

# UNIT 2

## Overview

### TOPICS

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

### GRAMMAR

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

### COMMUNICATION GOALS

#### Listening and Speaking

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

#### Reading and Writing

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

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, speaking

##### **Thinking Skills**

Creative thinking

Seeing things in the mind's eye

Knowing how to learn

##### **Personal Qualities**

Self-esteem

#### ***Competencies***

##### **Information**

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

##### **Interpersonal**

Participates as a member of a team

##### **Technology**

Applies technology to task

### GENERAL COMPETENCIES / CASAS\*

#### **0 Basic Communication**

0.1.2 Identify or use appropriate language for informational purposes

0.1.3 Identify or use appropriate language to influence or persuade

#### **2 Community Resources**

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

#### **5 Government and Law**

5.2.1 Interpret information about U.S. history

5.2.3 Interpret information about world history

#### **7 Learning to Learn**

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

7.4.2 Take notes or write a summary or an outline

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

7.5.6 Identify or use strategies for communicating more successfully

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

# Lesson 1

## WARM UP

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

## PRESENTATION

### *You changed, didn't you?*

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

# UNIT 2

## Lesson 1

### In this lesson, you will

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

### You changed, didn't you?

 Look at the picture and listen to the conversation.



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

**Mrs. Brennan:** What did he say?

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

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

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

**Mrs. Brennan:** Do you want to do that?

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

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

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

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

# 1 What happened?

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

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

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

# 2 Please come home soon.

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

**Examples:**

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

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

November 10, \_\_\_

Dear Yon Mi,

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

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

Love,  
Han



## 1 What happened?

► Reading ► Writing

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

### Answers

3, 1, 4, 2, 5

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

## 2 Please come home soon.

► Speaking ► Reading

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

### Answers

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

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

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

### 3 Han fell in love with Yon Mi.

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

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

### 4 Many years ago, there were farms here.

► **Reading** ► **Writing**

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

### 3 Han fell in love with Yon Mi.

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

**Example:**

A: Did they eat dinner together?

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

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

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

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

**Example:**

A: Where did you go last summer?

B: I went to the Niagara Falls.

### 4 Many years ago, there were farms here.

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



many years ago/farm



today/factories

**Example:**

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

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

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

## 5 Hear it. Say it.


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

### Irregular Verbs: The Present and Past Forms

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

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

## 6 I got your letter.

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

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

## 7 When I was a child . . .

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

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

### *Did you know that . . . ?*

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

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

## 5 Hear it. Say it.

► **Listening** ► **Speaking**

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

### Answers

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

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

**Additional Activity** See Unit 2 Appendix.

## 6 I got your letter.

► **Listening**

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

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

### Answers

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

## 7 When I was a child . . .

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

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

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

# Lesson 2

## WARM UP

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

## PRESENTATION

### Do you remember . . . ?

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

# Lesson 2

## In this lesson, you will

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

## Do you remember . . . ?

 Look at the picture and listen to the conversation.



**Ann:** Do you remember when we met in Berlin?

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

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

**Jim:** Yes, that was a memorable year.

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

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

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

**Jim:** Does he want her to go back home?

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

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

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

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

# 1 Word Bag: Milestones

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




get engaged




retire




go to school




get a job




get married




be born




graduate/college




be a parent

## 2 She wasn't born here, was she?

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

**Examples:**

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

Yes, she was.

or

No, she wasn't.

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

Yes, she did.

or

No, she didn't.

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

Yes, they were.

or

No, they weren't.

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

Yes, they did.

or

No, they didn't.

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

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

**Examples:**

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

Yes, she was.

Your parents got married young, didn't they?

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

Report to the class about your partner's family.

