

UNIT 4

Overview

TOPICS

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

COMMUNICATION GOALS

Listening and Speaking

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

GRAMMAR

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

Reading and Writing

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

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Creative thinking
Decision making
Problem solving
Knowing how to learn

Personal Qualities

Self-management

Competencies

Information

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

Interpersonal

Participates as a member of a team

Resources

Human resources—Assesses skills

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

- 0.1.2 Identify or use appropriate language for informational purposes
- 0.1.3 Identify or use appropriate language to influence or persuade
- 0.1.4 Identify or use appropriate language in general social situations
- 0.1.5 Identify or use appropriate classroom behavior
- 0.2.1 Respond appropriately to common personal information questions
- 0.2.4 Converse about daily and leisure activities and personal interests

4 Employment

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

7 Learning to Learn

- 7.1.1 Identify and prioritize personal, educational, and workplace goals
- 7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
- 7.4.9 Identify a personal learning style
- 7.5.7 Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills

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

Lesson 1

WARM UP

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

PRESENTATION

Excuses, excuses!

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

UNIT 4

Lesson 1

In this lesson, you will

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

Excuses, excuses!

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



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

Yumiko: May I join you, Mrs. Brennan?

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

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

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

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

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

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

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

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

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

Oscar: Good morning, sorry I'm late.

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

Ivan: What are we doing today?

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

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

1 Word Bag: Making Excuses

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

1. _____
I have a date.



2. _____
I have a doctor's appointment.



3. _____
I have to pick up my kids.



4. _____
I have to study for an exam.



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



6. _____
I missed the bus.



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

2 I'm sorry. I missed the train.

Listen to the conversations.

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

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

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

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

Pair Role play these situations.

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

3 Information Gap Activity, pages 125 and 126.

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

1 Word Bag: Making Excuses

► Speaking

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

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

Answers

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

2 I'm sorry. I missed the train.

► Listening ► Speaking

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

several pairs of students to read each conversation aloud.

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

3 Information Gap Activity, pages 125 and 126.

► Listening ► Speaking ► Reading

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

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

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

4 Students must not eat in class.

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

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

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

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

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

4 Students must not eat in class.

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


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

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

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

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

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



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

Example:

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

5 What's the school policy?

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

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

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

Policies on Student Academic Honesty

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

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

6 Can I copy your homework?

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

Ivan: Did you do your homework?

Nelson: Yes, I did. How about you?

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

Nelson: Why didn't you do _____₂?

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

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

Ivan: Can I look at yours and copy _____₇?

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

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

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



PRONOUNS

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

5 What's the school policy?

► **Speaking** ► **Writing**

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

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

Answers

- | | |
|-------------|-------------|
| 1. may | 4. must not |
| 2. must not | 5. may |
| 3. must not | 6. must not |

6 Can I copy your homework?

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

- With the students' books closed, elicit the lists of subject and object pronouns and write them on the board. Either ask the students to list the pronouns, or elicit them by providing a simple example sentence that allows use of all the subject and object pronouns: *He likes us*. After the students have produced all the pronouns, show them the reference chart in the book. Note that the pronouns are also recorded on the cassette. If you wish, the students can complete the dialog as a cloze exercise before listening, or they can complete it while they listen.
- Play the cassette while the students listen and complete the dialog (or, if they have completed it as a cloze, check their answers). If necessary, play the cassette again. Check answers by asking different students to read one line of the dialog. For each pronoun answer, ask the students what the pronoun refers to. (*In number 1, it refers to Ivan's homework.*)

Answers

1. it (Ivan's homework)
2. it (the homework)
3. her (Gina)
4. them (Ivan's cousin and his wife)
5. them (Ivan's cousin and his wife)
6. me (Ivan)
7. it (Nelson's homework)
8. us (the students, or Ivan and Nelson)
9. her (Mrs. Brennan)
10. her (Mrs. Brennan)

- Discuss what the students think Ivan should do. Encourage them to give reasons for their opinions.

