction you offered in previous units. Briefly explain the three new strategies to students. Tell students to read authentic materials on their own to improve their comprehension skills. Have them look for newspapers and magazines in English.

- Help your students use the newspaper to find classified ads for employment. Have EFL students find five jobs that require English proficiency and list this skill—and other skills required—in their journals. Have ESL students select five jobs they feel qualified for, and list the skills and requirements for each one in their journals.

- Suggest that partners tell each other about the jobs they find. Discuss the skills and qualifications required. For example, This job requires experience in an office and typing ability. English is necessary. The job is located at [address].

- Students may wish to follow up by calling potential employers and inquiring about the jobs they have found in the ads. Those who are able to reach potential employers may wish to share the results with the class. Any students who are looking for work (either part-time or full-time) may wish to set up real interviews and report back.

- Encourage the students to review previous techniques and choose one they want to practice again.

**WORKBOOK**  In class or for homework, assign Workbook Lesson 3.
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.
• 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.
Lesson 2, Exercise 2 (p. 102)

“You’re Fired!” Role-Playing Contest

- Before beginning, write the names of ten or more different occupations on small slips of paper. Pick some common and uncommon jobs (doctor, lawyer, pilot, secretary, snake-charmer, dentist, etc.). Go over any new vocabulary with the class. Fold the papers and place them in a container. Shake it well.

- Explain the idiomatic expression *you’re fired!* to the students. To be fired is the lose one’s job, usually because one has performed poorly. It’s a boss’s right to tell a lazy, rude, or inept employee *You’re fired!*

- Explain the premise of the role play to the students. One of the members in the group pretends to have the occupation on the slip of paper. He or she is having some kind of workplace problem or misunderstanding which may cause him or her to be fired. The other group members play the roles of co-workers, bosses, clients, police, or supervisors.

- Each group improvises a skit about a problem, disaster or mistake in the workplace. The skits may be silly and funny. Have students form groups of three to five members. A member of each group chooses an occupation slip. Explain to students that the groups will each create a role play about the occupations they chose, and perform before the class. This can be done as a contest: Allow the students to cast a secret ballot at the end of the performances to choose the Most Interesting or Funniest role-play. Groups may vote in both categories for any skit except their own. Groups perform their role plays for the class. As a follow up, the students vote for Most Original and/or Most Interesting presentation.

- Students in each group determine their own roles. Tell them to keep the subject a secret from their classmates until performance time. Give the groups ample time to practice before performing for the class. Circulate and encourage creativity and team work. Help the groups brainstorm ideas if they get stuck.
### Exercise 1

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<tbody>
<tr>
<td>1</td>
<td>a bird</td>
<td>2</td>
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### Exercise 2

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<tbody>
<tr>
<td>1</td>
<td>can’t</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>can</td>
<td>4</td>
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### Exercise 3

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<tbody>
<tr>
<td>1</td>
<td>A: Can she cook?</td>
<td>B: No, she can’t.</td>
<td>3</td>
<td>A: Can she play the piano?</td>
<td>B: Yes, she can.</td>
</tr>
<tr>
<td>2</td>
<td>A: Can he ski?</td>
<td>B: Yes, he can.</td>
<td>4</td>
<td>A: Can he/she walk?</td>
<td>B: No, he/she can’t.</td>
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</tbody>
</table>
### Exercise 1

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<tbody>
<tr>
<td>1</td>
<td>always</td>
<td>2</td>
<td>never</td>
<td>3</td>
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</table>

### Exercise 2

**Part I**

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<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Stanley never comes to work late.</td>
<td>3</td>
<td>He always works late.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>He seldom makes personal calls.</td>
<td>4</td>
<td>He usually works alone.</td>
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**Part II**

**Answers will vary.**

### Exercise 3

**Part I**

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</thead>
<tbody>
<tr>
<td>1</td>
<td>False</td>
<td>1</td>
<td>Sophie always goes to meetings on Tuesday afternoon.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>True</td>
<td>or</td>
<td>Sophie never goes to meetings on Wednesday afternoon.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>False</td>
<td>2</td>
<td>Sophie sometimes gives haircuts in the morning.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>True</td>
<td>3</td>
<td>Sophie usually colors hair on Thursdays.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>False</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
## Exercise 1

Answers will vary.

## Exercise 2

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>slow</td>
<td>3.</td>
<td>well</td>
<td>5.</td>
</tr>
<tr>
<td>2.</td>
<td>clearly</td>
<td>4.</td>
<td>quiet</td>
<td>6.</td>
</tr>
</tbody>
</table>

## Exercise 3

<p>| | | | | |</p>
<table>
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<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>very good</td>
<td>4.</td>
<td>Yes</td>
<td>8.</td>
</tr>
<tr>
<td>3.</td>
<td>Gina is a secretary.</td>
<td>6.</td>
<td>politely</td>
<td>10.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
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<td>5.</td>
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<td>6.</td>
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</table>

## Exercise 4

Answers will vary.
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

**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

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

<table>
<thead>
<tr>
<th>0</th>
<th>Basic Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2.1</td>
<td>Respond appropriately to common personal information questions</td>
</tr>
<tr>
<td>0.2.3</td>
<td>Interpret or write a personal note, invitation, or letter</td>
</tr>
<tr>
<td>0.2.4</td>
<td>Converse about daily and leisure activities and personal interests</td>
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<table>
<thead>
<tr>
<th>1</th>
<th>Consumer Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3.6</td>
<td>Use coin-operated machines</td>
</tr>
<tr>
<td>1.3.8</td>
<td>Identify common food items</td>
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<table>
<thead>
<tr>
<th>2</th>
<th>Community Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.6.4</td>
<td>Interpret and order from restaurant and fast food menus, and compute related costs</td>
</tr>
</tbody>
</table>

* 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 /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
2. False
3. True
4. Don’t know
5. Don’t know

- **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.**

- 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/, /ʃ/, and /ʃt/ (except /ʃ/). 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-tid, nee-did.
- 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.

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<tbody>
<tr>
<td>1.</td>
<td>/ɪd/</td>
<td>4.</td>
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<tr>
<td>2.</td>
<td>/t/</td>
<td>5.</td>
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<tr>
<td>3.</td>
<td>/d/</td>
<td>6.</td>
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</tbody>
</table>

**Answers**

- 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.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>was/danced/was/was</td>
<td></td>
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<tr>
<td>2.</td>
<td>talked/listened/shouted</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>was/was/visited/cooked/watched</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Did/was/went/went/talked</td>
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</tbody>
</table>

2 **I had a fun weekend.**

- 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**

  worked

  visited

  stayed

  watched

  **Irregular**

  went

  had

  did

  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?

- 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

- 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 headline. 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.
- When all the pairs have finished, have individual students report how their partners spent their weekends.

