

UNIT 1

Overview

TOPICS

- Moving on to another class and a new teacher
- Good-byes
- Remembering good times
- Life decisions
- Daily routine
- Comparing cultures
- Lifestyles
- Comparing education systems

COMMUNICATION GOALS

Listening and Speaking

- Listening for details
- Describing a recent experience
- Listening and taking notes
- Ending a conversation appropriately
- Discussing making important decisions
- Putting tasks in logical order
- Discussing schedules
- Expressing opinions
- Interviewing a partner
- Taking notes

GRAMMAR

- Simple past: regular/irregular verbs
- Irregular verbs: present and past forms
- Past continuous and simple past
- Future tense, *will* and *be going to*
- Necessity: *must* and *don't have to*
- *Hope* + future clauses
- Additions with *too*, *not either*, and *but*

Reading and Writing

- Reading an article for details
- Guessing meaning from context
- Writing a note
- Filling in a questionnaire
- Setting up a personal journal

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, and speaking

Thinking Skills

Creative thinking

Problem solving

Knowing how to learn

Personal Qualities

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

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

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

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.2 Identify or use appropriate language for informational purposes

0.1.4 Identify or use appropriate language in general social situations

0.2.1 Respond appropriately to common personal information questions

0.2.4 Converse about daily and leisure activities and personal interests

2 Community Resources

2.7.2 Interpret information about ethnic, cultural, and language groups

2.7.3 Interpret information about social issues

7 Learning to Learn

7.1.1 Identify and prioritize personal, education, 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

7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists

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

7.4.1 Identify or utilize effective study strategies

7.4.9 Identify personal learning style

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

Lesson 1

WARM UP

- Tell the students that they will learn about their classmates by interviewing a partner and then telling the class something interesting or unusual about that person. Elicit questions they can ask their partners. Write the responses on the board. Be sure to include questions about the past, such as *What did you do last year?* or *Where did you study English before this?*
- Put the students in pairs. If some of your students have been classmates previously, pair them with students who are new to your class or program. Give the students five to seven minutes for their interviewing. Ask the pairs to introduce each other to the class and share something interesting about their partners. Encourage the class to ask follow-up questions if time allows.

PRESENTATION

Let's keep in touch!

Note: You may wish to give your students large index cards to cover the conversations during the preparation and/or listening tasks. They can keep the cards in their books.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the situation and what the people are doing. Prompt them with questions as needed. Direct the students' attention to the title. Elicit or provide the meaning of *Let's keep in touch* (*Let's stay in contact*). Ask the students to guess what kind of party this is (*an end-of-class or going-away party*).
- **Personalize the situation.** Ask the class if they keep in touch with old friends. Encourage the students to give details such as where they met these friends, how they keep in touch, and what they talk about when they write or speak to each other. Ask the students why they think it's important to stay in contact with old friends.
- **Focus on selected items.** Tell the students that they will hear a conversation that takes place at a party between school terms. The speakers are former classmates (Oscar, Nelson, and Yumiko) and their teacher (Mrs. Brennan). Write the speakers' names on the board and ask the class to predict what they will talk about.
- **Set the listening task.** Write the listening questions on the board: (1) *What happened to Nelson during the exam? Why did this happen?* (2) *Who is going away?* Play the cassette once or twice

while the students, with the conversation still covered, listen and take notes.

- **Check the listening task.** Ask the students for their answers and write them on the board. Tell the class to read along while they listen again and check their answers. Elicit additional information that can be added to the answers on the board.

Note: For all listening activities, play the cassette a third or fourth time if the students are having difficulty. If the tasks are too easy, do not allow students to read along when they check their answers.

