

# UNIT 3

## Overview

### TOPICS

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

### COMMUNICATION GOALS

#### Listening and Speaking

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

### GRAMMAR

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

#### Reading and Writing

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

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, speaking

##### **Thinking Skills**

Seeing things in the mind's eye

Knowing how to learn

##### **Personal Qualities**

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

#### ***Competencies***

##### **Information**

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

##### **Interpersonal**

Participates as a member of a team

Negotiates

##### **Resources**

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

##### **Technology**

Applies technology to task

### GENERAL COMPETENCIES / CASAS\*

#### **0 Basic Communication**

0.1.2 Identify or use appropriate language for informational purposes

0.1.4 Identify or use appropriate language in general social situations

#### **2 Community Resources**

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

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

2.7.1 Interpret information about holidays

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

#### **4 Employment**

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

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

# Lesson 1

## WARM UP

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

## PRESENTATION

### *We could have an international fall festival!*

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


# UNIT 3

## Lesson 1

### In this lesson, you will

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

### We could have an international fall festival!

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



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

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

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

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

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

**Pablo:** Wow, what's it called?

**Nelson:** The New Yam Festival.

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

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

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

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

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

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

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

# 1 He might be a professor.

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

Examples:

He might be a professor.

They might be musicians.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

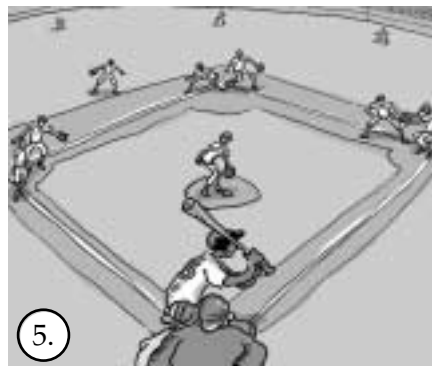
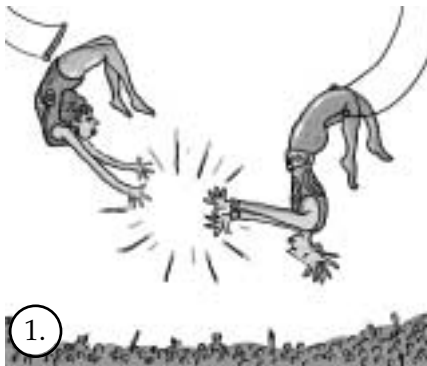
**Pair** Share your list with a partner. Are your guesses similar or different?

# 2 What might happen?

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

Examples:

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



Share your ideas with the class.

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

## 1 He might be a professor.

► Speaking ► Writing

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

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

modals in the lesson, write them under this heading.

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

## 2 What might happen?

► Listening ► Speaking ► Writing

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

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

► **Listening** ► **Speaking**

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

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### 4 Can you . . . ?

► **Listening** ► **Speaking**

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

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

 Pablo is calling a friend. Listen to the conversation.

Alicia: Hello?

Pablo: Hi, Alicia. This is Pablo Bonilla.

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

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

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

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

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

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

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

Pablo: Bye.



**Pair** Practice the conversation.

### 4 Can you . . . ?

**Pair** Look at the cue cards and follow the instructions.

#### Conversation I Student A

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

#### Conversation I Student B

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

#### Conversation II Student B


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

#### Conversation II Student A

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

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

## 5 May I speak to Yon Mi, please?

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

Sook: Hello?

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

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

Lynn: Oh, can I leave a message?

Sook: Sure. What's the message?

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

Sook: Does she have your telephone number?

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

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

Lynn: Thanks very much.

Sook: No problem.

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



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

Sook: Yes. Someone named \_\_\_\_\_.


Yon Mi: What did she want?

Sook: She wants to invite you to a \_\_\_\_\_.

Yon Mi: Did she leave a \_\_\_\_\_?

Sook: Yes, it's \_\_\_\_\_.

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

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

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

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

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

## 5 May I speak to Yon Mi, please? 📞

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

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

### Answers

Lynn Wang; party; number; 555-0984

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

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

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

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

**Additional Activity** See Unit 3 Appendix.

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

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

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

# Lesson 2

## WARM UP

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

## PRESENTATION

*You are cordially invited.*

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

# Lesson 2

In this lesson, you will

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

You are cordially invited.

Read the invitation and replies.