  **Answers**
  - Nelson ➔ Thunderstorms Close Airport
  - Oscar ➔ Floods Close Freeways
  - Ivan ➔ Baseball Game a Sellout
5 Personal Time Line

- 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.
UNIT 10

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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>your selection</td>
</tr>
<tr>
<td>2</td>
<td>Insert</td>
</tr>
<tr>
<td></td>
<td>Don’t use</td>
</tr>
<tr>
<td>3</td>
<td>Press</td>
</tr>
<tr>
<td>4</td>
<td>Remove</td>
</tr>
</tbody>
</table>

- 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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>your selection</td>
</tr>
<tr>
<td>2</td>
<td>Insert</td>
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<tr>
<td>3</td>
<td>Press</td>
</tr>
<tr>
<td>4</td>
<td>Remove</td>
</tr>
</tbody>
</table>

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.  

- 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?  

- 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.  

- 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.
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

- 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

- 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?

- 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.
5 Wrap Up

- 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.
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.
• 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.
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 additional 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

2. C Japan surrendered and World War II ended on September 2, 1945.
5. F Russia launched the first man in space on April 12, 1961.

Events

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

<table>
<thead>
<tr>
<th>Events</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>June 26, 1945</td>
</tr>
<tr>
<td>B</td>
<td>September 2, 1945</td>
</tr>
<tr>
<td>C</td>
<td>August 14, 1947</td>
</tr>
<tr>
<td>D</td>
<td>May 29, 1953</td>
</tr>
<tr>
<td>E</td>
<td>April 12, 1961</td>
</tr>
<tr>
<td>F</td>
<td>July 20, 1969</td>
</tr>
<tr>
<td>G</td>
<td>March 29, 1973</td>
</tr>
<tr>
<td>H</td>
<td>May 10, 1994</td>
</tr>
</tbody>
</table>
**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 | 4. baked | 7. brought | 10. played |
| 2. passed | 5. made | 8. thanked | 11. had |
| 3. were | 6. bought | 9. was |

**Exercise 3**

Answers will vary.

**Exercise 4**

| 1. Did | 5. have | 9. Did | 13. plan | 17. make |
| 2. call | 6. did | 10. meet | 14. did | 18. did |
| 3. didn’t | 7. Did | 11. didn’t | 15. organize | 18. do |
Exercise 1

Wording will vary.

**Waiter:** Can I help you?

**Naomi:** Yes, I’d like a cheeseburger and French fries.

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

**Naomi:** Yes, a soda please.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 cheeseburger</td>
<td>3.75</td>
</tr>
<tr>
<td>1 order of French fries</td>
<td>0.95</td>
</tr>
<tr>
<td>1 small soda</td>
<td>0.95</td>
</tr>
<tr>
<td>1 chocolate ice cream</td>
<td>2.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7.65</strong></td>
</tr>
</tbody>
</table>

**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.

Exercise 2

**Across**

1. sizes
2. sandwich
3. slice
4. menu
5. milk
6. ice cream
7. order
8. quarter
9. drink
10. salad
11. waiter
12. change
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.
UNIT 1
Lesson 1
HELLO. MY NAME’S LYNN. (p. 1)
Listen and read.

Yumiko: Hi. I’m Yumiko Sato.
Lynn: Where are you from?
Yumiko: Tokyo. And you?
Lynn: I’m from Beijing.
Yumiko: It’s nice to meet you.
Lynn: Nice to meet you, too!

1 WHERE IS SHE FROM? (p. 2)
Look at the map. Then listen and read.

A: What’s your name?
B: Ann Brennan.
A: Where are you from?
B: I’m from Houston, Texas.
A: What’s her name?
B: Her name’s Gina Poggi.
A: Where’s she from?
B: She’s from Italy.

Listen and repeat.

2 COULD YOU SPELL YOUR LAST NAME? (p. 4)
Listen. Then read the alphabet aloud with your teacher.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Listen and read.

Customs Officer: Name, please.
Gerard: Gerard Davies.
Customs Officer: Could you spell your last name?
Gerard: D-a-v-i-e-s.
Customs Officer: Sign here, please. Welcome to the United States.
Gerard: Thank you.

Listen to the other conversations that follow.

1. Officer: Let’s see. Your name is Wei Lee, right?
Wei: Yes, that’s correct.
Officer: How do you spell your first name, Mr. Lee?
Wei: W-e-i.
Officer: Thank you.

2. Peter: Hello. My name is Peter Voss.
Officer: Peter Boss? Your last name is spelled B-o-s-s. Is that right?
Peter: No, it’s V-o-s-s.
Officer: Oh, sorry about that.

3. Officer: Next.
Irene: Hi. Here’s my passport, Officer.
Officer: Thanks. I also need your Customs declaration form.
Irene: OK. Here it is.
Officer: Excuse me, Miss. I can’t read this last name. Is that a J or a T?
Irene: It’s a J. My last name is Jannetti. J-a-n-n-e-t-t-i.

4. Officer: Here you are, Ms. Rodrigues.
Lydia: Excuse me. It’s Rodriguez with a Z.
R-o-d-r-i-g-u-e-z.
Officer: Sorry. I’ll correct it right away.
Lydia: Thanks.

5. Officer: Good morning, sir. What’s your name, please?
Omar: Omar Fahad.
Officer: Is that Omar with an E or an A?
Omar: With an A. It’s O-m-a-r.
Officer: Thank you.
Omar: You’re welcome.

6. Officer: Name, please.
Pravit: Pravit Soongwang.
Officer: Could you spell your first name, please?
Pravit: P-r-a-v-i-t.
Officer: And your last name?
Pravit: S-o-o-n-g-w-a-n-g.
Officer: Sign here, please. Welcome to the United States.

4 HEAR IT. SAY IT. (p. 5)
Listen and read.

Falling Intonation
Good MORNing.
Good NIGHT.
See you LAter.
Good EVEning.
Good-BYE.
Good afterNOON.

Listen again and repeat.
5 SEE YOU ON MONDAY. (p. 5)
Listen and read.

Greetings
Hello.
Hi.
Good morning.
Good afternoon.
Good evening.

Leave-takings
Good-bye.
Bye.
Good night.
See you tomorrow.
See you later.
See you on Monday.

Listen again and repeat.

Fill in the blanks with a greeting or leave-taking.
Then listen to the cassette and compare your answers. Answers may vary.

Good morning. How are you today?
Hi, Ivan. Nice to meet you.
Good night, Oscar. See you tomorrow.
Good evening. This is Channel 9’s 11 o’clock news.
Bye, Lynn. See you later.

Lesson 2

TONY, THIS IS LYNN. (p. 6)
Listen and read.