- **Play or read the conversation aloud with pauses.** Have the students listen and repeat each line using natural speed and intonation. If time allows, the students can practice the conversation in groups and perform for the class.
- **Engage the students in pair work.** Ask a volunteer to read the discussion questions aloud. In pairs, the students discuss their best friends and prepare to report their partners' answers to the class.
- **Circulate and monitor progress.** Prompt the students to include follow-up questions in their interviews. Model the activity by briefly interviewing a student and making notes on the board. In class discussion, ask several students to report what their partners told them. Encourage discussion of similarities and differences in the students' friendships.

1 What happened last semester? ▶ Listening ▶ Speaking ▶ Reading ▶ Writing

- Read the title aloud. Ask whether the question refers to the past, present, or future (*past*). Elicit which tense we use to talk about completed actions in the past (*simple past*).
- Make two columns on the board labeled **Regular Past Tense** and **Irregular Past Tense**. Direct the students' attention to the example boxes in the activity. Elicit the general rule for regular past tense verbs (*add -ed*) and write it on the board in the **Regular** column. Elicit the spelling rule for verbs ending in *-y* (*change the -y to -i and then add -ed*). Ask the class for other examples of regular past tense verbs and add them to the column.
- Remind the students that many English verbs have irregular past tense forms, which must be learned individually. Direct the students' attention to the irregular verbs in the example box. Ask for volunteers to read the examples in the book. Elicit additional irregular past tense verbs and write them on the board in the **Irregular** column.
- **Pair.** With a partner, the students complete the sentences using verbs from the example boxes. After they have completed the sentences, tell the students to ask about the people in the pictures using the questions in the book. Remind them to focus on clear pronunciation of the past tense forms.
- Ask the class each question in the activity, and have volunteers read their completed sentences. Practice saying the sentences as a class, focusing on the pronunciation of past tense verbs.

Answers

1. studied; fell
 2. bought or ate; felt
 3. sat; gave
- **Pair.** Ask the students to take turns asking and answering questions about the situations in the activity. Encourage them to add details to their explanations. For example: *Why did Nelson fall asleep? He stayed up late.* Circulate and help with pronunciation and verb forms as needed.
 - **Pair.** Read the discussion questions aloud. Emphasize the question *What did you learn from the experience?* Give the students a few moments to think about something interesting or embarrassing that happened to them recently. Tell the students they have ten minutes for their discussions. Remind them that this is a listening and speaking activity, and it is not necessary to write down everything their partners say.
 - Recap by asking for volunteers to tell the class their own stories. Following each story, ask the class what past tense verbs they heard. If you wish, you can write these in the **Regular** and **Irregular** columns on the board. It can be quite revealing for students to see what a large percentage of common English verbs are irregular.

2 What were you doing at 7 o'clock last night? ▶ Listening ▶ Reading

- Preview the activity by telling the students what you were doing at 7 o'clock the night before (*I was reading a book and drinking tea*). Ask your students what they were doing, and write several of the responses on the board.
- Tell the students that they will hear a conversation between Mrs. Brennan and her students. Write on the board: *What did Mrs. Brennan find at her house last night? Who left it there?* Play the cassette once or twice. Ask the class for their responses (*a present or a plant; her husband*).
- Write the expression *I bet* on the board, and ask what Oscar means when he says: *I bet it was*

your husband (I'm sure it was your husband). Point out that *I bet* is an informal way to say *I'm sure*.

- Play the cassette again while the students listen and complete the activity. Ask volunteers to write the completed sentences on the board. If some students have different answers, play the cassette again, pausing after each speaker provides an answer.

Answers

- | | | |
|------|------|------|
| 1. e | 3. d | 5. a |
| 2. c | 4. b | |

3 Where were you at 7 o'clock last night? ▶ Listening ▶ Speaking ▶ Writing

- **Pair.** Read the instructions aloud. Ask the students to complete the notes using the information from Exercise 2. If the students do not remember the information, play the cassette again while they complete the notes.

Answers

Gina: *library*; Nelson: *watching a soccer game*;
Oscar: *listening to music*; Ivan: *library*;
Tony: *home*; Yon Mi: *writing a letter to her fiancé*.