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

Lesson 2

WARM UP

- Bring in visual aids representing various systems of describing personality types. These could be illustrations of the animals representing birth years, the twelve signs of the zodiac, or even the letters representing the four blood types (A, B, AB, O). If the students are familiar with the symbols, ask which applies to them and what it says about their personality.
- Elicit other ways to describe people's personalities (*psychological tests, personality tests*). Ask if anyone has taken a personality test in a magazine. Did they think it helped them understand themselves? Ask the students if they think systems like these help people understand each other.

PRESENTATION

You value creativity.

- **Set the stage.** Ask the students to look at the picture while you read the introduction. Elicit the meaning of *personality types* (*different kinds of people, different ways of thinking or behaving*).
- **Personalize the situation.** Ask for volunteers to read the names of the four personality types aloud. Tell the students that they will learn about this system of understanding people's personalities and then decide which type of person they are.
- **Focus on selected items.** Have the students cover or close their books. Write the names of the four personality types on the board, and elicit or provide core definitions for the names of the types: *An innovator likes new things. A socializer likes people. A thinker likes to understand everything. An organizer likes to order things.* Ask the students which type they think they are and why. If your class is small enough, make a chart of the four types and write the students' names under their personality types.
- **Set the reading task.** On the board, write: *Which personality type are you?* Instruct the students to turn to the activity and read what Yon Mi's chart says about the four personality types. You may wish to read the descriptions aloud.
- **Check the reading task.** Check for comprehension by asking the students to explain the personality types in their own words or by giving examples. Help with vocabulary as needed. Ask the students if they have changed their minds about their personality types. If you have written their names on the board, adjust the chart to reflect any changes in the students' choices. Ask the students to explain their choices, referring to specific information in Yon Mi's presentation.
- **Engage the students in class discussion.** Choose one student to read the discussion questions. As the students give their opinions about the value of knowing personality types, write their reasons on the board. Encourage the students to give specific details and examples from their own experience to support their opinions.

Lesson 2

In this lesson, you will

- identify personality types.
- identify abilities and talents.
- discuss personal and academic goals.
- make predictions about the future.

You value creativity.

Yon Mi is giving a presentation on personality types to the class. Look at the picture.



The Innovator: You value creativity and challenge. When you work in a group, you love to solve problems, but sometimes you like to work independently. You sometimes take great risks.

The Thinker: You value learning. When you work in a group, you ask a lot of questions, and you want to know the reason for everything. People come to you for information.

The Socializer: You value your relationships with others. When you work in a group, you listen well and encourage others. People want to work with you.

The Organizer: You value order. When you work in a group, you always follow directions and pay attention to details. You are often the most stable person in a group.

Class Do you think knowing your personality type can help you at school or at work? How?

1 If you value relationships . . .

Pair Read the descriptions and identify the personality type. Write *Socializer*, *Organizer*, *Thinker*, or *Innovator* after each description.



Yumiko: I love to draw and take pictures. Sometimes, I take my camera and walk around the city. Then, I mix the pictures with my drawings. I enjoy figuring out new ways to make pictures. _____



Nelson: I collect maps. As a result, I know a lot about geography. The more I learn about the world, the more I want to know. When I work in a group, my classmates ask me questions because I know a lot. _____



Tony: I like to study languages because I like to figure out the rules. I do all my homework, and I'm prepared for tests. I like to know that I am writing or speaking correctly. _____



Lynn: I enjoy spending time with my family. My older brothers and sisters are married now, and I call them all the time. At family parties, I don't mind cooking and cleaning up. I like to take care of people. _____

2 What's your personality type?

Write the personality type that is most like you and the one that is the least like you.

Most like: _____ Least like: _____

Pair Now find a partner who has the same "most like" personality type as you have. Ask your partner these questions.

1. Why are you a/an _____? Can you give an example?
2. What do you usually enjoy doing when you work in a group?
3. What do you like other people to take care of when you work with them?
4. Do you think it's better to work with someone who is similar or different? Why?

In your notebook, write a paragraph describing your personality.