Yumiko: Hi, Tony. How are you?
Tony: Fine, thanks. And you?
Yumiko: Great! Tony, this is Lynn. She’s a new student. She’s from China.
Tony: Nice to meet you, Lynn.
Lynn: Nice to meet you, too.

1 HE’S PRINCE NARUHITO, AND SHE’S PRINCESS MASAKO. (p. 7)
Listen and read.

I am Ann Brennan. I’m from Houston.
You are Oscar Garcia. You’re from Madrid.
He is Ivan Gorki. He’s from Moscow.
She is Lynn Wang. She’s from Beijing.
We are students. We’re from Italy.
They are Yumiko and Haro. They’re from Tokyo.

UNIT 2

Lesson 1

WHAT’S YOUR ADDRESS? (p. 13)
Listen and read.

Librarian: What’s your name, please?
Lynn: Lynn Wang.
Librarian: What’s your address?
Lynn: 6363 Richmond Street.
Librarian: And your phone number?
Lynn: 555-4310.

1 WORD BAG: NUMBERS (p. 14)
Listen and repeat.

zero/oh one two three four five
six seven eight nine ten eleven
twelve thirteen fourteen fifteen sixteen
seventeen eighteen nineteen twenty
twenty-one twenty-two thirty forty
fifty sixty seventy eighty ninety
one hundred one thousand

2 ADDRESSES AND PHONE NUMBERS (p. 14)
Listen and read.

Area Code and Telephone Numbers
1. (401) 555–8022
2. (803) 555–4321

Zip Codes
3. 10023
4. 94118

Course Numbers
5. English 101
6. Math 2

Room Numbers
7. Room 304
8. Room 1011

Addresses
9. 709 Elm Street
10. 6215 University Street

Years
11. 1900
12. 1998

3 DON’T MENTION IT. (p. 15)
Look at the picture. Listen and read.

Librarian: Here’s a temporary library card.
Please check the information.
Lynn: Excuse me. The phone number here is wrong. It’s not 555-4301. My correct number is 555-4310.
Librarian: Oh, I’m sorry. Let me correct that.
Lynn: Thank you.
Librarian: You’re welcome.
4 IS THAT IN THE CITY? (p. 15)
Listen to the librarian talk to three people.

1. Librarian: Good afternoon, ma’am. What’s your name, please?
   Anna: Anna Jones.
   Librarian: Anna . . . Jones. Is that Anna with one N or two?
   Anna: Two. A-n-n-a.
   Librarian: OK. And what’s your address, please?
   Anna: 124 Main Street.
   Librarian: Is that in the city?
   Anna: Yes, it is.
   Librarian: What’s your phone number, Ms. Jones?
   Anna: That would be 555-9062.
   Librarian: 5 . . . 5 . . . 9 . . . 0 . . . 6 . . . 2.
   All right. Thank you very much. You can pick up your library card on Wednesday.

Listen again and fill in the chart.

2. Librarian: Here’s your library card, Mr. Al-Khati. Please check the information.
   Ali: Excuse me. The address on the card is 54 Park Street. My address is 45 Park Street.
   Librarian: Oh, I’m sorry. I’ll correct it immediately. That’s 45 P-a-r-k Street.
   Ali: Yes, that’s right.
   Librarian: Is your telephone number correct? I have it here as 555-9321.
   Ali: Yes, it is.
   Librarian: Very good, Mr. Al-Khati. We will call you when your card is ready.
   Ali: Thanks.

Listen again and fill in the chart.

3. Librarian: What’s your name, please?
   Bob: Bob Taylor.
   Librarian: Is that T-a-y-l-o-r?
   Bob: Yes, that’s right.
   Librarian: And what’s your address?
   Bob: 39 Richmond Avenue.
   Librarian: And what’s your phone number, Mr. Taylor?
   Bob: Area Code (281) 555-6427
   Librarian: That’s Area Code 2 . . . 8 . . . 1 . . . 5 . . . 5 . . . 5 . . . 6 . . . 4 . . . 2 . . . 7.
   Bob: Yes, that’s right.

Listen again and fill in the chart.

Lesson 2

IS THIS ROOM 102? (p. 16)
Lynn is looking for her English class. Listen and read.

Mr. Miller: Hi. Are you a new student?
   Lynn: Yes, I am. Am I late for class?
Mr. Miller: No, you aren’t. You’re early.
   Lynn: Is this Room 102?
Mr. Miller: No, it isn’t. It’s Room 202.
   Lynn: Oh. Is this English 1?
Mr. Miller: No, it isn’t. It’s Math 1.
   Lynn: Oh, excuse me. I’m in the wrong room.

Listen and read again. Check true or false after each sentence.

2 HEAR IT. SAY IT. (p. 19)
Listen to each pair of words. Is the vowel sound the same or different? Circle same or different.

Sounds /i/ in this and /i/ in these
this/his
this/these
these/please
he’s/his
pin/pit
he’s/she’s
eat/it
it/hit

4 CLASSROOM DIRECTORY (p. 20)
Look at the directory and listen to the conversation.

A: Where’s English 2?
B: It’s in Room 222.
A: Is English 3 in Room 322?
B: No, it isn’t. It’s in Room 324.

5 ARE YOU IN ENGLISH 1? (p. 20)
Listen and read.

A: Are you in English 1?
B: Yes, I am. / No, I’m not.
A: Is he a new student?
B: Yes, he is. / No, he isn’t.
A: Are your classmates all here?
B: Yes, they are. / No, they aren’t.

UNIT 3

Lesson 1

THAT BABY IS REALLY CUTE! (p. 25)
Look at the picture. Listen and read.

Lynn: Is this your family?
Oscar: Yes, it is. These are my parents, and this is my sister Alicia.
Lynn: She’s pretty. Is she married?
Oscar: Yes, she is. This is her husband, Felix, and these are her children, Pedro and Jacinta.

Lynn: That baby is really cute! Is this another sister?

Oscar: Yes. Her name’s Stella.

Lynn: Is she married?

Oscar: No, she isn’t. She’s a student.

Lynn: Are the boy and girl between you and Stella your brother and sister also?

Oscar: Yes, my little brother, Bobby, and my sister Maria.

Lynn: What a big beautiful family!

1 WORD BAG: THE FAMILY (p. 26)
Look at the picture. Listen and repeat.

grandfather   brother   son
grandmother  nephew   aunt
father       husband   uncle
mother       sister   niece
daughter     wife

3 OUR LAST NAME IS GORKI. (p. 27)
Listen and read.

My name is Sofia. This is my husband. His name is Vladimir. This is my daughter. Her name is Sonia. These are my sons. Their names are Ivan and Vanya. Our last name is Gorki. This is my dog. Its name is Tex.