- Ask the class to identify the tense used in Exercise 2 (*past continuous* or *past progressive*).

Elicit or explain that this tense describes a continuous action in the past. You may wish to illustrate this idea with a timeline on the board. Elicit how to form the tense (*past tense of be + present participle*).

- Ask two students to read the example sentences. Point out that using *while* to combine past continuous clauses indicates that the two actions were taking place at the same time.
- With a partner, the students use *while* with the past continuous to describe the friends' activities. Circulate and monitor for the correct use of the target forms. Recap by asking several students to tell the class about the friends' activities.

4 What were you doing when it started to rain? ▶ Reading ▶ Writing

- Read the instructions aloud. Ask a volunteer to read the first sentence of Yon Mi's letter (*On Saturday Lynn and Gina were visiting me when it began to rain*). Elicit that the letter will describe events in the past. Elicit that the rain began *during the time* that Lynn and Gina were visiting. Remind the class to consider the sequence of events in order to choose the correct tense. Give the students five to seven minutes to complete the letter.

Answers

Note: Some of your advanced students may generate the alternate answers shown.

- | | |
|---------------------|---------------------------------------|
| 1. were running | 7. rang |
| 2. tripped | 8. picked up |
| 3. fell | 9. was crying |
| 4. got up | 10. was working
(had been working) |
| 5. hurt/was hurting | 11. robbed
(had robbed) |
| 6. were helping | |

5 Word Bag: Ending a Conversation

► *Speaking* ► *Reading* ► *Writing*

- Ask two students to read the sample dialog aloud. Explain that it is important to know how to end a conversation correctly. Certain expressions tell the listener that you want to end the conversation. Also, using these expressions correctly is a way to show respect in formal situations. Demonstrate the importance of these expressions by beginning a conversation with a student and then abruptly saying *Good-bye* and walking away. Elicit more polite ways to end the conversation.
- Ask for volunteers to read the expressions in the example box aloud. Practice as a class, focusing on rhythm and intonation. Point out that formal expressions can be used any time, but it is not polite to use an informal expression in a formal situation.
- **Pair.** In pairs, the students decide whether each situation is formal or informal, then choose an appropriate expression to end the conversation. When the students have completed the activity, ask for volunteers to role play each scenario. Following each role-

play, ask the class whether the situation was formal or informal. Elicit other expressions that would be appropriate to the situation.

Answers

1. Thanks for your time. It's been a pleasure meeting you.
 - 2.–4. Responses will vary. Conversation 3 is informal. Conversations 2 and 4 may be formal or informal, depending on the degree of familiarity between the two speakers.
- **Pair.** As a class, read the scenarios aloud. Briefly brainstorm other scenarios that the students can discuss. Then instruct pairs to decide whether each situation is formal or informal and what they can say to end each conversation appropriately. After the students discuss the situations, they choose one and create a brief role-play. If possible, have all the students perform for the class.

Additional Activity See Unit 1 Appendix.

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

Lesson 2

WARM UP

- As a class, brainstorm the kinds of important decisions people make in their lives. Write the responses on the board and leave them there for reference.
- Ask the class: *How would each of these decisions change a person's life? What new things would be possible after the decision? What are some things a person could not do after making the decision?*

PRESENTATION

I have something to tell you!