1 If you value relationships . . .

► **Speaking** ► **Reading**

- **Pair.** In pairs, the students read the descriptions and decide which personality type each character represents. In order to make their decisions, the students should refer to Yon Mi's speech and compare her general descriptions to the specific examples in this activity. The pairs write each character's personality type in the space following the description.
- Recap the activity by asking four pairs to tell the class which personality type they chose for one of the characters. Ask if anyone has a

different opinion. Ask the students to give specific information to support their decisions.

Answers

Yumiko: *Innovator*

Nelson: *Thinker*

Tony: *Organizer*

Lynn: *Socializer*

2 What's your personality type?

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

- First, the students write in the personality type that is most like them and the one that is least like them. The students circulate and find a partner who has the same *most like* personality type.
- **Pair.** In pairs, the students interview each other using the discussion questions. Encourage them to ask for and give specific reasons for their opinions. This will help the students prepare to write about their personalities.
- In class or as homework, the students write paragraphs describing their personalities. You can use the descriptions in Exercise 1 as examples, or you can provide your own. Review the characteristics of a written paragraph: *the first line is indented; each sentence begins immediately after the preceding sentence, and not on a new line; margins are necessary.* The students should include the name of their personality types in the topic sentence and/or in the concluding sentence or paragraph.

3 I'm going to exercise more.

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

- Read the instructions, then ask several students to read the resolutions aloud. Write **Personal Goals** and **Academic Goals** as column headings on the board. Elicit additional goals for each category. Individually, students mark the goals that they want to achieve in the coming year, and add two more to each list.
- Ask a few volunteers to read the example sentences. Model the future tense structure *be going to + verb* (used to discuss future plans) by asking a few students questions using the cues on the goals sheets. Students should answer in complete sentences. Elicit the structure and

write it on the board, drawing the students' attention to which form of *be* is used for *I*, *you*, *he* or *she*.

- **Pair.** In pairs, the students compare their goals. Circulate and assist with the use of the future tense. The students then report their partners' information to the class.
- In class or as homework, the students write paragraphs describing their goals. Students can hand these in or read them aloud in small groups.

4 Where are you going to live?

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

- **Pair.** In pairs, the students interview each other about their future plans. Then, each student decides what kind of job his or her partner might have in the future.

- The students tell the class what jobs they selected for their partners, supporting their decisions with information gathered during the interviews.

5 Hear it. Say it.

► **Listening** ► **Speaking**

- Write the target sounds [b] and [p] on the board. Both of these sounds have the same mouth and tongue position; the difference between them is that [b] is voiced and [p] is unvoiced. While the students practice making the sounds, direct them to put their fingers on their throats so that they can feel that their vocal cords vibrate when they pronounce [b], but not when they pronounce [p]. Check pronunciation individually.
- Write the minimal pairs *bad/pad* and *cab/cap* on the board and pronounce them with the students. Repeat with all the minimal pairs in the activity, checking the students' pronunciation.

- Play the cassette or read the words several times while the students check the sound they hear. Ask volunteers to write their answers on the board. Play the cassette again to check.

Answers

- | | | |
|--------|---------|--------|
| 1. bad | 4. bees | 7. pan |
| 2. lap | 5. cab | 8. lip |
| 3. rip | 6. cup | |