4 HEAR IT. SAY IT. (p. 27)
Listen and read.

Word Stress
1. mother   4. sister   7. grandfather
2. father   5. uncle   8. grandmother
3. brother   6. cousin

Listen again and repeat.

Lesson 2

I HAVE AN INTERESTING FAMILY. (p. 30)
Listen and read.

Gina: I have an interesting family. This is my father, Leonardo. He’s a famous Italian actor. That’s my mother, Elizabeth. She’s a doctor. Over here is Uncle Luigi. He is the chef in his own Italian restaurant. He makes fabulous pasta!

This is my favorite cousin, Vito. He’s a waiter in his father’s restaurant. He goes to college at night. That’s his sister, Stephanie. She’s an engineer. She’s the only woman at her construction site.

I’m an English student. I want to teach English someday.

Lesson 3

THE CHESHIRE FAMILY (p. 32)
Listen and read.

The Cheshire family is a typical cat-loving family. They live at 9 Feline Street in Cougarville. The father’s name is Leo Cheshire, and the mother’s name is Felicia. Tiger is their son, and Kitty is their daughter. The cats are members of the family, too.

Leo is short and has brown hair. His cat, Racer, has brown hair, too. Felicia is a large woman. She has blond hair. Her cat, Honey, is also blond. Kitty and her cat, Einstein, both have dark hair and dark eyes. Kitty’s hair is straight, and she wears glasses, but Einstein doesn’t. His eyes are very good. Kitty’s brother, Tiger, and his big, strong cat named Gus both have red hair and blue eyes. “Gus is always hungry,” says Tiger, “just like me!”

1 PHYSICAL CHARACTERISTICS (p. 33)
Look at the pictures. Listen and read.

Height  
short  average  tall

Weight  
thin  average  heavy

Hair/Eyes  
long blond/light blue  short black/dark brown  straight brown/black  curly red/green  bald head/hazel

UNIT 4

Lesson 1

I’M CALLING ABOUT THE APARTMENT ON SUMMER STREET. (p. 37)
Listen and read.

Lynn: Hello. I’m calling about the apartment on Summer Street. How many rooms are there?

Realtor: There are two bedrooms, a living room, a large kitchen, and a bathroom.

Lynn: Are there big closets?

Realtor: Yes, there are. There are two large closets in the bedrooms.

Lynn: Is there a dishwasher?

Realtor: No, there isn’t.

Lynn: When can I see the apartment?

Realtor: How about tomorrow at 10:00?
Look at the picture. Listen and repeat.

### Bathroom
- toilet
- sink
- bathtub
- wastebasket

### Bedroom
- rug
- shoes
- dresser
- mirror
- clothes
- bed
- lamp

### Living Room
- sofa
- coffee table
- bookcase
- television
- VCR
- pictures

### Kitchen
- refrigerator
- stove
- cupboards
- microwave
- washer/dryer

### 3 Place Lynn’s Furniture in Her Living Room. (p. 39)
Look at the drawings. Listen and read.

- **between**
  - There’s a sofa between two end tables.

- **in the middle of**
  - The bed is in the middle of the bedroom.

- **next to**
  - The armchair is next to the sofa.

- **on**
  - The pictures are on the wall.

- **in the corner of**
  - The sofa is in the corner of the living room.

- **in front of**
  - There’s a cat in front of the sofa.

- **under**
  - The cat is under the chair.

### 5 Hear It. Say It. (p. 40)
Listen.

**Rising and Falling Intonation**

1. There’s a sofa in the living room.
2. There isn’t a baby in the picture.
3. Is there a lamp on the table?
4. Is there a phone in the kitchen?
5. There aren’t any flowers on the table.
6. Are there any lamps in the room?

Listen again and repeat.

### Lesson 2

LYNN’S NEW ADDRESS IS 317 ELM STREET. (p. 41)
Look at the picture. Listen and read.

Dear Mom and Dad,

Yumiko and I are finally in our new apartment. It’s across from our building. We can walk across the street and enjoy the trees and flowers.

Our new address is 317 Elm Street. We hope you can come and visit us soon.

Love, Lynn

### 1 The Apartment Is Across From a Park. (p. 42)
Look at the buildings on page 41. Listen and repeat.

- bank
- apartment building
- supermarket
- police station
- hospital
- movie theater
- drugstore
- library
- bus stop

### 3 There’s a Drugstore on Washington Street. (p. 43)
Listen as you look at the map.

1. Lynn and Yumiko have a new apartment. Their apartment building is on Elm Street. It’s across from a park.
2. There’s a drugstore on Washington Street. It’s between the post office and the police station.
3. The movie theater is on Washington Street. It’s across from the bank.
4. There’s a supermarket on Park Avenue. It’s between Elm Street and Washington Street.
5. There’s a hospital on the corner of Ridge Avenue and Elm Street. It’s across from the library.
6. There’s a park on Elm Street. It’s between Summer Avenue and Park Avenue.

### Lesson 3

THERE’S A LARGE 1 BR APT. FURN. (p. 45)
Listen and read.


**C.** Four rooms, living room, dining room, kitchen, and bedroom. Lots of light. New carpet. $850. Sunny apartment. 555-8948.
UNIT 5

Lesson 1

I'M RUNNING LATE. (p. 49)
Look at the picture. Listen and read.

Lynn: Hello?
Tony: Lynn, this is Tony.
Lynn: Hi, Tony. Where are you? We’re waiting for you.
Tony: What time is it?
Lynn: It’s already 6 o’clock.
Tony: Oh, no! I’m really running late.
Lynn: Well, everyone is here. We’re having a good time.
Tony: Without me! What’s everybody doing?
Lynn: Gina and Ivan are dancing. Oscar’s watching a soccer match. And Nelson’s talking to Mrs. Brennan.
Tony: What’s Yumiko doing?
Lynn: She’s making sandwiches in the kitchen.
Tony: I have to go. By the way, I’m bringing more soda and chips.
Lynn: Good. I’ll wait for you at the front gate. What time will you come?
Tony: At 6:30.
Lynn: OK. See you then.

1 THE TIME (p. 50)
Listen and read the following.

1:05 or five after one
2:15 or a quarter after two
3:35 or twenty-five to four
4:45 or a quarter to five
5:30 or half past five
6:55 or five to seven
Listen again and repeat.

3 HEAR IT. SAY IT. (p. 50)
Listen and repeat the following word pairs.

ThirTEEN     THIRty
fourTEEN     FORty
fifTEEN      FIFty
sixTEEN      SIXty
sevenTEEN    SEVenty
eightTEEN    EIGHTty
nineTEEN     NINEty

4 WHAT’S THE BONILLA FAMILY DOING? (p. 51)
In the chart below, write sentences about the picture. Then listen and check your answers.