## 1 Word Bag: Milestones

► Speaking ► Writing

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

### Answers (some variation is possible)

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

## 2 She wasn't born here, was she?

► Listening ► Speaking

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

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

► Listening ► Speaking

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

## 4 Historical Highlights

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

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

## 5 Information Gap Activity, pages 123 and 124.

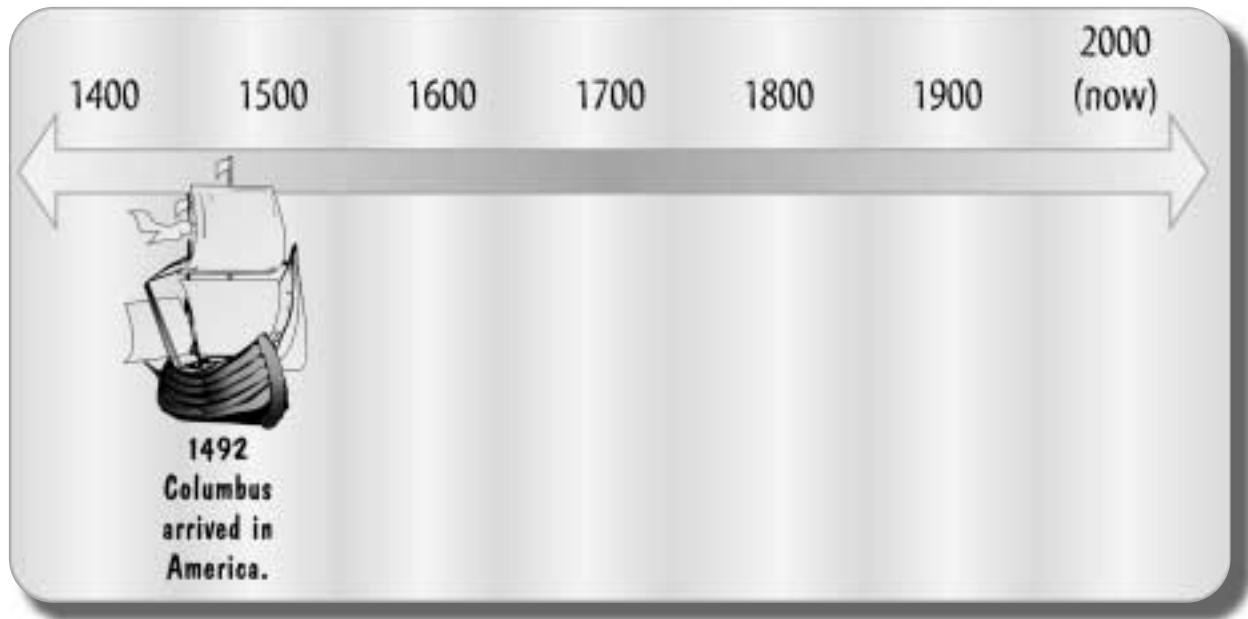
► **Listening** ► **Speaking**

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

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

## 4 Historical Highlights

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



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

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

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

## 5 Information Gap Activity, pages 123 and 124.

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

# Lesson 3

## In this lesson, you will

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

## Women's Work

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



### From Grandma to Me: The Changing Roles of Women

by Annette Dobbins

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

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

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

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

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

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

# Lesson 3

## WARM UP

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

## PRESENTATION

### Women's Work

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

## 1 Who discovered radium?

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

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

### Answers

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

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

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

**Additional Activity** See Unit 2 Appendix.

## 2 Did you see any little green men on Mars?

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

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

- **Pair.** In pairs, the students prepare role-plays. One student is a newspaper reporter, and the other is one of the fictional people listed in the activity. Together, the partners create the questions for the interview and invent the details of the famous person's accomplishment. Before beginning, look at the cues as a class and brainstorm possible questions that the reporter could ask. Let the pairs write their interviews and act them out for the class. Encourage the class to ask the "famous person" follow-up questions.
- Read the writing assignment to the class. Brainstorm the kinds of people that students could write about: *scientists, entertainers, authors, political figures*. Ask what kinds of information the students can find out about this person, keeping in mind that this is only a short, one- or two-paragraph composition. Review the resources that are available to your students: *the library, Internet, newspapers and magazines, books from other classes*.

# 1 Who discovered radium?



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

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

**Group** Ask each other questions about famous people and events.

## Examples:

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

# 2 Did you see any little green men on Mars?

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

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

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

Did/Do

Where did

Why did

How long did

Is/Are/Was/Were

When did

What did

Who

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

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

### 3 Online



Log onto [http://www.prenhall.com/brown\\_activities](http://www.prenhall.com/brown_activities)

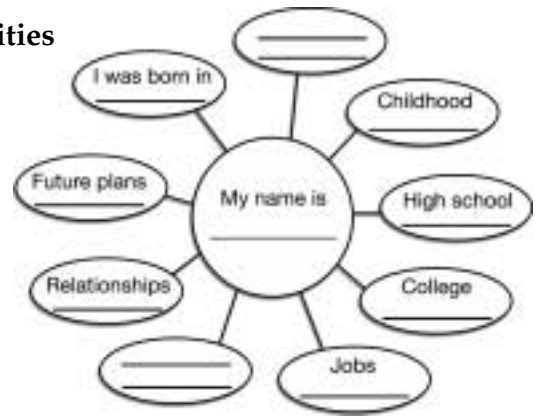
**The Web:** This day in history

**Grammar:** What's your grammar IQ?

**E-mail:** Childhood memories

### 4 Wrap Up

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



Write your autobiography, using the information in your chart.

