

UNIT 5

Overview

TOPICS

- Directions
- The neighborhood
- Holidays
- Community resources
- Past and present
- Comparing two cities
- The ideal city

GRAMMAR

- Comparative adjectives: regular and irregular
- *Used to*: affirmative and negative statements and *Yes/No* questions and short responses

COMMUNICATION GOALS

Listening and Speaking

- Talking about places in a neighborhood
- Asking for and giving directions
- Comparing two places in a town or city
- Talking about holidays
- Talking about past habits and customs
- Describing differences between two cities

Reading and Writing

- Writing a paragraph
- Reading for specific information
- Writing a journal entry about goals

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

Self-management

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

1 Consumer Economics

1.1.3 Interpret maps and graphs

2 Community Resources

2.2.1 Ask for, give, follow, or clarify directions

2.2.5 Use maps relating to travel needs

2.6.1 Interpret information about recreational and entertainment facilities and activities

2.7.1 Interpret information about holidays

7 Learning to Learn

7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals

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

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

Lesson 1

WARM UP

- Make a poster or collage using photographs depicting several different kinds of festivals. Brochures, magazines, and travel agencies are good sources. Show the class your poster and ask them what the topic is. Elicit the term *festival* and write it on the board.
- Ask the students what kinds of festivals they have been to, either in their own or other countries. Ask the students what kind of things people can do or see at the festivals. Write the names or types of festivals on the board, along with brief details about each one.

PRESENTATION

Is this the way to the festival?

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the scene and to guess what problem the friends are having.
- **Personalize the situation.** Ask the class what they do if they get lost while trying to find an unfamiliar place. Ask whether they prefer to look at a map or to ask someone for directions. Encourage them to support their answers with reasons from their own experience.
- **Focus on selected items.** Point to the mime in the illustration, and ask the students what that kind of performer is called and what is special about him. If they are unfamiliar with mimes, you can give a brief demonstration of miming by pretending to eat something. Elicit that mimes do not speak, and that they communicate with their bodies or by gesturing.
- **Set the listening task.** Write the following questions on the board: *Why does Tony understand the mime? How do the friends learn where the festival is?* With the students covering the conversation, play the cassette while they listen without writing. Play the cassette again while they take notes.
- **Check the listening task.** Call on individual students to answer the questions. Write their answers on the board. Play the cassette again while the students read along and check their answers.
- **Play or read the conversation aloud with pauses.** Direct the students to repeat each line after you. Monitor for natural speed, pauses and intonation. In groups of four, the students practice the conversation. Let a few groups perform for the class.
- **Engage the students in pair work.** Read the discussion question to the class. In pairs, the students exchange stories about trying to find an unfamiliar place.
- **Circulate and monitor progress.** Encourage the students to make their stories interesting by giving specific details about their problem. Recap by having the students tell the class about their partners' experiences. The class decides who had the most interesting problem.

UNIT 5

Lesson 1

In this lesson, you will

- talk about places in a neighborhood.
- compare two places in a town or city.
- ask for and give directions.

Is this the way to the festival?

 Look at the picture as you listen.



Lynn: What a pretty town! It's prettier than Los Angeles.

Yon Mi: Yes, and it's cleaner than L.A., too. I bet we're already close to the ocean. I can smell it. I think the festival is this way.

Oscar: No, it's on Laguna Canyon Road.

Tony: Laguna Canyon Road runs the other way.

Lynn: You're holding the map the wrong way. The festival is closer than you think.

Oscar: Hey, guys. Look at those people. They're walking *that* way. Do you think they're going to the festival?

Yon Mi: Let's ask someone. I don't want to miss anything. Excuse me sir, is this the way to the festival?

Lynn: Yon Mi, he's a mime. Mimes never talk. They communicate with gestures.

Yon Mi: I know. But look, he's pointing.

Tony: Wait a second. He's gesturing "Go down this street, pass through two lights and turn left, um, next to . . . next to . . . sick people," next to a hospital!

Yon Mi: Are you sure, Tony?

Tony: Trust me. I'm a visual learner, so I'm good with mimes.