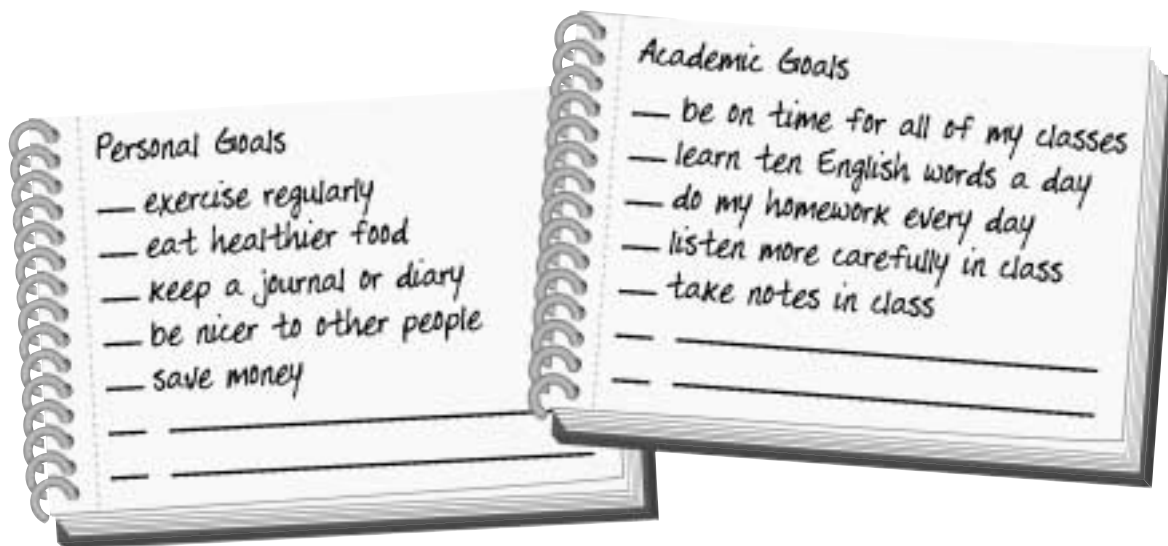
- **Pair.** In pairs, the students practice pronouncing the words, helping each other make the sounds clearly.

Additional Activity See Unit 4 Appendix.

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

3 I'm going to exercise more.

Before each new year, people think about their goals for the following year. These goals are called resolutions. Here are some resolutions. Put a check (✓) before any goals that will help you become a better person and student. Then write two more goals in each column.



Pair Now compare your goals with a partner's. Report your partner's goals to the class. Write your personal goals in paragraph form in your notebook.

Examples:

I'm going to exercise more.

He's/She's going to study more.

4 Where are you going to live?

Pair Ask your partner these and other questions. Write down his or her answers. Then write what kind of job you think he or she might have in the future.

1. Where are you going to live?
2. What are you going to do in your free time?
3. Are you going to work for a company, or have your own business?

Report your prediction to the class. Give reasons for your prediction.

5 Hear it. Say it.

 Listen to the words. Check (✓) the word you hear.

Minimal Pairs [b] [p]

- | | | | | | |
|------------|---------|-------------|----------|------------|---------|
| 1. [] bad | [] pad | 4. [] bees | [] peas | 7. [] ban | [] pan |
| 2. [] lab | [] lap | 5. [] cab | [] cap | 8. [] lib | [] lip |
| 3. [] rib | [] rip | 6. [] cub | [] cup | | |

Pair With a partner, practice pronouncing the pairs of words.

Lesson 3

In this lesson, you will

- complete a learning style questionnaire.
- discuss learning styles.
- write about future goals.

What is your learning style?

What type of learner are you? Complete the questionnaire to find out. For each statement, circle a number.

3 = a lot like you	2 = a little like you	1 = not at all like you
I learn better when the teacher writes on the board. 3 2 1	I learn better when the teacher gives a lecture. 3 2 1	I learn better when I do things in class. 3 2 1
I write things down so I can remember them. 3 2 1	I say things out loud so I can remember them. 3 2 1	I role-play things so I can remember them. 3 2 1
Before I read, I look at the pictures. 3 2 1	I like to read aloud. 3 2 1	I like to act out what I am reading. 3 2 1
I like to study in a quiet place. 3 2 1	I like to study with music. 3 2 1	I like to move around when I study. 3 2 1
I like to learn from diagrams and charts. 3 2 1	I like to learn from cassettes and CDs. 3 2 1	I like to learn from experiments. 3 2 1
I like to take notes when the teacher is talking. 3 2 1	I like to ask the teacher questions. 3 2 1	I like to help the teacher organize field trips. 3 2 1
Total	Total	Total
VISUAL	AUDITORY	KINESTHETIC

Now add up the numbers in each column. The column with your highest score indicates the type of learner you are.

Pair Find a partner who is a different kind of learner. Compare your answers to the quiz.