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Point out Yon Mi and Mrs. Brennan. Tell the students that Yon Mi is discussing an important decision with Mrs. Brennan.
- **Personalize the situation.** Ask the students if they think it's important to ask for advice about important decisions. Find out who they ask for advice when they have to make a decision.
- **Focus on selected items.** Remind the students that Yon Mi was one of Mrs. Brennan's students. Elicit what kind of decision Yon Mi might be discussing with her.
- **Set the listening task.** Tell the students to listen, keeping the conversation covered. Put the following questions on the board: *What question does Yon Mi ask Mrs. Brennan? What did Yon Mi decide to do?* Play the cassette once or twice while the students take notes.
- **Check the listening task.** Ask the students for their answers to the listening questions. (*If Mrs. Brennan was 100 percent sure when she married Mr. Brennan. To go back to Korea and marry her fiancé, Han.*) If necessary, play the cassette again as the students read the conversation. Ask what Yon Mi's friends' reaction was when she told them about her decision. Encourage the students to refer to specific lines of the conversation.
- **Engage the students in pair work.** Ask for a volunteer to read the discussion questions aloud. In pairs, the students give their opinions about Yon Mi's decision. Remind the students to support their opinions with reasons. After they have discussed Yon Mi's decision, the partners tell each other about their own most important decisions.
- **Circulate and monitor progress.** As the students express their opinions, encourage them to ask each other for their reasons. Also encourage them to ask follow-up questions about their partners' decisions. As a class, recap the discussion about Yon Mi. Ask volunteers to tell the class about their own decisions. Inquire whether other students have had to make similar decisions.

1 Yon Mi is getting ready to leave. ▶ Listening ▶ Speaking ▶ Reading ▶ Writing

- Read the instructions aloud. Ask volunteers to read the list of things that Yon Mi needs to do before she leaves. Write and ask *What is Yon Mi going to do first?* Elicit *She's going to buy a plane ticket.* Write the response on the board. Then ask what she is going to do next. (*Answers will vary.*) Point out that there are many possible answers. Write the students' suggestions on the board.
- **Pair.** Read the instructions aloud. Within each pair, assign one student to be Student A and the other to be Student B. Tell all Student A's that they will schedule the first four items on Yon Mi's list. Tell Student B's to schedule the last four items on Yon Mi's list.
- Tell the students to decide when Yon Mi will do each of the tasks, and to fill in the calendar accordingly. Point out that they will have to consider the logical order in which these tasks might occur. Remind them not to show their calendars to their partners. Circulate and monitor the task.
- Tell the students that they will now compare the information on their calendars by asking and answering questions about Yon Mi's schedule. Ask two students to model the activity by reading the example question and answer aloud. Point out that the students' answers should include the date as well as the day of the week.
- Remind the students to use their listening and speaking skills to accomplish the task and not to show their calendars. Point out that they may need to change their calendars based on their partner's information.
- Circulate and monitor for correct use and pronunciation of *is going to*. Recap by having the pairs tell the class about Yon Mi's plans. (Example: *First, she's going to buy a plane ticket on Monday, September 18. Then she's going to buy gifts and return her books to the library on Tuesday, September 19.*) Note: Answers will vary but should not contain logical inconsistencies.

2 I'll get the traveler's checks.

▶ Listening ▶ Speaking ▶ Writing

- Read the instructions aloud. Ask for volunteers to read the sample sentences. Tell the class that you will play the cassette twice. Suggest that they just listen first, then take notes when you replay the cassette. Stress that they do not have to write complete sentences while they listen.
- Play the cassette twice (or three times if necessary). Give the students time to complete their notes before going over the answers as a class. If they missed some of the information, play the cassette again and let them add to their notes.
- **Pair.** Read the instructions aloud. Tell the students that they have seven to ten minutes for the activity. Remind them that they should both have a chance to discuss their plans. If possible, have all of the students report their partners' plans to the class. If your class is large, ask each student to tell only two or three things his or her partner is going to do.

Grammar Note: Both *will* and *be going to* can be used to make predictions about the future. In statements about future actions, *be going to* is used for general plans, while *will* indicates a willingness or a strong promise to do something.

Expansion: In class or as homework, ask the students to write one or two paragraphs describing their plans for the coming weekend. Encourage them to provide as many details about their plans as possible, such as who they will be with and where they will be.

Answers

(*Wording may vary.*) Mrs. Brennan will pick up the plane tickets, label everything for the garage sale, and call the telephone company to stop service. Mr. Brennan will go to the doctor for a physical, renew his passport, go to the bank to buy traveler's checks and close their accounts, and go to the bookstore to buy books about the Middle East.