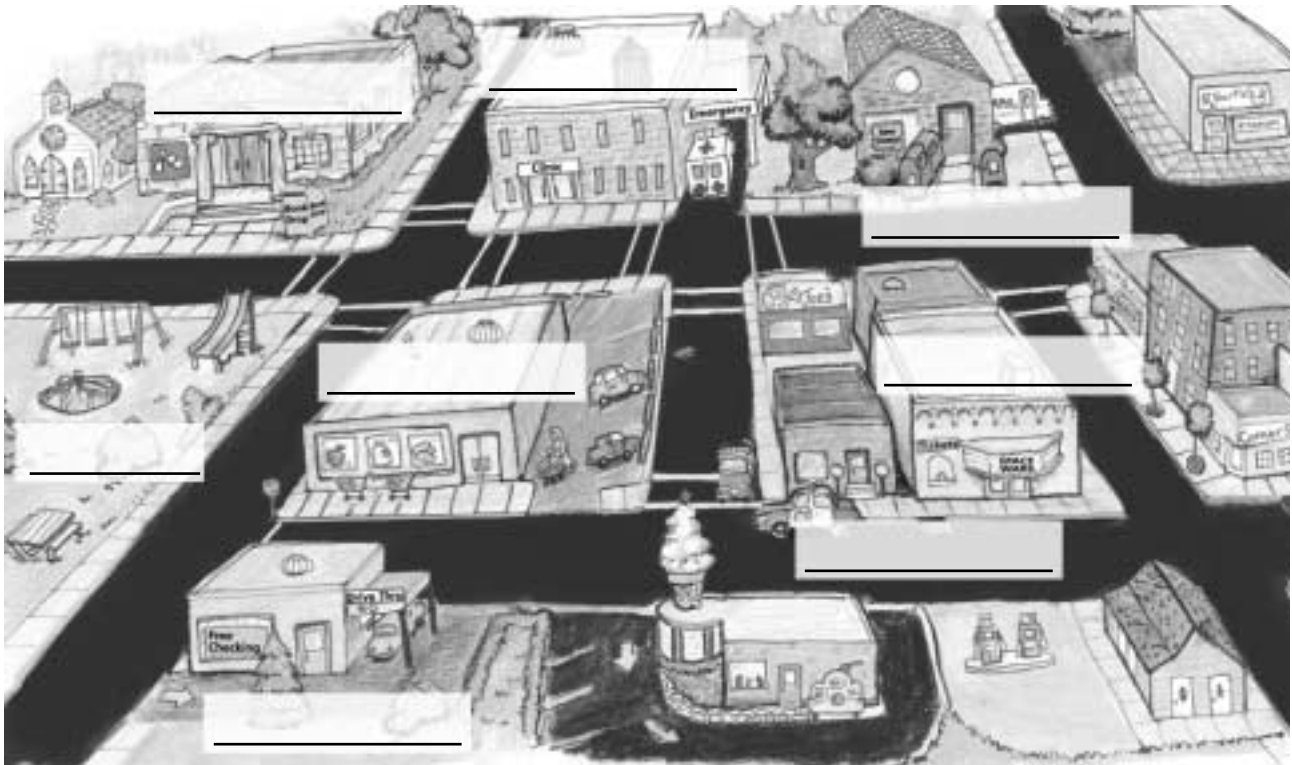
Yon Mi: Yes, Tony, you may be better with mimes than I am, but where's the festival?

Lynn: It's OK, Yon Mi, I see a sign. The festival is straight ahead.

Pair Did you ever have problems when you tried to find a new place? Tell your partner about what happened.

1 Word Bag: The Neighborhood

Pair Look at the map. Label the buildings and places.



 Now listen to the conversations. Write where the activities are taking place.

1. _____ the bank _____
2. _____
3. _____
4. _____
5. _____
6. _____

Did you know that . . . ?

In the United States, you can borrow current video and audiocassettes of best-selling books from town libraries. Libraries also offer a wide range of activities for children and adults.

2 In My Neighborhood

Group Discuss the following.

1. Does your neighborhood look like the one in the map? What is similar? What is different?
2. Is there a library in your neighborhood? Do you have a library card? Do you like to study in the library? Why or why not?
3. How often do you go to the post office? What services does it provide? How long does it take to send a letter from your country to other countries?
4. What other places in your neighborhood do you go to often? Why?

In your notebook, write a paragraph about your favorite place in your neighborhood. Describe it and tell why it is your favorite.

1 Word Bag: The Neighborhood

▶ **Listening**

- **Pair.** In pairs, the students look at the map and label the buildings. Circulate and help with vocabulary as necessary.
- If possible, make an overhead transparency of the map. If this is not possible, draw a rough representation of the map on the board. Ask individual students to write their answers on the transparency or on the board, telling the class the name of the building. There may be more than one name for some places: *supermarket* and *grocery store*. Practice pronouncing the names of the places.
- Play the cassette as the students listen to the conversations and decide where each one is taking place. After the students have written their responses, ask them for their answers.

Write the answers on the board. Play the cassette again, pausing after each conversation and asking the students how they know where the speakers were.

Answers

- | | |
|----------------|------------------|
| 1. bank | 4. hospital |
| 2. post office | 5. library |
| 3. supermarket | 6. movie theater |

- Ask a student to read the *Did you know that . . . ?* paragraph to the class. Ask the class if they have visited a library, and if so, what they did there. Ask what facilities their local library has to offer.

2 In My Neighborhood

▶ **Speaking** ▶ **Writing**

- Write the word *neighborhood* on the board and elicit the meaning (*the area around where you live*).
- **Group.** The purpose of the group discussions is to share information about the students' neighborhoods and also to help the students think of detailed information that they can use in the writing portion of the activity. In groups, the students interview each other about their neigh-

borhoods. The students can describe where they currently live or, if your students are from other countries, they can describe their neighborhoods in their home countries.

- In their notebooks, or as an assignment to turn in, each student writes a paragraph about a favorite place in his or her neighborhood. The writing should focus on one place and contain reasons why the writer likes that place.

3 Getting Around

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

- Orient the students to the map by asking them to show you which way is north and which is east. Ask some basic comprehension questions to familiarize them with the map: *What street is east of Jasmine Street? Is Park Avenue north or south of Vista Lane?*
- Tell the students that they will listen to a student ask for directions. The student is at the aquarium. Tell your students to find the aquarium on the map. Play the cassette while the students follow the directions with their fingers or pencils as they listen.
- Write the following on the board: *What words does the speaker use to give directions?* Play the cassette again as the students read along. After

the listening, ask the students to underline the words that the speaker uses to give directions. Provide the first example: *turn right*. Ask the students what other direction words the speaker uses, and write them on the board. Elicit other ways to give directions: *go, continue, cross, take a left/right*.

- **Pair.** In pairs, the students practice asking for and giving directions using appropriate language. Following their practice, several pairs can perform their conversations. Have one student give the starting and end points. As his or her partner gives directions, the class can follow along on their maps and check the accuracy of the directions.