Lesson 3

WARM UP

- Ask the class to tell you how and where they learn things. The first answer will probably be *in school*, but encourage them to think beyond this. Prompt with questions such as: *Where can you learn about your family history? (From an older relative.) Where can you learn new pop songs? (From the radio.) How can you learn how to fish? (Go fishing with a friend.)*
- Make a chart on the board with **What** and **Where/How** and write down the students' ideas.
- In pairs, the students talk about an interesting learning experience each has had. Ask volunteers to tell the class about their partners' learning experiences.

PRESENTATION

What is your learning style?

- **Set the stage.** Remind the class that in the warm-up discussion, they talked about many different ways they can learn things. Explain that there are also many different ways to learn in the classroom. Everyone has a preferred way of learning, and in this activity the students will discover what kind of learners they are.
- **Personalize the situation.** Write the four headings on the board: **whole class, small groups, pairs, by myself**. Ask the students to take out a piece of paper and, using one of the four terms on the board, write down the way they like to work in class. The students fold up their paper. Collect and redistribute the papers randomly. Instruct each student to read the words on the paper aloud. Write the responses on the board under the correct headings. Elicit reasons for liking each type of activity and write them on the board.
- **Focus on selected items.** The students will answer a questionnaire to find out what kind of learners they are. Write the terms *visual learner*, *auditory learner*, and *kinesthetic learner* on the board. Elicit the meaning of the first two terms, and help the students guess the meaning of the third (*physical learner*).
- **Set the task.** Ask individual students to read each statement in the chart aloud. After each statement is read, the students should circle a number to indicate if that statement is a lot like them (3), a little like them (2), or not at all like them (1).
- **Check the task.** Tell the students to add up the numbers in each column. The column with the highest number determines what kind of learner the student is. As they complete the task, circulate and help the students as necessary. Poll the class to determine the number of students of each learner type.
- **Engage the students in pair work.** Put the students in groups according to what kind of learners they are. Then, help them find a partner from another group. In pairs, the students compare their answers, giving examples of activities from your class that they enjoyed learning from. Refer the students to the *Checkpoint* pages from previous units.
- **Circulate and monitor progress.** Make sure that the students are speaking and not just reading their partners' responses. End the activity by asking individual students to tell the class about the greatest difference between themselves and their partners.

1 I like to talk about my experiences.

► *Speaking* ► *Reading* ► *Writing*

- **Group.** In groups, the students read the statements made by the three learners. Then, they write down the type of learner each person is, along with reasons to support their answers.
- Recap as a class, writing the students' answers on the board. Ask for their reasons.

Answers

1. Visual: likes charts and diagrams
2. Kinesthetic: likes to move around
3. Auditory: likes to talk and discuss

2 Classroom activities for your learning style

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

- **Group.** Put students with the same learning style into groups of three or four. Each group completes the list of classroom activities that fit their particular learning style. Emphasize that each group completes the list of activities for its own learning style.
- Each group presents its list of activities. The other students listen and take notes, completing the charts in their books. Encourage the class to ask follow-up questions to get more information about their classmates' suggested activities.

1 I like to talk about my experiences.

Group Are these people visual, auditory, or kinesthetic learners? Write the reasons for your choice. Discuss your ideas with a group.



1. My name is Alice Ditmore. I like computers. I learn best when I can look at charts and diagrams. I enjoy math and physics, and I like to see how things work. I'm going to be an engineer.

Reasons: _____



2. My name is John Pappas. I like to move around a lot. In a classroom, I like to explore new ideas and learn about other places. I enjoy traveling. I'm going to become a pilot.

Reasons: _____



3. My name is Jean Kasuga. I like to spend time with my friends, and I like to talk about my experiences. In class, I like to have group discussions. I ask many questions. I'm going to be a teacher.

Reasons: _____

2 Classroom activities for your learning style

Group Work with two or three classmates who have the same learning style as you do. Make a list of classroom activities that fit your learning style. Use the examples to get you started.