3 You must take off your shoes!

► **Listening** ► **Speaking**

- Tell the students that you might visit their countries one day. Ask what you have to do if you visit someone's home in their countries. Also elicit things that you must not do when visiting. Invite comparison of different social norms. In a monocultural class, elicit what things visitors should know about polite behavior when visiting a private home in their country.
- Choose three students to read the sample sentences aloud. As each sentence is read, elicit its meaning. Ask individual students which rule is true in their countries. Direct the students' attention to the illustrations of social behaviors, and ask a few students about each behavior: *Yuichi, what about taking off my shoes when I visit someone in Japan? (You must take off your shoes.)* Check for understanding of the modal phrases as necessary: *When I visit Yuichi's house, will I have to take off my shoes?*

Note: *Have to* and *must* both indicate an obligation or required behavior. *Don't have to* is used for behaviors that are acceptable, but not required. *Must not* refers to a behavior that is forbidden. If necessary, review and practice the meaning of these modals before continuing with the activity.

- **Group.** Divide the class into groups of three or four. If possible, each group should be made up of students from the same country or countries with similar social customs. Read the instructions aloud. Instruct them to write a rule about each social behavior in the illustrations. Tell them to also write three or four additional rules that a visitor should know.
- If possible, have each group write its rules on the board and label them with the name of the country or countries they pertain to. Each group should then present its rules to the class. Give the class a chance to ask follow-up questions about the rules of that country.

4 Hear it. Say it.

► **Listening** ► **Speaking**

- Write *I'll make many friends* on the board. Ask the class what the contraction *I'll* means (*I will*). Point out that it is common to use this contraction in spoken English.
- First, ask the students to listen as you play the cassette once. Then, ask them to repeat each phrase after they hear it. (Play the cassette, stopping after each sentence, or read the sentences aloud while the students repeat.)

- **Pair.** Instruct the students to practice pronouncing the sentences with their partners. Remind the students to help each other with their pronunciation. Review by asking each student to read one of the sentences in the activity aloud.

5 I hope I'll make many friends.

► Speaking ► Reading

- Read the title aloud. Elicit the meaning of *hope* (*want something to happen*). Write the example sentences on the board. Read them aloud, asking the class to repeat each one. Help with the pronunciation of *I'll* as necessary. Remind the class that it is perfectly acceptable to say *I will*, but native speakers usually say *I'll*.
- Underline *I'll* and *I won't* in the example sentences on the board. Elicit the meaning of each phrase (*I will*; *I will not*). Cover the words *I hope* in the example sentences and ask the students what tense the remaining clause is (future tense: *I'll make a lot of friends*; *I won't fail* the class). Point out that one way to use the word *hope* is with a complete clause in future tense.
- **Pair.** Read the instructions aloud. Elicit the meaning of *waste my time* (*use my time poorly*). In pairs, the students decide which things they hope they will and will not do during the semester. Each pair should add two things to the list, indicating whether they hope they will or will not do them.
- Recap by asking the class about some of the items in the activity. Then ask the class what other things they hope for.

6 I hope you'll be lucky together.

► Reading ► Writing

- Read the instructions aloud. Ask individual students to read each of the notes to Yon Mi. Write *I hope* on the board, and ask the class which sentences on the card begin with *I hope*. As they answer, write each of these sentences on the board. Elicit the patterns of the sentences (*I hope + subject + future*; *I hope + subject + can + verb*; *I hope + infinitive*). Draw the students' attention to Ivan's sentence *I hope to see you again soon*. Ask the class: *Who is the person that will see?* (Ivan) Point out that when we use *hope* with an infinitive, the person who hopes is the same person who will do the action in the future.
 - **Pair.** In pairs, the students write three more farewell sentences using *hope*. If you wish, you can instruct them to use each of the sentence patterns once. Ask each pair to write one or two of their sentences on the board. If corrections are necessary, elicit them from the class.
- Expansion:** Have the students write a short essay about their hopes for the future. You can specify the time frame or let the students decide it individually. Prior to collecting the essays, have the students read their essays aloud to the class or in small groups. Encourage the other students to ask follow-up questions for more information.