4 Turn right at Laguna Canyon Road?

► **Listening**


- Play each section of the cassette twice as the students listen and follow the directions. The students then mark the correct end location. Check the answers as a class, replaying sections as necessary.

Answers

1. baseball field
2. museum
3. bank

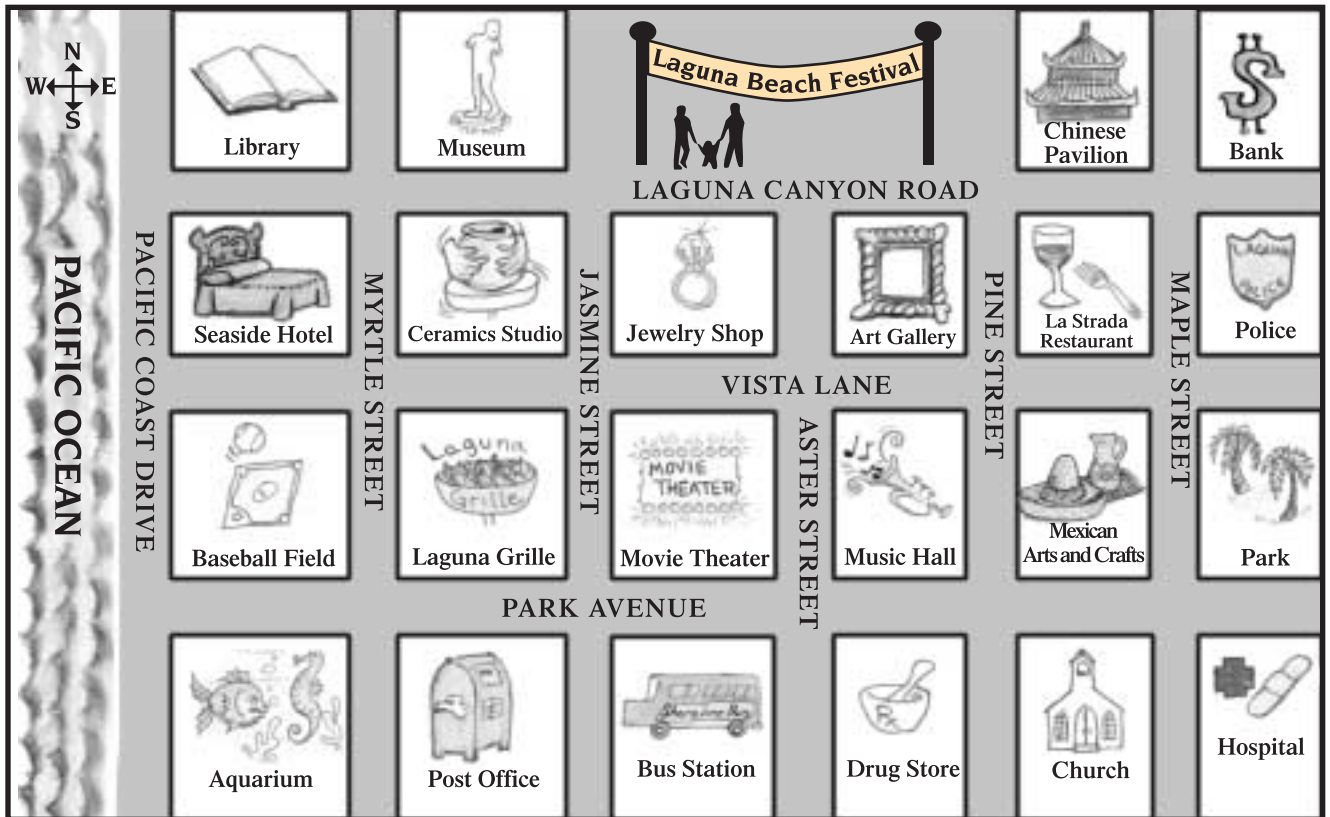
Additional Activity See Unit 5 Appendix.

3 Getting Around

 Student A is at the aquarium. Listen to the directions as you look at the map.

A: Excuse me. How do I get to the bank?


B: Walk east on Park Avenue for three blocks. Turn left on Pine Street. Walk north for two blocks and turn right on Laguna Canyon Road. Walk along Laguna Canyon Road to Maple Street. The bank is on the corner of Maple Street and Laguna Canyon Road, across from the police station.



Pair Work with a partner. Ask for and give directions:

1. from the post office to the Seaside Hotel.
2. from the park to the Laguna Beach Festival.
3. from the museum to the movie theater
4. from the library to the park.
5. from the bank to the Laguna Grille.
6. from the baseball field to the library.

4 Turn right at Laguna Canyon Road?

 Listen to the directions and check (✓) where you are on the map.

1. [] baseball field
2. [] library
3. [] bank
- [] Laguna Grille
- [] museum
- [] police station

5 Life in a small town is safer than life in a big city.



Pair Look at the picture. Use the adjectives in the box. Compare life in a small town and life in a big city.

cheap → cheaper

expensive → more/less expensive

good → better

quiet → quieter

exciting → more/less exciting

bad → worse

noisy → noisier

interesting → more/less interesting

Example:

A: Life in a small town is safer than life in a big city.

B: Yes, but life in a big city is more exciting. Small towns are less interesting than big cities.

6 Joe's Café is better than Harry's Grille.

Group Compare places in your city or town. First write the names of two places in the chart. Then decide which place is better and give reasons.

Example:

Joe's Café is better than Harry's Grille because it's less crowded and the food is fresher.