	<u>Visual</u>	<u>Auditory</u>	<u>Kinesthetic</u>
	Make a poster with drawings of new vocabulary.	Write and perform a song using new vocabulary.	Go to a cafe and practice speaking English.
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Class Present your list of activities to the class. Explain why these activities fit your learning style. Take notes on the activities of groups with different learning styles.

3 Online



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

The Web: The perfect job

Grammar: What's your grammar IQ?

E-mail: What's your talent?

4 Wrap Up

What are you going to be doing ten years from now? Write three goals for your future. Then write what you have to do to reach each goal.

Goals: I am going to . . .	I have to . . .
1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>

Pair Talk to your partner about his/her goals. Suggest other things he/she has to do to reach each goal. Add your partner's suggestions to your chart.

Using your ideas and your partner's ideas, write a paragraph about your goals and what you have to do to reach them.

Strategies for Success

- Analyzing yourself
- Discovering characteristics of successful language learners
- Describing your own personality

1. With a different partner than the one you worked with in class, compare your results of the Learning Style Inventory in Lesson 3. Talk about your similarities and differences.
2. With that same partner, identify things you can do outside of class to help you to be stronger in the two learning styles that were **not** your highest score.
3. In your journal, describe yourself in the words used in the Learning Style Inventory. Then, answer the question "Is there anything I should change about myself in order to be a more successful learner?"

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

4 Wrap Up

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

- Write *I'm going to* and *I have to* on the board. Tell the class one of your goals, and what you have to do to reach it. Repeat this process with a few students. Write their responses on the board. Each student completes the chart in the activity, using complete sentences.
 - **Pair.** In pairs, the students talk about their goals and make suggestions to each other about things each could do to achieve these goals.
- Recap by having individual students tell the class about one of their goals and their partners' advice on how to reach that goal.
- In class or as homework, the students write a paragraph about their goals and what they have to do to achieve them. They can include their partners' advice if they think it will help them.

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

STRATEGIES FOR SUCCESS

1. If necessary, see Unit 1 for your introduction. By now, the students may be familiar with the general introduction.
 2. The Learning Style Inventory in Lesson 3 of this unit and the exercises that follow are excellent introductions to the concept of learning style differences. For Exercise 1, you will simply direct the students to choose a different partner than the one they worked with in class, and with the new partner to compare their responses to the Learning Style quiz (Lesson 3, Exercise 1). This is a warm-up to Exercise 2.
 3. For Exercise 2, the same partners are to explore their **non-dominant** learning styles and to try to strengthen those sides of their strategies. Tell the students to look at the lists they made for classroom activities in Lesson 3, Exercise 2, and then to add to the list with activities they can do outside the classroom.
- For example, *visual*: read English newspapers or magazines; *auditory*: listen to TV or radio; *kines-
thetic*: get a workout video in English and follow its steps.
4. Prepare the students for writing in their journals in Exercise 3 by reminding them that they can be more successful if they use many different strategies from each learning style category. Things they could change include expanding visual strategies (*reading, drawing, watching TV*); adopting more auditory strategies (*listening, music*); trying out a kinesthetic activity (*participating in a team sport, or joining a drama club*) that involves using English.
 5. If your time permits, ask the students to bring their journals back to class. Suggest that selected students give brief reports in the next class period, and if you have time, encourage the students to show you their journals.

CHECKPOINT

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

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

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

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

CHECKPOINT

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

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

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

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

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

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

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

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

VOCABULARY

Verbs

collect
drive
encourage
interrupt
oversleep
pick up
role-play
share
solve
stand up
value

Nouns

appointment
behavior
cassette, CD
challenge
creativity
diagram
experience
experiment
field trip
lecture
reason
risk

Adjectives

academic
appropriate
independent
necessary
personal
stable

Personality Types

innovator
organizer
socializer
thinker

Expressions

I'm glad you made it!
pay attention to
run out of gas (time)
take care of
take notes
trade places with
turn in (homework)

Learner Types

auditory
kinesthetic
visual

▶ **GRAMMAR SUMMARY**

Modals: *Have to/Had to/Must*

Affirmative Statements

I (You, We, They) **have to/had to/must** study.