**Pair** Discuss the answers to these questions.

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

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

# 1 Word Bag: Leisure Activities

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



art show



barbecue



concert



football game



theater



tennis match

Exhibitions: \_\_\_\_\_ Performances: \_\_\_\_\_

Sporting events: \_\_\_\_\_ Social gatherings: \_\_\_\_\_

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

## 2 It was snowing at this time last year.

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

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

### Examples:

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

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

**Ivan:** look out/snow/wear

**Pablo:** have a barbecue/cook/play soccer



**Lynn:** attend a rock concert/sing/dance



**Yon Mi and Han:** go out with Han/study

## 1 Word Bag: Leisure Activities

► **Listening** ► **Speaking**

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

## 2 It was snowing at this time last year.

► **Listening** ► **Speaking**

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

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### 3 What were you doing at this time last year?

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

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

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### 4 Information Gap Activity, pages 125 and 126.

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

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

**Answer:**

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

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

► **Listening** ► **Speaking**

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

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### 6 Hear it. Say it.

► **Listening** ► **Speaking**

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

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

### 3 What were you doing at this time last year?

**Pair** Interview your partner.

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

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

### 4 Information Gap Activity, pages 125 and 126.

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

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

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

A: Were you working three years ago?

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

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

### 6 Hear it. Say it.

 Listen to the following words, then repeat.

#### Reduced Syllables

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

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

# Lesson 3

In this lesson, you will

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

## Fall Foods

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

TUESDAY, SEPTEMBER 26, 2000

FOOD

THE RIVERSIDE NEWS H-4

# Fall Festival Foods

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

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

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

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



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

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

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

# Lesson 3

## WARM UP

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

## PRESENTATION

### Fall foods

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

## 1 The Day of the Dead is a Mexican Holiday

► **Speaking** ► **Reading**

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

## 2 Should we offer to pay?

► **Listening** ► **Speaking**

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


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

# 1 The Day of the Dead is a Mexican holiday.

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

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

## 2 Should we offer to pay?

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

### Statement

What should we do?

We should . . .

We shouldn't . . .

### Meaning

What is the right thing to do?

It is the right thing to do.

It is not the right thing to do.



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

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

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

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

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

## 3 Online



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

**The Web:** Festival fun

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

**E-mail:** Let's celebrate!

*Did you know that . . . ?*

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

## 4 Wrap Up

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

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

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

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

### Strategies for Success

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

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

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

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

## STRATEGIES FOR SUCCESS

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

## CHECKPOINT

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

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

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

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

# CHECKPOINT

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

## Skills I've Learned Well

---

---

---

---

## Skills I Need to Practice

---

---

---

---

## Learning Preferences

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

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

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

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

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

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

## VOCABULARY

### Verbs

accept  
celebrate  
decline  
invite  
offer  
pay  
prepare  
scare  
turn on

### Nouns

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

### Adjectives

dead  
delicious  
homesick  
interesting  
potluck

### Fall Festivals

Day of the Dead  
Moon Festival  
Halloween  
New Yam Festival

### Expressions

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

# ▶ **GRAMMAR SUMMARY**

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

### **Affirmative Statements**

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

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

### **Yes/No Questions**

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

**Should** we **pay** the bill?

### **Negative Statements**

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

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

### **Short Responses**

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

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

## **The Past Continuous Tense**

### **Affirmative Statements**

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

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

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

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

**Was** she **watching** TV?

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

**Were** they **living** in the city?

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

# ▶ **COMMUNICATION SUMMARY**

### **Talking about possibility**

He might/may not catch her.

She could fall.

### **Inviting someone by phone**

Can we have dinner together?

### **Accepting and declining invitations orally**

Sure, I'd love to. What time?

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

### **Leaving and taking a telephone message**

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

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

### **Writing down a message**

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

### **Writing an invitation**

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

### **Accepting or declining in writing**

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

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

### **Talking about past activities**

At this time last year, I was in Moscow.

### **Talking about the right thing to do in social situations**

Should we pay the bill now?

Maybe we should leave a tip for the waiter.

## GRAMMAR AND COMMUNICATION SUMMARY

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

### Lesson 1, Exercise 6 (p. 28)

#### *Telephone Messages*

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

# WORKBOOK ANSWER KEY Lesson 1, pp. 15-17

## Exercise 1

Answers will vary.

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

## Exercise 2

Answers will vary.

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

## Exercise 3

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

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

## Exercise 4

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

## Exercise 5

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

## Exercise 1

Answers will vary.

## Exercise 2

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

## Exercise 3

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

## Exercise 4

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

## WORKBOOK ANSWER KEY Lesson 3, pp. 21–22

### Exercise 1

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

### Exercise 2

Wording will vary.

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

### Exercise 3

Answers will vary.