Place	Name #1	Name #2	Reasons
1. bank			
2. supermarket			
3. shopping mall			
4. park			
5. movie theater			
6. school			

Report your choices to the class. In your notebook, compare two more places in your city or town.

5 Life in a small town is safer than life in a big city. ▶ Listening ▶ Speaking

- Ask two students to read the example dialog. Elicit the structure for making comparisons: *A is (comparative) than B*. Practice the structure by asking the class to use the adjectives in the box to make comparisons between items they are familiar with. For example, students can compare a Porsche and a Volkswagen using *cheap*, or they can compare a day at school and a day at an amusement park using *exciting*.
- **Pair.** In pairs, the students compare life in a small town and life in a big city. They should tell their partners the reasons for their opinions. Circulate and monitor for correct use of the comparative form.
- Ask several students to tell the class their opinions of life in big cities and small towns, using comparatives and supporting their opinions with reasons and examples.

6 Joe's Café is better than Harry's Grille. ▶ Listening ▶ Speaking ▶ Writing

- **Group.** In groups, the students look at the chart and choose two places that they all know well, preferably places that the whole class might also know. They give their opinions of the two places in each category, circling the one they think is best. They should note their reasons in the spaces provided. As the students complete the activity, circulate and help with forming comparatives, writing the forms on the board as you give them.
- The members of each group tell the class about some of their comparisons. Ask if any other groups compared the same places. If so, ask what their opinions and reasons were.
- Using the comparatives in the book and those that the students generated during their discussions, elicit basic rules for forming comparatives. For one-syllable adjectives, add *-er*. For two-syllable adjectives ending in *-y*, change the *y* to *i* and add *-er*. For other adjectives with more than one syllable, use *more* before the adjective. Also elicit the rule for when we double the final consonant. When a one-syllable adjective ends in a single consonant preceded by only one vowel, double the consonant before adding *-er*.
- Individually or in pairs, the students write paragraphs comparing two other places in their city or town, making as many comparative statements as possible to support their opinions. Ask for volunteers to read their paragraphs aloud.

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

Lesson 2

WARM UP

- Elicit the meaning of *holiday* in American English (*a special day for celebration*). (In British English, *holiday* also means *vacation*.)
- Write the following cues on the board and have the students copy them into their notebooks.

Winter holiday in my country:

Special foods we eat on this holiday:

Gifts we give on this holiday:

Special holiday music or entertainment:

- The students write brief notes about winter holidays in their countries.
- The students report to the class about their winter holidays. Make notes on the board about each one. Encourage the class to ask follow-up questions for more details.

PRESENTATION

Come to the Winter Fantasy Festival.

- **Set the stage.** With the students' books closed, read the title of the activity and tell the class that they will be looking at a poster advertising the Winter Fantasy Festival. Ask them to predict what kind of information the poster will contain (*time, location, cost, attractions*). Write the predictions on the board.
- **Personalize the situation.** Ask the students what they would like to do at a winter festival. If you live in an area without snow, ask the students how a fantasy winter could be created.
- **Focus on selected items.** Elicit the meanings of any vocabulary words that might be unfamiliar to the students: *carolers, jugglers, admission, handcrafted, unique, workshop*.
- **Set the reading task.** Ask a volunteer to read the first comprehension question in Activity 1, page 54, aloud. Tell the students that they will read for specific information that will help them answer this question. Now have the students turn to the festival poster on page 53 and read it silently.
- **Check the reading task.** Elicit the answer to the first comprehension question. Then, follow up by asking specific comprehension questions based on reading the poster: *Where is the festival held? What kind of entertainment is there? What activities at the festival would be interesting to children?* Elicit or provide definitions for any additional unfamiliar vocabulary and write the definitions on the board.
- **Engage the students in pair work.** In pairs, the students choose three things that they would like to see at this Winter Fantasy Festival and give reasons for their choices. Provide a model with a choice of your own, for example: *I want to see the carolers because I love singing.*
- **Circulate and monitor progress.** After the students have made their decisions, let them write their choices and reasons on the board.

Lesson 2

In this lesson, you will

- read for specific information.
- talk about past habits and customs.
- talk about holidays.

Come to the Winter Fantasy Festival.

Read about the Winter Fantasy Festival.

Dates: November 22, 28, 29, 30
December 6, 7, 13, 14

Time: 11 A.M. to 7 P.M.
(closed Thanksgiving)

Admission
Adults: \$3
Children 5-12: \$1
Children under 5: **free!**


Location: 945 Laguna Canyon Road, Laguna Beach, CA 92651

Winter Fantasy Festival


Featuring:

- Original arts and crafts
- Hands-on workshops
- Children's art activities
- Daily theme entertainment
- Santa Claus in his workshop
- Outdoor Christmas shopping

Handcrafted Art




The Entertainment




Musical performances
Storytellers
Jugglers
Strolling carolers

Winter Fantasy



Located in a three-acre eucalyptus grove with a real snow playground!

Food and Drinks



For more information call: 714-555-3030

1 Winter Fantasy Festival

Pair Check (✓) the correct answers.

- The Winter Fantasy Festival is held in
 Laguna. Laguna Beach.
- People can shop for gifts at the Festival.
 true false
- Everyone has to pay the price of admission.
 true false
- The Festival is held during
 one month. two months.
- The Festival closes on a holiday.
 true false
- The festival opens at 7 A.M.
 true false

Talk with your partner.

- What holiday season does the Winter Fantasy Festival celebrate? How do people celebrate this holiday?
- Do you think that holidays are important? Why or why not?

2 Holiday Survey

Group Where are the students in your group from? Write the names of the cities or towns in the chart. Ask students from different backgrounds to tell you the names of important holidays, when people celebrate them, how they celebrate them, and why they celebrate them.