I’m Tommy Bonilla. This is my family. We’re having a barbecue in our backyard. My grandfather is cooking hamburgers and hot dogs. My grandmother is bringing the catsup to the table. My father and my sister, Teresa, are playing Frisbee. Our dog, Champ, is barking at my father. He wants to play, too. I am helping my mother set the table. Mmm, I can smell the hamburgers.

Lesson 2

HE’S WEARING A GREEN SHIRT. (p. 52)
Look at the picture. Listen and read.

Gina: Which one is Lynn’s cousin Ken?
Yumiko: He’s over there with Susana. Look! Both are wearing green and white.
Gina: Who is the woman in the corner?
Yumiko: Which one?
Gina: The one with the white blouse and red skirt. She’s talking to Nelson.
Yumiko: Oh, that’s Lynn’s aunt, Jialing. And there’s Susana’s boyfriend, Roberto, over by the CD player.
Gina: The guy in the black jacket must be Silvio. By the way, where’s Lynn?
Yumiko: She’s waiting outside for Tony. He’s coming in a few minutes.

Listen to the rest of the conversation. Label Susana, Ken, Jialing, and Roberto.

Gina: Oh, I hope he gets here soon. I wonder what Nelson is showing Jialing.
Yumiko: It’s a book on American culture. Nelson is reading it.
Gina: Interesting. Why is Silvio eating alone?
Yumiko: Well, his girlfriend is waiting outside with Lynn.
Gina: Silvio has a girlfriend?
Yumiko: Yeah, sorry Gina. But why don’t you go over and talk to Roberto?
Gina: Which one is he?
Yumiko: He’s Susana’s boyfriend. He’s wearing a yellow shirt.
Gina: Uh, Yumiko . . . I think I’ll wait for Tony at the front gate, too.

1 WORD BAG: CLOTHES AND COLORS (p. 53)
Listen and repeat.

red       shorts       sweater
orange    shoes       pants
yellow    hats        blouse
green     socks       scarf
blue      tie         jeans
purple    shirt       suit
dress     suit

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2 EXCUSE ME. I’M LOOKING FOR A GREEN DRESS. (p. 53)
Listen to the conversations.
A: Excuse me. I’m looking for a green dress.
B: Here’s a nice dress.
A: But this is a blue dress.
B: Blue dresses are popular this year.
A: Yes, but I need a green dress.

A: Excuse me. I’m looking for some red shorts.
B: No, I want red shorts.
B: Green shorts are in style this spring.
A: No, thanks. I don’t like green shorts. I’ll try another store.

3 FIND THE PERSON. (p. 54)
Listen. Then read the words in the chart below with your teacher.

Most nouns add -s
hat hats
sock socks
tie ties

Nouns ending in -x, -s, -ch, or -sh: add -es
dress dresses
watch watches
brush brushes
box boxes

Nouns ending in -y preceded by a consonant: change y to i and add -es
library libraries
city cities
party parties

Nouns ending in -f and -fe: change f to v and add -s or -es
scarf scarves
knife knives
wife wives

Irregular plurals
child children
man men
woman women
Lesson 3

THE FOUR SEASONS (p. 56)
Look at the pictures as you read the paragraph. Then answer the questions.

In the north there are four seasons. They are winter, spring, summer, and fall. The weather in winter is cold and snowy. In spring it is windy and rainy. In summer it is hot and sunny. It is cloudy and cool in fall, but there usually isn’t any snow.

1 WE NEED CLOTHES FOR EVERY SEASON. (p. 57)
Listen.
tank top tights shorts
sweat shirt overcoat ear muffs
bathing suit jeans down jacket
raincoat jacket sweater
windbreaker gloves
parka jogging suit

Listen again and repeat.

UNIT 6
Lesson 1

LIFE IN THE UNITED STATES ISN’T EASY! (p. 61)
Look at the pictures. Listen and read.

1. Lynn and Yumiko are busy. They work during the day from Monday to Friday.
2. Lynn works with computers. Yumiko works in a Japanese bank. They leave work at 5:00 P.M.
3. They go to night school every Monday, Wednesday, and Friday. They meet in their English class at 6:00 P.M.
4. When they get home, they make dinner together, eat, and then wash the dishes.
5. After dinner, they do their English homework.
6. On weekends, Lynn and Yumiko clean the house and do the laundry. Life in the United States isn’t easy! People are always busy!

DO TONY AND NELSON HAVE BUSY SCHEDULES? (p. 63)
Listen.

On weekdays Tony and Nelson have busy schedules. They always get up early and go jogging in the park. Then they each take a shower and get dressed. They eat their breakfast and go to work. On the weekend, they sleep until noon.

Sometimes Tony plays soccer after work. Nelson goes home to have dinner. Then they go to class on Monday, Wednesday, and Friday evenings. On Tuesday and Thursday nights, Tony does the laundry, and Nelson cleans the house.

Listen again as you write the missing words in the blanks.

A: Do Tony and Nelson have busy schedules?
B: Yes, they do.
A: Does Tony get up late?
B: No, he doesn’t.
Lesson 2

DEAR SIAO YAN, (p. 65)
Listen as you read Lynn’s letter to Siao Yan.

October 19
Dear Siao Yan,
How are you? I hope you’re fine. I’m OK here, but I miss home. Sometimes I get very lonely.
Life in the U.S. is very different from life back home. I live with a classmate from Japan. We met at the airport. Her name is Yumiko.
We’re both very busy. Yumiko works at a Japanese bank. I work at a computer company.
After work, we attend our English class. After class, we go home and make dinner. Then we study for the next English class.
We get up very early. Every day at exactly the same time we run to the bus stop. We’ll miss the bus if we’re one minute late! On weekends, we do the laundry and clean the house. Sometimes, we feel tired and wish we were back home. Life is more relaxed there.
How is everybody? Tell them I send my love.
Write soon!
Your friend,
Lynn

Lesson 3

WHAT SPECIAL HOLIDAYS DO YOU HAVE? (p. 68)
Listen and read.
Every country has its own special holidays and festivals. In most countries, the New Year is observed on January first. In some Asian countries, like China, the New Year is observed in January or February with fireworks and parties. There are parades with huge dragons and beautiful, colorful costumes.
The Thais celebrate the Festival of Lights in November. Everywhere, little boats containing incense, a coin, and a lighted candle float down the rivers.
In the United States, Independence Day, July fourth, is a time for barbecues, picnics, fireworks, and parades.
In your country, what special holiday do you have? What do you do on this day?

Lesson 1

I’M MAKING A GROCERY LIST. (p. 73)
Listen and read.

Yumiko: What are you doing?
Lynn: I’m making a grocery list. Some friends are coming for dinner, and I’m making a chicken and rice dish. I need some things from the supermarket.