She (He) **has to/had to/must** study.

Yes/No Questions

Do I (you, we, they) **have to** study for the test?

Did I (you, we, they) **have to** study for the test?

Does she (he) **have to** study for the test?

Did she (he) **have to** study for the test?

Negative Statements

I (You, We, They) **don't have to/didn't have to** study.

She (He) **doesn't have to/didn't have to** study.

Short Responses

Yes, I (you, we, they) **do/did**.

No, I (you, we, they) **don't/didn't**.

Yes, she (he) **does/did**.

No, she (he) **doesn't/didn't**.

Modals: *Must, May*

Affirmative Statement

I **must** go to the library.

I **may** ask another student about the test.

Negative Statement

I **must not/mustn't** be late for class.

Future with *Going to*

Yes/No Questions

Am I going to study more?

Is he (she) **going to** study more?

Are we (you, they) **going to** study more?

Short Responses

Yes, you **are**. *or* **No**, you **aren't**.

Yes, he (she) **is**. *or* **No**, he (she) **isn't**.

Yes, we (you, they) **are**. *or* **No**, we (you, they) **aren't**.

▶ **COMMUNICATION SUMMARY**

Making an excuse

I'm sorry I'm late. I overslept.

Comparing classroom behaviors in different cultures/Reading about and discussing school policies

Students must not eat in class.

Students may discuss homework assignments.

Identifying personality types/Identifying abilities and talents

I love to solve problems, but sometimes I like to work independently. I think I'm an innovator.

Talking about personal and academic goals

I'm going to exercise more. I'm going to learn ten English words a day.

Making predictions about the future

I think you're going to be a teacher.

Discussing learning styles

I role play things so I can remember them, and I like to learn from experiments. I'm a kinesthetic learner.

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Ask the students to write a list of behavior rules for a particular place (*the library, the supermarket*). You can have all the students write about the same place, or choose three or four different places and assign several students to each place. Ask a few students to read their rules. After each reader has finished, ask the class to ask for more information about appropriate behavior in that place. For example, *Do we have to wear shoes in the library?* Instruct the reader to respond using the short response forms in the summary.
- Practice *Yes/No* questions using *going to* to indicate future plans. Have the students write down three questions using this form. Tell the students to circulate in a mixer and to use these questions to ask their classmates about their future plans. Instruct the classmates to respond using the short response forms in the summary.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 2, Exercise 5 (p. 43)

Tic-Tac-Toe—distinguishing [b] and [p]

- Choose nine minimal pairs containing [b] and [p]. The pairs should be words that the students are familiar with and can easily use in sentences, such as *bees/peas* or *cab/cap*. Make a tic-tac-toe game on the board, with both words of a different minimal pair in each square:
Example:

bees/peas	·	cab/cap	·	lab/lap
tab/tap	·	beet/Pete	·	big/pig
beach/peach	·	bat/pat	·	bad/pad
- Split the students into two teams, X and O. The first team chooses one square, and one student from that team must make a sentence using one of the words from the minimal pair. The sentence must be grammatically correct, and the target word must be pronounced correctly. Check for accurate pronunciation by asking the class which sound they heard. If the student gives a successful answer, erase the minimal pair and write that team's mark in the square.
- The teams take turns. A different student must speak on each turn, although he or she can get help from the team.
- The first team to get three squares in a row wins.

WORKBOOK ANSWER KEY Lesson 1, pp. 23–26

Exercise 1

1. Maria was late because she overslept.
2. Tomoko was late because she missed the bus.
3. Ali was late because he went to the driver's license office.
4. Ricardo and Rosa were late because they had a flat tire.
5. Min Kyu was late because he was stuck in traffic.
6. Ajay was late because she got lost.
7. Katia was late because she lost her car keys.
8. Fred was late because he had a doctor's appointment.

Exercise 2

Wording will vary.

1. You *mustn't* park here.
2. You *must* be quiet in the library.
3. You *mustn't* swim in the water.
4. You *mustn't* smoke in the restaurant.
5. You *mustn't* turn left.
6. You *must* take a number and stand in line to wait your turn.
7. You *must* drive slowly because children may be playing.
8. You *mustn't* walk your dog on the grass.