	City	Holiday	When?	How?	Why?
1.					
2.					
3.					
4.					

Discuss your chart with the class. Then, in your notebook, write a paragraph about an important holiday celebration in your town or city.

1 Winter Fantasy Festival

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

- **Pair.** In pairs, the students complete the statements using the information from the poster. Have them tell their partner where on the poster they found the answers.

Answers

- | | |
|-----------------|---------------|
| 1. Laguna Beach | 4. two months |
| 2. true | 5. true |
| 3. false | 6. false |

- Ask a few volunteers to read the second discussion question aloud. Draw attention to the fact that there is no correct or incorrect answer when they are discussing their opinions. Encourage the students to provide detailed answers and to support their opinions with specific reasons. Recap by asking a few students their opinions about the importance of holidays.

2 Holiday Survey

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

- Elicit the meaning of *survey*. Read the instructions and check for comprehension by asking what information should be written in each column.
- **Group.** In culturally mixed groups, the students interview each other and complete the chart. Each group writes its information on the board, and then presents it to the class.
- Individually, the students write a paragraph about an important holiday celebration in their own towns or cities, using the questions from the survey to help them organize their paragraphs. In addition to describing the holiday, they should include personal reasons why they enjoy it.

3 I used to trim the tree in the evening.

► Listening ► Speaking ► Reading ► Writing

- Draw the students' attention to the illustration, and elicit the meaning of *trim the tree* (*decorate the Christmas tree*). Ask the students if they celebrate Christmas. If they do, ask whether they have a tree and who in their family trims it.
- Read the sentences in the example box. Ask the students to repeat. Elicit that *used to* is used to describe the habitual past, things that a person did in the past but doesn't do in the present. Practice the structure by asking the students: *What did you use to do in the past that you don't do now? What is something you do now that you didn't use to do in the past?*
- Direct the students to complete the conversation using the correct forms of *used to*. Ask volunteers to write their answers on the board. Check for accuracy, and review the structures if needed.

Answers

- | | |
|------------------|------------------------|
| 1. used to live | 6. used to trim |
| 2. did you live | 7. didn't have |
| 3. used to rent | 8. Did you use to help |
| 4. didn't like | 9. used to stuff |
| 5. used to spend | 10. used to bake |

- **Pair.** In pairs, the students tell each other how they used to spend Christmas or another holiday. The students should try to find several differences or similarities with their partners. Working together, each pair writes a paragraph comparing their holiday experiences, then reads it to the class. If they use any unfamiliar terms, ask them to write them on the board and explain them.

4 Hear it. Say it.

► Listening ► Speaking

- Write the target sounds [b] and [v] on the board and pronounce them. Demonstrate the difference in mouth position between the sounds: [b] is made by pressing the lips together, while [v] is made by placing the upper teeth against the lower lip. Both sounds are voiced. Instruct the students to place their fingers on their vocal cords; they should feel their vocal cords vibrate briefly when they pronounce [b] (*a stop*), but they should be able to make their vocal cords vibrate for a long time when they pronounce [v] (*a continuant*). Check individual students' pronunciation of the sounds.
- Write the minimal pairs *ban/van*, *habit/have it*, and *curb/curve* on the board and pronounce them with the students. Repeat with all the minimal pairs in the activity, checking the students' pronunciation individually.

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

Answers

- | | |
|---------|----------|
| 1. van | 5. habit |
| 2. best | 6. vow |
| 3. vote | 7. robe |
| 4. very | 8. curve |

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

Additional Activity See Unit 5 Appendix.

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

3 I used to trim the tree in the evening.

Look at the examples.

I **used to** trim the tree in the evening.

I **didn't use to** wrap the gifts.

Did you **use to** wrap the gifts?

Yes, I **did**. *or*

No, I **didn't**. My mother **used to** wrap them.



Complete the conversation with the correct form of the verbs. Use *use to* and *used to* when appropriate.

A: I _____ in Grand Rapids, but now I live in Los Angeles.

1. *live*

B: Where in Grand Rapids _____?

2. *you/live*

A: My parents _____ the old Mill Town farm. But I really _____ it there.

3. *rent*

4. *like/not*

B: Why not?

A: Well, we didn't have any neighbors or relatives nearby, so we _____ the holi-

5. *spend*

days alone. I _____ the Christmas tree, but there was nobody to see it. And

6. *trim*

we didn't have electricity, so the tree _____ any lights.

7. *have/not*

B: _____ make Christmas dinner?

8. *you/help*

A: Yes, I _____ the turkey, and my sister _____ the pies.

9. *stuff*

10. *bake*

Pair How did you use to spend Christmas or another holiday when you were a child? Talk with your partner about all the things you used to do. Then write a paragraph about how you used to celebrate the holiday.

4 Hear it. Say it.



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

Minimal Pairs [b] [v]

1. [] ban [] van

5. [] habit [] have it

2. [] best [] vest

6. [] bow [] vow

3. [] boat [] vote

7. [] robe [] rove

4. [] berry [] very

8. [] curb [] curve

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

Lesson 3

In this lesson, you will

- write a journal entry.
- describe differences between two cities.

Yon Mi's Journal

Read Yon Mi's journal entry.



November 25

We're back in Riverside. I was more homesick yesterday than today. Yesterday I felt so sad I wanted to jump on the next flight to Pusan. But today, I think that my decision to come to the U.S. was a good one. I'm having experiences that I'll remember for the rest of my life.