Yumiko: Chicken and rice? What else is in it?
Lynn: Carrots, tomatoes, mushrooms, green peppers, onions, and garlic.
Yumiko: I know we don’t have any green peppers or garlic. And we need some mushrooms, onions, and carrots.

Lynn: What about salt and oil?

Yumiko: Let’s see. We have some salt, but we don’t have any black pepper or oil.

Lynn: OK. And, of course, we need to buy the chicken. Do we need anything else?

Yumiko: Yes. We need some coffee, orange juice, and bread for breakfast tomorrow. And there isn’t any milk. We need a lot of things. Let’s go shopping together. I can help.

2 WHAT DO WE HAVE? (p. 75)

Look at the picture as you listen to the conversation. The items Lynn has are marked with a check. The things she doesn’t have are marked with an X.

Yumiko: Is there any black pepper?

Lynn: There isn’t any black pepper, but there’s some salt.

Yumiko: I need pepper. Let’s get some.

Yumiko: Are there any carrots?

Lynn: There aren’t any carrots, but there are some green beans.

Yumiko: No, I can’t use green beans. Let’s buy some carrots.

4 DO YOU HAVE BROWN RICE? (p. 76)

Look around the grocery store as you listen to the conversation.

Lynn: Excuse me. Do you have green peppers?

Clerk: Yes, we do.

Lynn: Where are they?

Clerk: Aisle 1.

Yumiko: Do you have brown rice?

Clerk: No, we don’t, but we have some white rice.

Yumiko: Where is it?

Clerk: Aisle 2.

5 WHERE’S THE MEAT? (p. 76)

Listen to the conversation in the supermarket. Write the food words in the aisles where they belong. You will hear the conversation twice.

Lynn: Excuse me. Where’s the oil?

Clerk: It’s in Aisle 2, next to the salt and pepper.

Lynn: And where are the green peppers and onions? And the mushrooms?

Clerk: I don’t have any mushrooms right now, but I have a lot of onions and green peppers. They’re with the vegetables in the produce section in Aisle 1.

Lynn: How about bread and coffee?

Clerk: Go to Aisle 3 for coffee. Bread is in Aisle 2, where the rice and pasta are.

Lynn: And the milk section?

Clerk: Let’s see. Milk is in the dairy section—in Aisle 1 beside the produce section.

Lynn: Thanks. Hmm, what else do I need? Oh, yes. Where are the bananas?

Clerk: They’re also in the produce section, Aisle 1. I think they’re next to the oranges.

Lynn: Thank you.

Clerk: You’re welcome. And, miss, we have some very fresh chicken on sale today. The poultry section is in Aisle 3.

Lesson 2

THIS WEEK ONLY! (p. 78)

Listen as you read the prices in the ad. Then read the conversation.

Speedy Mart. Sale this week only.

Potato chips $1.59 per 16-ounce bag

Purdy’s whole chicken $1.09 per lb.

Oatie Loaf bread $1.29 Buy one, get one free.

Star mayonnaise $1.29 per 16 oz. jar

Happy Cow milk $2.19 a gallon with this coupon

Tomato sauce 4 cans for $0.99 with this coupon

Green peppers 5 for $1.00

Carrots $0.99 per bunch

Lettuce $0.99 a head

Large eggs $1.19 a dozen

Cheese $3.49 per pound

Krispy Krackers $1.99 a box

Sliced ham $2.29 per package

Wonderbar soap $0.89 a bar

Lynn: How much is the chicken?

Yumiko: It’s on sale. It’s $1.09 a pound.

Lynn: That’s a good deal. What about tomatoes?

Yumiko: They’re not on sale, but tomato sauce is four cans for $0.99.

Lynn: No, I want fresh tomatoes. How about green peppers? Are they on sale?

Yumiko: Yes, green peppers are 5 for a dollar.

Lynn: Don’t forget to cut out the coupons. We can save money if we use them.

2 HEAR IT. SAY IT. (p. 79)

Listen as the pairs of words are read. Circle the word that you hear.

Sounds /a/ and /ə/

1. cop 3. nut 5. hot

2. cut 4. jog 6. bunch

Listen again to each word.
3 WHAT’S THE PRICE? (p. 80)
Look at the ad on page 78. Listen to the conversation.
A: How much are the carrots?
B: They’re $0.99 a bunch.
A: How much is the bread?
B: $1.29 a loaf.
Listen again and repeat.

4 HOW MUCH ARE THE EGGS? (p. 80)
A man is in a small grocery store. Listen to the conversation. Write the prices.
Woman: Can I help you?
Man: Yes, how much are the eggs?
Woman: Eggs are $1.29 a dozen.
Man: And margarine?
Woman: Margarine is only $1.19 a pound.
Man: OK. I need a dozen eggs and a pound of margarine. How much is the cabbage?
Woman: The cabbage? It’s $1.79 a head.
Man: OK. A head of cabbage. And let’s see. What else? Oh, yes, I need some potatoes.
Woman: Potatoes are $2.49 a bag. Is that all?
Man: Yes, no. I need a loaf of bread and a jar of jam. How much is bread this week?
Woman: Bread is $1.59.
Man: All right. And the jam?
Woman: Jam is a $1.39.
Man: I’ll take a jar of strawberry jam.
Woman: OK. Here’s a loaf of bread, and here’s your jam. What else?
Man: That’s all, thank you.
Woman: OK. $1.29, $1.19, $1.79, $2.49, $1.59, $1.39.

Lesson 3

THIS IS A FAVORITE FAMILY RECIPE. (p. 81)
Listen and read.
Sugar Nut Cookies
1 cup of margarine or butter  2 ½ cups of flour
1 cup of sugar  2 teaspoons of baking soda
2 eggs  ½ teaspoon of salt
1 teaspoon of vanilla extract  1 cup chopped nuts

First, heat the oven to 350 degrees. Mix the margarine, sugar, eggs, and vanilla extract in a bowl. Next, stir in the flour, baking soda, and salt. Then pour in the nuts. Drop teaspoonfuls of the batter on a cookie sheet. Bake the cookies for about 10 minutes or until brown. Put them on a plate and let cool.

UNIT 8
Lesson 1

WHAT TIME DOES THE NEXT BUS LEAVE? (p. 85)
Gina is going to visit her brother. Listen and read.
Ticket agent: Can I help you?
Gina: Yes. Which bus goes to Baytown, please?
Ticket agent: Bus number 45.
Gina: And where can I buy a ticket?
Ticket agent: Right here. I sell tickets.
Gina: What time does the next bus leave?
Ticket agent: It leaves at 8:00 and arrives at 11:15 A.M. Do you want a round-trip or a one-way ticket?
Gina: Round-trip, please.
Ticket agent: That will be $50.
Gina: Here you are. Which gate is it?
Ticket agent: Gate 17.
Gina: Thanks. What time is it now?
Ticket agent: It’s 7:45.
Gina: 7:45! I’d better hurry! I don’t want to miss the bus.