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

Lesson 3

WARM UP

- Ask the class how they use English in their daily lives: *Do you speak English when you go shopping? On the telephone? Do you listen to the radio in English?* Write their responses on the board.
- As a class, brainstorm ways the students could use English more frequently in their everyday lives. Remind the students that “using English” doesn’t just mean speaking English. Elicit ways the students could integrate more English reading, writing, and listening into their lives.

PRESENTATION

The Colorful Years

- **Set the stage.** Instruct the class to look at the picture and describe the situation. Encourage them to describe the specific activities that the students are involved in.
- **Personalize the situation.** Ask your students whether any of them use computers at school, at home, or at work. Ask for specific details of what they use computers for. Write their responses on the board.
- **Focus on selected items.** Write the following on the board and elicit their meanings: *the Internet, e-mail, online magazine, computer application, global village.*
- **Set the reading task.** Write on the board: *What is “The Colorful Years”? How do the students at Lincoln High School use technology? How does this help them improve their language skills?* Ask the students to read the article and write down specific information in note form for each question. Encourage the students to read the article without using their dictionaries. Reassure them that after they read, they will have a chance to ask about unfamiliar vocabulary.
- **Check the reading task.** Elicit or provide meanings for any unfamiliar vocabulary. Whenever possible, help the students guess the meaning of unknown words or expressions using contextual clues. Ask the students for their responses to the reading comprehension questions. Write them on the board.
- **Engage the students in pair work.** Read the discussion questions aloud. In pairs, the students talk about different ways that they learn language.
- **Circulate and monitor progress.** Encourage the students to think about which ways of learning are most effective. Recap the discussion as a class, writing the students’ ideas on the board. Ask the class which of the language-learning strategies they have tried or would like to try.

1 He gets up at 6 o'clock and goes to school at 7 o'clock.

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

- **Pair.** Instruct each partner to be Partner A or Partner B. Read the activity instructions aloud. Elicit the meaning of *weekday* and *weekend*. Reinforce that all Partner As will ask about Martin's weekday schedule, and all Partner Bs will ask about Martin's weekend schedule.
- Ask two pairs of students to read the sample questions aloud. Elicit other questions that the students can ask. (*What does Martin do in the evening? Does he watch TV on the weekend?*)
- Instruct the students to take notes about Martin's schedule as they talk to their partners.

After they have exchanged information, they can check their notes with Martin's schedule in the Student Book.

- Recap with a round-robin classroom discussion, where the students ask and answer in a chain around the room. The first student asks the second student a question about Martin's schedule. The answering student then asks his or her neighbor the next question. Continue until all the students have had a chance to speak. To make the discussion more challenging, give each student a prompt (*What, When, Does*) with which to begin the question.

2 Martin gets up at 6, and I do too.

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

- Write on the board: *Martin gets up at 6, and I do too*. Ask what *I do too* means in this sentence (*I get up at 6 also*). Elicit that both clauses are affirmative, and that *and* shows that both people do the same thing. Repeat with *Martin doesn't get up at 9, and I don't either* (both clauses are negative).
- Practice the structure with information about your students. Write a sentence that you know to be true on the board, for example: *Isabel speaks Spanish*. Call on a student who can agree with the statement, and ask him or her to complete the sentence: *Isabel speaks Spanish, and I do too*. Repeat with a negative statement.
- Write on the board: *Martin reviews his lessons, but I don't*. Ask why we use *but* in these sentences (*to show contrasting information*). Practice by asking the students to make a few statements about themselves and their classmates (*Anna speaks German, but I don't*).
- Instruct the students to fill in the chart with their weekday and weekend activities. Circulate and make sure that each student provides enough detail to make the activity interesting.