We went through Los Angeles on our way back to Riverside. L. A. is bigger and shinier than my little town, but it also seems lonelier. People don't know each other, and they seem to be always in a hurry. We went to Hollywood and drove by the houses of some movie stars in Beverly Hills. We didn't get out of the car. There wasn't anyone walking on the street. The houses were big and beautiful, but the neighborhood was empty.

It made me appreciate Pusan more. Back home when I used to walk or ride my bike, I always used to see familiar faces on the streets. I used to stop and talk to people almost every time I went out. Everyone used to know everybody else. We used to know where everyone lived and the history of everyone's families.

I don't know if people in big cities like Los Angeles have the same feeling of home that we do. I think big city people move a lot, and they often live next to strangers. I used to think that living in Hollywood would be very exciting and glamorous. But there's one thing in small towns that big cities like Los Angeles or Hollywood will never have—a sense of community.

In your journal, write about your feelings and experiences. Start by writing about the city or town where you are living now and comparing it with a city or town where you used to live.

Lesson 3

WARM UP

- Write the word *journal* on the board. Elicit that a journal is a record of our thoughts and feelings. Remind the class about the journal that was part of the earlier **Strategies for Success** exercises. Ask what kinds of things they wrote about.
- In pairs, the students think of five things they could write about in a journal. As they report possible topics, write the responses on the board.

PRESENTATION

Yon Mi's Journal

- **Set the stage.** Tell the students that they will read an entry from Yon Mi's journal. Yon Mi is feeling homesick for her hometown, Pusan. Write *homesick* on the board and elicit its meaning.
- **Personalize the situation.** Ask if any of the students has ever felt homesick when visiting a new place. What did the student miss most about his or her hometown? Was there anything about the new place that made him or her feel better or less homesick?
- **Focus on selected items.** Ask the students to predict the kinds of things that Yon Mi might compare between Pusan and Los Angeles. Write the predictions on the board.
- **Set the reading task.** Write the following on the board: *What things does Yon Mi describe about Los Angeles that are different from Pusan? What words does she use to compare the two cities?* As the students read, they should underline important information or take notes to help them answer the questions.
- **Check the reading task.** As a class, check if any of the students' predictions were correct. Ask the students for their responses to the questions you gave. Write them on the board. On the board list all the comparatives that Yon Mi uses in her journal.
- **Engage the students in pair work.** In pairs, the students make lists of three statements comparing their hometowns with another place they have visited or lived. The statements can be contrastive (*My hometown is very quiet, but New York is very noisy*) or comparative (*New York is noisier than my hometown*).
- **Circulate and monitor progress.** While the students write, circulate and assist with vocabulary or comparative forms as necessary. Recap by asking students to write a statement on the board.
- Each student writes a journal entry of one paragraph that compares the city or town where he or she is living now with a city or town where he or she used to live.
- **Expansion:** You can begin a dialog journal project with this entry. With dialog journals, the students exchange journals. The classmate responds to the entry in the journal, then returns it. This practice can be continued throughout the semester, with the students writing about various topics. The entries in dialog journals are usually about personal feelings and opinions, and can serve as a way for students to use their English skills for real communication. Depending on the level of your class, you may want to give some guidance about what to include in the entries.

1 My city is bigger than your city! 🎧

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

- In this activity, the students will listen for the specific information needed to answer the questions. As a class, read each statement aloud. Ask the students to predict what they think the answers will be. Write their predictions on the board.
- Play the cassette twice. Encourage the students to just listen the first time. Then play the cassette again so that they can mark their answers. Check the answers as a class, asking the students what they heard that gave them the information they needed. Play the cassette again and review how the information is presented in the cassette. Elicit whether the words used are the same as in the sentences in the book or slightly different.

Answers

- | | |
|------|------|
| 1. T | 4. F |
| 2. F | 5. T |
| 3. T | 6. T |

- **Group.** In groups, the students use the information in the chart to compare their cities or towns. They should write in the information. Each group should add two features to their charts. When the groups present their discussions, they should focus on the two most interesting or most important similarities or differences between their cities.

2 Information Gap Activity, pages 127 and 128.

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

- **Preparation.** The students predict answers to comparative questions. Then, they determine the correct answers by comparing factual information with a partner. Divide and instruct the class as before. Each student has information about only one of the two possible answers to each question. Working individually, the students first predict the answers to each question based on their background knowledge and the information they have on their own worksheets.
- **Activity.** Before beginning, elicit the kinds of questions the students can ask to compare their information: *How tall is the Empire State Building? How heavy is a hippopotamus?* The students find a partner from the other group and ask questions to complete their information. Based on that information, the students check to see if their predictions were correct.

- **Wrap Up.** To check the answers, ask the students to write sentences using comparative statements: *The Empire State Building is taller than the Eiffel Tower.* Ask several students to write their answers on the board. Briefly review the pattern for making comparative statements.

Answers


1. The Empire State Building
2. The elephant
3. Harvard
4. The cheetah
5. Journalists
6. Asia
7. Mexico City

1 My city is bigger than your city!

 Listen to the cassette. Then read the sentences and write *T* (true) or *F* (false).

1. T The weather in Los Angeles is better than the weather in Mexico City.
2. Mexico City is less polluted than Los Angeles.
3. Mexico City is older than Los Angeles.
4. The history of Los Angeles is more interesting than the history of Mexico City.
5. Barcelona is smaller than Los Angeles and Mexico City.
6. Lynn thinks Hong Kong is both old and new.

Group In a group of three or four, compare your home cities or towns. Compare the things listed below and add others that are interesting to you. Present the results of your discussion to the class.