1 HEAR IT. SAY IT. (p. 86)
Listen. Then read each question aloud.

Questions with or
Do you want a round-trip or a one-way ticket?
Are you paying by cash or credit card?
Is it Gate 7 or Gate 17?
Do we take the bus or the train?
Do you want first class or coach?

4 WHAT TIME DOES THE NEXT BUS LEAVE? (p. 87)
Listen and fill in the bus numbers and times that are missing from the bus schedule.
Agent: Can I help you?
Man: Yes. What time is the first bus to Houston?
Agent: Let’s see. The first bus, Bus 629, leaves Dallas at 6:15 in the morning, and it arrives in Houston at 12:15 in the afternoon.
Man: And the next bus?
Agent: Well, the next bus leaves at 8:45 in the morning. That’s bus number 293. It arrives in Houston at 2:45 in the afternoon. Then there is a 9:00 bus, bus number 1070. It arrives at 3:00 in the afternoon. And there’s Bus 392, which leaves at noon. It arrives at 6:00 at night.
Man: When does the last bus leave?
Tapescripts

Lesson 2

WHAT’S PLAYING AT THE MOVIES? (p. 88)
While Gina is visiting her brother, her friends are going to the movies. Listen as you read the conversation.

Tony: What’s playing at the movies tonight?
Oscar: Hmm, let’s see. There’s The Invasion.
Lynn: I don’t really like science fiction.
Tony: I don’t like science fiction much either.
Oscar: What about this love story? It stars Vanessa Fuentes.
Lynn: No. I don’t like love stories.
Tony: I don’t like love stories, either.
Lynn: Hey! What about I Thought; He Thought? It’s a comedy.
Tony: Yeah. I enjoy comedies. How about you, Oscar?
Oscar: Fine with me. I like comedies, too.
Tony: Yumiko? Do you like comedies?
Yumiko: Of course! Doesn’t everyone? Love stories and science fiction are OK, too.

1 TONY LIKES COMEDIES. (p. 89)
Listen to the sentences. Make your own sentences about each person in the chart. Check means like; X means doesn’t like.

Yumiko likes love stories, but Oscar likes comedies. Tony likes comedies, and Lynn likes comedies, too. Lynn doesn’t like love stories, and Oscar doesn’t like love stories either.

3 TAKE A MESSAGE, PLEASE. (p. 90)
Listen to each message. Write the message on the message slip. You will hear each message twice.

1. Hi, Yumiko, this is Oscar. It’s 4:30 on Friday afternoon. The movie starts at 7:00 tonight. Meet us in front of the movie theater at 6:45. Call me back at 555-9323.
2. Tony, this is Lynn. It’s 5:00 P.M. Could you pick me and Yumiko up at 6:30? The movie is at 7:00. I’m at 555-3927 right now.
3. Oscar, this is Tony. It’s 5:30. Could you call me back? My number is 555-7365. I’m picking Lynn and Yumiko up at 6:30. We’ll meet you at the theater at 6:45.
4. Lynn, this is Tony. It’s 5:45 now. Please tell Yumiko that we can give her a ride to the theater. Tell her to call me at 555-7365. See you at 6:30.

Lesson 3

IT’S NOT ALL FUN AND GLAMOUR. (p. 92)
Many people think a movie star’s life is fun and exciting. Read and listen to the interview. Find out what a movie star’s life is really like.

Entertainment Magazine Thursday, November 26
STAR CHAT—A Day in the Life of a Movie Star:
An Interview with Vanessa Fuentes
Hollywood—“A movie star’s life is not all fun and glamour. Every day is hectic,” says actress Vanessa Fuentes. “When we’re shooting a picture, I usually get up at 4:00 A.M. First I do my exercises and take a shower. Then my hairdresser and makeup artist work on me for three hours. After that, we shoot a scene until 8 or 9 at night, sometimes until midnight. We often shoot the same scene twenty times. When it’s perfect, we get a short break to have something to eat. It’s a long, hard day.

“On a good day, I go home around 9 o’clock. I study my script and go to bed at 11. Who says a movie star’s life is easy?”

UNIT 9

Lesson 1

HERE’S GINA’S JOB APPLICATION. (p. 97)
Listen and read.

My name is Gina Poggi. I was born on Aug 25, 1976 in Naples, Italy. My social security number is 759-53-3452. I live in San Francisco, California at 7646 Hills Avenue, No. 125. I am applying for the position of secretary at the bank. I can type fast and file. I can use a computer, too. I can speak Italian and English, and I can understand some Spanish. I am a friendly person. I can work well with others. I can work on weekends.

3 HEAR IT. SAY IT. (p. 99)
Listen and read.

1. Can you swim?
2. Can she drive?
3. Does he take the bus?
4. Are you in the evening class?
5. Do we all understand the lesson?

Listen again and repeat.

5 WANTED: AN EXCELLENT ENGLISH TEACHER (p. 100)
The school needs a new English teacher. Three people have applied for the job. Listen and read.

A: My name’s John Wright. I have a Master’s degree in English literature. I can speak German as well as English. I love teaching English. I always have fun in class, and my students have a lot of fun also.
B: I’m Farid Ibrahim. I’m from Egypt. I can speak English, Arabic, and French. I have a university degree in teaching English as a Foreign Language. I have many years of experience as an English grammar teacher. I can stay after hours to help students.

C: My name is Mary Franklin. I can speak Chinese as well as English. My husband is from China. I have two children. They can speak both English and Chinese. I can sing and play the guitar.

Lesson 2

I’M HERE FOR THE INTERVIEW. (p. 101)
Listen and read.

Gina: Good morning. My name is Gina Poggi. I’m here for the interview.

Mr. Brown: Hi. I’m Michael Brown. Please have a seat.

Gina: Thank you.

Mr. Brown: Let me go over your application. I see that you want to be a secretary at this bank. Can you tell me a little about yourself?

Gina: I’m a student. I’m studying English right now. I sometimes work as my uncle’s secretary in his small company.

Mr. Brown: How many words can you type a minute?

Gina: Seventy words a minute. I seldom make mistakes.

Mr. Brown: Can you use a computer?

Gina: Yes, I can. I can use several computer programs.

Mr. Brown: Can you speak Spanish?

Gina: No, I can’t, but I understand it. I can speak Italian.

Mr. Brown: Can you work on weekends?

Gina: Oh, yes. In fact, a Saturday work schedule is better for me.