Exercise 3

1. You *mustn't* step on the lawn.
2. You *must* pay a fine for late books.
3. You *mustn't* turn right when the light is red.
4. You *mustn't* leave a tip.
5. You *must* wear your seat belt.
6. You *must* pay cash or write a check.
7. You *mustn't* dive into the pool.
8. You *mustn't* take pictures here.

Exercise 4

1. A: Where are you and Sharon going?
B: To the supermarket. We *have to* buy some milk.
2. A: Where is Helen going?
B: Downtown. She *must* renew her driver's license. It expired yesterday.
A: Good idea. She *mustn't* drive without a valid license.
3. A: Where are you hurrying?
B: To class. I *mustn't* be late for the exam. I want to pass this course.
4. A: Do I *have to* go to the movie with you?
B: No. You can stay home.
5. A: Do I *have to* stay home tonight?
B: Yes, you do. You *must* get a good night's rest. You have a sore throat.
6. A: He *has to* get up early tomorrow. His plane leaves at 6 A.M.!
B: That early? He *must* be at the airport by 5 A.M.!

WORKBOOK ANSWER KEY Lesson 1 (continued)

Exercise 5

Pravit: Hi. Is Pierre home? This is Pravit.

Tetsuo: I'm sorry, Pravit, he's not here.

Pravit: I have to talk to *him*. I want a job at the library. I thought he could help *me*.

Tetsuo: But you have a job! Don't you like *it*?

Pravit: I do, but I need a second job. My parents are coming to visit *me*. I need more money. I want to take *them* to see the Grand Canyon.

Tetsuo: I hope you have a great time. Listen, Pierre and I are going to the movies tonight. Do you want to go with *us*?

Pravit: I'd like to, but I have to work. Could you ask Pierre to call *me*?

Tetsuo: Sure. What's your phone number?

Pravit: I think he has *it*.

Exercise 6

1. Yes, she did. She developed them on Sunday.
2. Yes, she did. She called him on Monday.
3. No, she didn't meet them.
4. Yes, she did. She bought them on Thursday.
5. Yes, she did. She took her to the train station on Friday.
6. No, she didn't wash it.

WORKBOOK ANSWER KEY Lesson 2, pp. 27-28

Exercise 1

1. Josh *isn't going to eat* pizza.
2. He *is going to play* the guitar.
3. He *isn't going to watch* TV.
4. He *is going to do* laundry.
5. He *is going to eat* ice cream.
6. He *isn't going to water* the plants.
7. He *is going to read* a book.
8. He *isn't going to do* home-work.

Exercise 2

1. A: What is Susan going to do at 8 P.M. on Sunday?
B: Have dinner with Sonal.
2. A: When is she going to meet Erik's brother?
B: On Monday.
3. A: Where is she going to take Liz and Tom on Tuesday?
B: To the doctor.
4. A: Who is she going to play tennis with on Saturday?
B: Laleh.
5. A: What time is Susan going to get a haircut on Thursday?
B: 2 P.M.
6. A: When is she going to go bowling?
B: On the 21st.

Exercise 3

Wording will vary

1. Emily is going to medical school. She is going to become a doctor.
2. Jeff and Mary are going to save money. They are going to buy a car.
3. Victor is going to take Russian lessons. He is going to live in Russia.
4. Andrea is going to learn to ski. She thinks she is going to become a ski instructor!
5. Jorges is going to exercise more. He is going to get in shape.

WORKBOOK ANSWER KEY Lesson 3, pp. 29–30

Exercise 1

Answers will vary.

- | | | |
|------------|------------|-----------|
| 1. have to | 3. should | 5. should |
| 2. have to | 4. have to | 6. should |

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Musts include passport, airline tickets, jacket or sweater.

Shoulds include Moscow guide, dictionary, umbrella.

Don't have tos include camcorder, swimming trunks, U.S. money, driver's license.

Shouldn't: fruit.