	City #1	City #2	City #3	City #4
1. Weather				
2. History				
3. Beauty				
4. Things to do				
5.				
6.				

2 Information Gap Activity, pages 127 and 128.

Pair Turn to pages 127 and 128 and follow your teacher's instructions.

3 My Town

Pair Ask your partner these questions, and add questions of your own.

1. Do you prefer a big city with busy street life or a small, quiet town near nature?
2. Do you want to be in a place near the water? an ocean or a river?
3. Do you like an older city with lots of history and interesting architecture or a modern city with newer buildings and lots of growth?

In your notebook, write a paragraph suggesting a city or town where your partner would enjoy living. Explain why you suggest it.

4 Online



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

The Web: Comparing information about cities

Grammar: What's your grammar IQ?

E-mail: My town

5 Wrap Up

Group Work with your group to design the perfect city. First, discuss these questions.

1. What is the climate like? Is it hilly? near water? near mountains?
2. What is the population? What do most of the people do? What are the main jobs?
3. What is the city famous for? What do tourists like to visit?

Give your city a name. Next, draw a picture of your city on a piece of paper. Then write a description of the city. Describe your city to the class.

Strategies for Success

- Giving directions
- Writing to use comparatives
- Reviewing your goals

1. With a partner, find a map of your city or town. Choose a place on the map. Take turns giving each other directions to a "secret" place you choose, such as a restaurant several miles away. Without pointing, tell your partner how to get there. Can he or she find it?
2. Write about a festival or holiday in your country. Use comparatives to describe the festival. For example, "The dancing is more fun than the singing."
3. Look back at the goals you set for yourself in Unit 1. Have you reached some of them? Should you change some of them? Should you try harder? Write your thoughts in your journal.

3 My Town

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

- Students interview a partner to suggest a city or town for their partners to live in. Go over the questions aloud, and elicit other appropriate questions, writing them on the board.
- **Pair.** In pairs, the students interview each other to find out their partners' preferences. Then,

based on the information, each student writes a paragraph suggesting a city or town for his or her partner to live in. Students should explain their suggestions. The partners exchange paragraphs, read them, and then share their partners' suggestions with the class.

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

5 Wrap Up

► **Speaking** ► **Writing**

- Bring to class large sheets of drawing paper and colored markers so that the students can make large drawings or travel posters for their cities. If this is not possible, the students draw their cities on the board.
- **Group.** In groups, the students answer the questions in order to design a perfect city. Remind them that this is an imaginary city, so anything is possible. The groups should take notes during their discussion, recording detailed information about their cities.
- Each group names its city, then draws a picture or travel poster of it. Using the written information from their discussion, each group writes a paragraph describing the city and why people would like to visit it.
- The groups present their drawings and read their paragraphs aloud to the class. The class responds by asking questions to get additional information.

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

STRATEGIES FOR SUCCESS

1. For Exercise 1, provide some suggestions on how the students can find a suitable map. With one of your better students, role play an example direction and show how the scenario might unfold.
2. For Exercise 2, ask if the students have any questions about writing descriptions using comparatives. Answer any questions. Suggest that they write their descriptions in their journals and share them with a partner.
3. For Exercise 3, the students will need to evaluate their success in attaining the goals they listed in Unit 1. You might offer an example of a goal: *I will learn 25 new vocabulary items every week. A possible response would be: I was successful for the first two weeks. The last three weeks I learned only 10 words each week. I must try harder, but perhaps I should learn only 15 words each week.*
4. Recycling strategies [optional]: Review some of the strategies practiced so far. List them (see the previous units) on the board. Ask the class to give brief examples of each strategy.

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

appreciate
celebrate
communicate
hold
point
prefer
seem
smell
stop
walk
wrap

Nouns

admission
decision
eucalyptus
festival
gift
mime
mountain
nature
pollution
stranger
tourist

Adjectives

available
empty
familiar
far
glamorous
modern
polluted
safe
straight
unique

Expressions for Directions

around the corner
block
cross
close to
east, north, south, west
How can I get to . . . ?
on the left (right)
opposite
straight ahead
this/that way

▶ **GRAMMAR SUMMARY**

Forming the Comparative of Adjectives

Regular Adjectives		Irregular Adjectives	
One-syllable Adjectives	Comparative Form (Adjective + <i>-er</i>)	Adjectives	Comparative Form
hard	harder	good	better
sad	sadder	bad	worse
		far	farther/further
		much/many	more
		little/few	less
Two-syllable Adjectives Ending in <i>-y</i>	Comparative Form (Adjective + <i>-er</i>)		
easy	easier		
busy	busier		
Multi-syllable Adjectives	Comparative Form (<i>more/less</i> + adjective)		
beautiful	more/less beautiful		
difficult	more/less difficult		

Used to

Affirmative Statement

I (you, she, he, we, they) **used to** walk in the park.

Negative Statement

I (You, He, She, We, They) **didn't use to** walk in the park.

Yes/No Question and Short Responses

Did I (you, she, he, we, they) **use to** walk in the park?

Yes, I (you, she, he, we, they) **did**. or

No, I (you, she, he, we, they) **didn't**.

▶ **COMMUNICATION SUMMARY**

Talking about places in a neighborhood

My favorite place is the library. It is quiet there, and I love to read.

Asking for and giving directions

How can I get to Arlington Street from here?
Go down the street and turn left.

Comparing two places in a town or city

Joe's Café is better than Harry's Grille because it's less crowded and the food is fresher.

Talking about holidays

We celebrate our new year on March 21.