- **Pair.** Tell the students to compare their schedules with their partners' schedules and make statements that describe the differences and similarities (*I get up at 8, and you do too*). Recap with a class discussion.
- Instruct the students to write sentences comparing their schedules with Martin's. Recap by asking each student to write one sentence on the board. You may also wish to collect their papers for review and comment.

Expansion: Ask the students to write a short essay comparing their lifestyles with Martin's. Elicit adjectives that could describe Martin's lifestyle and write them on the board. You may also want to review the comparative forms of adjectives. Depending on your class, you may want to review paragraph structure, including topic sentences, details, and support. This essay could be two paragraphs (*Martin's lifestyle; my lifestyle*) or four (*introduction; Martin's lifestyle; my lifestyle; conclusion*).

3 High school enrollment is compulsory. ▶ *Listening* ▶ *Speaking* ▶ *Reading*

- Read the instructions aloud. Ask volunteers to read each statement aloud. Elicit the meaning of each statement. Write new vocabulary words, their parts of speech, and their definitions on the board (*attend, verb; middle school, noun; enrollment, noun; compulsory, adjective*). Practice pronouncing the new vocabulary.
- Ask the students to predict which country each statement refers to. Point out that a statement may apply to both Taiwan and the United States. Play the cassette twice, while the students mark their answers. Review the answers as a class, playing the cassette again if necessary.

Answers

Checkmarks appear in:

1. Taiwan, United States
 2. United States
 3. Taiwan
 4. Taiwan, United States
 5. United States
 6. Taiwan
- **Pair.** If possible, ask the students to find a partner from a different country. The students compare the educational systems of their countries. Instruct them to also discuss what they like or don't like about their systems. Remind them to support their opinions with reasons.

4 My partner doesn't study in the library, and I don't either.

▶ *Listening* ▶ *Speaking* ▶ *Reading*

- Read the instructions aloud. Elicit the meaning of *leisure activities (things you do in your free time)*. Instruct the students to complete the questionnaire. Circulate and help with meaning if necessary.
- **Pair.** Ask the students to interview a partner using the questionnaire (this is preferable to just

showing each other their answers). They can take notes about their partners' answers. After they have finished, ask a few pairs to tell the class what similarities they discovered. Then ask a few other pairs to report their differences. If possible, have all the students report at least one comparison.

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

6 Wrap Up

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

Note: Assigning group roles is often very helpful in activities such as this one. Each group chooses a Manager or Group Leader, a Secretary, a Reporter, and, if there are four students in a group, a Time-keeper. Although the Reporter has the primary responsibility for telling the class about the group's discussion, all the group members can assist with that task. Remind the Secretaries that their notes must be clear so that the Reporters can use them when they report to the class. Emphasize that all the group members must contribute to the group discussion, no matter which role they have.

- Read the activity instructions and the descriptions of the college requirements aloud. Elicit the meanings of any new vocabulary

(opportunities, criteria). Ask the students which description is most like their own countries.

- **Group.** Divide the class into groups of four and instruct them to choose their roles. Give the groups a time limit for their discussion. Since this activity has many discussion questions, you may want to allow twenty minutes or more. If you are short on time, you may assign each group a specific discussion question.
- Recap the discussion as a class, asking one or two of the groups to report their opinions on the first question before moving on to the second question. Encourage the groups to express agreement or disagreement with the statements of the other groups.