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

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

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

## Strategies for Success

- Revising writing
- Reading aloud
- Lowering anxiety

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

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

## 4 Wrap Up

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

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

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

## STRATEGIES FOR SUCCESS

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

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

## CHECKPOINT

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

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).
- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

# CHECKPOINT

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

## Skills I've Learned Well

---

---

---

---

## Skills I Need to Practice

---

---

---

---

## Learning Preferences

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

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

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

listen more effectively? Exercise \_\_\_\_

read more easily? Exercise \_\_\_\_

speak more fluently? Exercise \_\_\_\_

write more clearly? Exercise \_\_\_\_

Which exercise did you like the most? \_\_\_\_

Why? \_\_\_\_\_

Which exercise did you like the least? \_\_\_\_

Why? \_\_\_\_\_

## VOCABULARY

### Nouns

Cold War  
future  
Middle East  
relationship  
souvenir  
wedding

### Past Time

Expressions  
last year/week/  
month  
years ago  
yesterday

### Verbs

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

remind  
reunite  
smile  
stay  
worry

### Adjectives

adventurous  
beautiful  
enlarged  
exciting  
important  
lonely  
similar  
sure  
wonderful

### Expressions

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

## ▶ **GRAMMAR SUMMARY**

### **Yes/No Question and Short Responses**

**Did** you **play** outdoors a lot?

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

### **Information Questions and Responses**

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

We **went** to Mexico.

**When did** you **leave**?

We **left** two weeks ago.

### **Past Tag Questions and Short Responses**

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

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

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

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

### **Present**

am, is, are

become

come

do

eat

fall in love

feel

find

forget

get married

go

has, have

hurry

like

study

tell

worry

### **Past**

was, were

became

came

did

ate

fell in love

felt

found

forgot

got married

went

had

hurried

liked

studied

worried

told

## ▶ **COMMUNICATION SUMMARY**

### **Sequencing events in chronological order**

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

First, she and Han wanted to get married.

Then he changed his mind. Finally, she

decided to go to the United States to study.

### **Talking about the past**

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

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

Yon Mi **did**.

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

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

### **Comparing the past with the present**

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

**Today**, there **are** factories.

### **Asking for confirmation about past events**

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

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

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

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

### **Describing historical events**

Columbus arrived in America in 1492.

He started on his journey in Spain.

### **Talking about historical achievements**

Who invented the telephone?

Alexander Graham Bell.

When did Ts'ai Lun invent paper?

In 105.

## GRAMMAR AND COMMUNICATION SUMMARY

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

# Appendix

## ADDITIONAL ACTIVITIES

### Lesson 1, Exercise 5 (p. 16)

#### *Tic-Tac-Toe—past tense*

- Write the simple (base) form of the verbs from the *Hear it. Say it.* activity on the board in a Tic-Tac-Toe grid: *eat, find, write, drink, meet, know, take, ride.* Also add one additional verb. If you prefer, you can substitute other verbs, such as those used in Han’s letter.

Example:

eat	drink	take
write	ride	know
find	meet	feel

- Split the students into two teams, X and O. The first team chooses one square, and one student from that team must make a sentence using the verb in its past tense form. The sentence must be grammatically correct, and the target word must be pronounced correctly. If the student gives a successful answer, erase the verb and write that team’s mark in the square.
- The teams take turns. A different student must speak on each turn, although he or she can get help from the team.
- The first team to get three squares in a row horizontally, vertically, or on a diagonal wins.

### Lesson 3, Exercise 1 (p. 21)

#### *Concentration*

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

# WORKBOOK ANSWER KEY Lesson 1, pp. 7–9

## Exercise 1

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

## Exercise 2

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

## Exercise 3

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

## Exercise 4

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

# WORKBOOK ANSWER KEY Lesson 2, pp. 10–12

## Exercise 1

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

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

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

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

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

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

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

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

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

Lisa: And your parents?

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

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

## Exercise 2

1. You worked late last night, *didn't you?*

2. Teresa was born in Italy, wasn't she?

3. Mario looks very happy. He got engaged, *didn't he?*

4. A storm is coming. We didn't close the windows, *did we?*

5. Nobody is here. We missed the train, *didn't we?*

6. I didn't see Kate at the party. She didn't go, *did she?*

7. This place looks spotless. You cleaned the house, *didn't you?*

8. Jim's parents moved to an apartment. They retired last year, *didn't they?*

## Exercise 3

1. He read his students' papers.

2. He didn't return the library books.

3. He didn't clean his desk.

4. He didn't water his plants.

5. He put away the maps.

6. He didn't close the windows.

7. He didn't take the TV monitor to the lab.

8. He turned off the lights and the computers.

## Exercise 4

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

Mother Teresa was born in the

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

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

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

## WORKBOOK ANSWER KEY Lesson 2 (continued)

### Exercise 5

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

### Exercise 6

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

## WORKBOOK ANSWER KEY Lesson 3, pp. 13-14

### Exercise 1

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

### Exercise 2

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

### Exercise 3

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

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

### Exercise 4

Answers will vary.