Mr. Brown: That’s good. Do you have any questions?

Gina: Yes. How often do you need a secretary on weekends?

Mr. Brown: Almost every Saturday.

2 WORD BAG: OCCUPATIONS (p. 102)
Look at the pictures. Listen and read. Label each picture with an occupation from the list.

I cut people’s hair. I always talk to my customers. I usually work in a hospital. I make people feel better.

I am often in a courthouse. I defend people in court.
I always work with a team to build a house.
I carry letters and packages in my bag. I often talk to people on the street.
I am always ready to help people. I usually drive a car.
I work on people’s teeth. I usually work in my office.
I spend most of my time on the plane. I always travel from one place to another.

Lesson 3

GINA IS A GREAT WORKER! (p. 104)
Listen and read.

Gina is a secretary at a bank. She writes her boss’s letters, does a lot of filing, works on the computer, and answers the phone. She works fast and answers the phone politely. She knows computers very well, and she does her filing carefully. She always dresses appropriately, and she never speaks rudely with her coworkers. She does her job very well. Her new boss likes her very much!

UNIT 10

Lesson 1

HOW WAS YOUR WEEKEND? (p. 109)
Listen and read.

Tony: Hi, Lynn! How was your weekend?

Lynn: It was fun. I went out with friends.

Tony: What did you do?

Lynn: We went dancing and then out for a bite to eat. How was your weekend?

Tony: Oh, not very exciting. I just stayed home and watched TV on Saturday.

Lynn: Well, what did you do on Sunday?

Tony: Sunday was terrible! I waited all day for my girlfriend to call, but she didn’t!

1 HEAR IT. SAY IT. (p. 110)
Listen to the sounds of -ed at the end of each word.

Final -ed

Cooked played painted

Listen to each word. Write the end sound that you hear. Then read each word aloud.

1. shouted 4. visited 7. danced
2. watched 5. cleaned 8. waited
3. listened 6. talked 9. stayed
2 I HAD A FUN WEEKEND. (p. 110)
Listen and read.
A: Did you have a nice weekend?
B: It was fun. I visited some friends. How was yours?
A: Oh, not very exciting. I stayed home and watched TV.

4 HEADLINE NEWS (p. 111)
Listen to Oscar, Ivan, and Nelson talk about their weekends. Write the name of each person under the newspaper headline for his story.

1. Tony: What did you do this weekend, Ivan?
   Ivan: Well, I went to a baseball game.
   Tony: Oh, lucky you! I wanted to go, but I couldn’t get a ticket. What was it like?
   Ivan: Oh, it was great, but I lost my car keys in the crowd!
   Tony: Sorry to hear that.

2. Gina: Hi, Oscar. How was your weekend?
   Oscar: Oh, hi, Gina. Well, it was very interesting!
   Gina: Really? Why?
   Oscar: Well, you know the terrible flooding we had on Sunday afternoon.
   Gina: Yeah.
   Oscar: Well, I was on I-10 when the flood started. I was stuck there for an hour!
   Gina: Oh, how horrible!
   Oscar: Not really! Guess who was in the car next to me? Mr. Pollock!
   Gina: Really? The owner of the company you want to work for?
   Oscar: The very one. He told me to call him some time this week for a personal interview . . .

3. Lynn: Hi, Nelson. How was your weekend?
   Nelson: Well, I was planning to visit friends in Dallas, but I didn’t.
   Lynn: Why not?
   Nelson: I had a flight on Friday, but the airport was closed because of thunderstorms.
   Lynn: So what did you do?
   Nelson: I went home and talked to them on the phone.

Lesson 2

HOW DO YOU USE THIS MACHINE? (p. 113)
Listen and read.
Tony: Oscar, how do you use this machine?
Oscar: I’ll show you. First, decide what you want.
Tony: I want some cookies.

Oscar: Cookies are fifty cents. Do you have any change?
Tony: I have a quarter, two dimes, and five pennies.
Oscar: You can’t use the pennies. Here’s a nickel.
Tony: Thanks. Let’s see now. I put the coins in here, right?
Oscar: Right. Then press the button for cookies.
Tony: That’s easy. Want a cookie?
Oscar: No, thanks. Hey, you owe me a nickel!

1 MAKE YOUR SELECTION. (p. 114)
Listen.

How To Use the Stamp Machine
First, decide whether you want a book of stamps or just a few stamps.
To buy a book of stamps:
1. Insert coins or dollar bills. (Do not use foreign coins.)
2. Get your change, if any.
To buy only a few stamps:
1. Decide on the stamps that you need.
2. Insert coins.
3. Press the selection button.
4. Pull out stamps.

3 LET’S GET SOMETHING TO EAT. (p. 115)
Read the ad. Then listen and read the conversation.
Oscar: Would you like to get something to eat?
Tony: Good idea. Where do you want to eat?
Oscar: How about the Star Restaurant? They have great sandwiches.
Tony: How late is it open?
Oscar: Until 11:30 P.M.
Tony: Where is it?
Oscar: Over on North Street, next to the public library.

4 ARE YOU READY TO ORDER? (p. 115)
Read the menu below. Then listen and read the conversation.
A: Are you ready to order?
B: Yes, I’d like a chicken sandwich and a cup of soup, please.
A: Would you like chicken or vegetable soup?
B: Vegetable, please.
A: Anything to drink?
B: I’d like a soda, please.
A: Small, medium, or large?
B: Medium, please.
A: Anything else?
B: Yes. A slice of apple pie.
Lesson 3

SCHOOL’S ALMOST OVER! (p. 116)
Listen and read.

Gina: What are you going to do during the school break?
Tony: I’m going to Los Angeles. My uncle sent me a plane ticket. I’m really thrilled! I’m going to the beach with all my cousins. What about you? Are you staying here, or are you going away?
Gina: I’m going to attend a seminar in New York. My employer is sending me.
Tony: That’s great! Are you excited?
Gina: Yes, I want to see the big city.
Tony: When are you leaving?
Gina: Next Monday.
Tony: By the way, some of us are having a picnic tomorrow. We’re going to celebrate the end of the course. Would you like to come?
Gina: I’d love to. Thanks.

2 INVITATIONS (p. 117)
Listen to the conversations.

1. A: I’m going fishing this weekend. Would you like to come?
   B: Sure. Can you lend me a fishing rod?
2. A: What are you doing this evening? Do you want to see a movie?
   B: I can’t. I have to babysit for my brother.
3. A: We’re having a picnic on Sunday. Can you join us?
   B: Sorry. We’re going to drive to San Diego for the day.
4. A: Nelson’s having some friends over on Friday. Would you like to come?
   B: I’d love to. He has the best parties.

Listen again and draw a line to connect the invitation in Column A with the response in Column B.