Talking about past habits and customs

We used to trim the Christmas tree in the evening. My sister used to bake pies, and I used to stuff the turkey.

Writing a journal entry

I was more homesick yesterday than today. Yesterday I felt so sad that I wanted to go home.

Describing differences between two cities

Los Angeles is more polluted than Riverside. My hometown is smaller than Houston.

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. Point out two objects in the classroom that can be compared, and ask the students to make statements about them: *The teacher's table is bigger than my desk. The bulletin board is smaller than the chalkboard.* Repeat with several pairs of objects. You can also use comparatives to discuss the communication skills that the students have learned: *Asking for directions is easier than writing a journal entry.*
- Tell the students to ask their partners three questions about their lives using *used to* to talk about past habits. The partners should answer using short responses and statements, if needed.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 1, Exercise 4 (p. 51)

Giving Directions

- Bring in copies of maps of your school or your school's town or city. It is helpful if the maps contain the names of buildings, parks, or other landmarks. There should be enough copies for every student.
- In pairs, the students choose two locations on the map and write directions from one location to the other. Alternatively, you can write locations on index cards and give one card to each student. The partners then decide which of the locations will be the starting point and which will be the ending point, writing their directions accordingly.
- The pairs read their directions to the class, using the same format as the listening activity they just completed. They tell the class the starting point, give the class directions to follow, and then ask their classmates where they are.
- This activity can be made even more challenging by bringing in maps that are not local, but that might be of interest to the students. Maps of large metropolitan parks like San Francisco's Golden Gate Park or New York's Central Park could be used, as could maps of universities. Libraries and the Internet are good sources for these maps.

Lesson 2, Exercise 4

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

- Refer to the Unit 4 Appendix and adapt the tic-tac-toe activity for use with minimal pairs containing [b] and [v].

WORKBOOK ANSWER KEY Lesson 1, pp. 31–34

Exercise 1

1. fire station 2. bank 3. Italian restaurant 4. toy store

Exercise 2

1. A: Excuse me. Is there a restaurant around here?
B: Yes, there is. It's *on Market Street, across from the department store.*
2. A: Excuse me. I'm looking for a bank.
B: It's *on Spruce Street, between the hotel and the post office.*
3. A: Excuse me. Where's the post office?
B: It's *on the corner of Spruce and Market, across from the hospital.*
4. A: Excuse me. We're looking for the hospital. Is it nearby?
B: Yes. It's *on the corner of Spruce and Market, across from the post office.*
5. A: Excuse me. Is there a library nearby?
B: Yes. It's *across from the department store, between Pine Street and Spruce Street.*
6. A: Excuse me. Is this the way to the drugstore?
B: Yes. It's *next to the super-market on Pine Street.*

Exercise 3

Wording will vary.

Exercise 4

1. bigger 4. worse 7. friendlier 10. stronger
2. better 5. more expensive 8. wetter 11. prettier
3. busier 6. more modern 9. easier 12. more wonderful

Exercise 5

1. Which city is *noisier*, New York or Los Angeles?
New York is noisier than Los Angeles.
2. Which city is *more glamorous*, Los Angeles or San Antonio?
New York is more glamorous than San Antonio.
3. Which city is *cleaner*, New York or San Antonio?
San Antonio is cleaner than New York.
4. Which city is *more expensive*, New York or San Antonio?
New York is more expensive than San Antonio.
5. Which city is *friendlier*, New York or Los Angeles?
Los Angeles is friendlier than New York.

Exercise 6

Answers will vary.

2. San Antonio is less noisy than Los Angeles.
3. San Antonio is less expensive than Los Angeles.
3. New York is less glamorous than Los Angeles.
4. San Antonio is more friendly than Los Angeles.
5. Los Angeles is cleaner than New York.

WORKBOOK ANSWER KEY Lesson 2, pp. 35-36

Exercise 1

Wording will vary.

- | | | |
|--------------------------------|--------------------------------------|----------------------------------|
| 1. Dan used to have long hair. | 4. Dan used to ride a bike. | 6. Dan used to live in the city. |
| 2. Dan used to have a beard. | 5. Dan used to live in an apartment. | 7. Dan used to swim in a pool. |
| 3. Dan used to wear jeans. | | 8. Dan used to go to the gym. |

Exercise 2

- | | | |
|--|---|---|
| 1. I used to visit my grandmother every summer. | 3. I used to play card games with my cousins. | 5. I always used to buy a candy bar after school. |
| 2. My family used to have a small car. <i>or</i> My family didn't use to have a big car. | 4. I used to have a dog named Buster. | 6. I didn't use to ride my bike every day. |

Exercise 3

- | | | |
|--------------------------|-----------------------|-------------------|
| 1. used to go | 4. did he use to live | 7. used to listen |
| 2. used to have | 5. didn't use to live | |
| 3. Did they use to write | 6. did he use to do | |

Exercise 1

Answers will vary.

1. Anton's apartment is smaller than Olivia's.
2. Anton's neighborhood is downtown.
3. Olivia's neighborhood is in the suburbs.
4. Anton's apartment is close to the supermarket, the post office, and the bank.
5. Olivia doesn't live near any shops.
6. The streets near Anton's apartment are full of people and cars.
7. The streets near Olivia's apartment are quiet and have few people or cars.
8. Anton's neighborhood is noisy.
9. Olivia's neighborhood is quiet.
10. There are a lot of accidents in Anton's neighborhood.
11. There are rarely any accidents in Olivia's neighborhood.
12. There's a lot of trash in Anton's neighborhood.
12. Olivia's neighborhood is taken care of; people don't throw garbage in the streets.

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.