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

STRATEGIES FOR SUCCESS

1. **Warm Up.** Explain (for EFL/monolingual classes, in the students' native language) that:
 - a. these strategies are designed to help each person to become a more successful learner.
 - b. the strategies help students to practice certain techniques **outside of the classroom**.
 - c. in this unit, the techniques are:
 - (1) practicing a grammar point meaningfully;
 - (2) linking culture and language;
 - (3) setting personal goals.
2. Help each student find a Learning Partner. If you are using your classroom time for this, you can simply pair students as usual. If the students do this after class, then the Partner should be someone who can meet at a mutually agreed-upon time for fifteen to thirty minutes.
3. For Exercise 1, explain the importance of conveying real information while monitoring for a selected grammatical form. Tell them this is an exercise to help them use correct verb forms when talking about real things or events. Give the students a few examples using the past tense of verbs. Demonstrate how partners can correct each other when they make a mistake in grammar or pronunciation.
4. For Exercise 2, explain that sometimes it's helpful to practice a conversation without thinking specifically about a grammar point. This kind of practice helps students to become more fluent. Tell them this conversation may take about five to ten minutes, and that they shouldn't worry about grammar mistakes. Emphasize that they should be focusing on their partner's ideas.
5. For Exercise 3, explain that a journal is like a personal diary, and that it's not always necessary to have perfect grammar in a journal. Make sure the students each have a notebook that is easy to carry. Then, point out the

(continued on next page)

suggestions of possible **goals** that they might write down in their journals.

6. Encourage the students to copy their goals onto a brightly colored card or Post-it™ that they can then put on a bulletin board or some other place as a visual reminder.

7. **Follow up.** Encourage the students to report briefly on their success in following these strategies when they return to class. Save some time for selected reports and questions in the next class.

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* section, 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 this section, 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 improve the most in that skill area. Make sure the students write their responses in their books. They should also 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, Exercise Four. Remind the students to give specific reasons why they liked or disliked the activity.
- 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.

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 each write three sentences about themselves or their classmates using the simple past tense. Recap by having the students read their sentences aloud. Repeat this process with the future tense.
- Next, tell the students to find a partner and exchange their lists of sentences with their partner. Instruct the students to ask their partners questions based on those sentences. The questions can be *Wh-* questions or *Yes/No* questions. The partners can answer using either long or short answers. For example, if Student A writes *I'm going to go to New York this weekend*, Student B can ask *Where are you going to go this weekend?* Student A then answers *I'm going to go to New York*.
- Other grammar points in the Summary can be practiced in a similar manner.
- 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.

Lesson 1, Exercise 5 (p. 4)

I'll see you around!

- After the students complete Exercise 5, brainstorm other expressions that they can use to end conversations. Examples: *I'll give you a call.* (Informal) *I've enjoyed meeting you.* (Formal) Write the students' responses on the board, making corrections as necessary. Practice the expressions as a class, focusing on rhythm and intonation. Make sure the students understand the expressions and whether they are formal or informal. Tell the students to write down the expressions in their notebooks.
- Tell the students that, as an out-of-class activity, they will use at least three of the expressions to end conversations in English. They should make brief notes that include who they spoke to, whether the conversation was formal or informal, and which conversation-ending expressions they used. Some students may also want to note the expression that the other person used, but do not require this part of the activity. You can provide a handout for the students to use for their notes, or they can write their notes on a piece of paper.
- To model the activity, ask two students to role play meeting in the library or other common area, greeting each other, having a short conversation, and then ending the conversation. After they have finished, model the note-taking procedure on the board by asking the class to dictate notes about the conversation. Tell the students how long they have to complete the assignment and whether you will collect their notes.
- When the students have completed the assignment, they meet in groups to compare their experiences using these expressions. Recap with a brief class discussion.

Expansion: Develop similar activity cycles for other conversational strategies, such as beginning a conversation with a stranger, asking for clarification, or interrupting. Each cycle should focus on a single conversational strategy and should include five stages: presenting or brainstorming specific phrases, role-play in class, out-of-class use, note-taking, and reporting back to the class.

WORKBOOK UNIT 1 ANSWER KEY

Lesson 1, pp. 1-3

Exercise 1

- | | |
|---|------|
| 1. T | 4. T |
| 2. F (Miguel's family went to live in Spain while he was in high school.) | 5. T |
| 3. F (Miguel moved back to Venezuela after he graduated from college.) | 6. T |

Exercise 2

- | | | |
|------------------|-----------------|---------------|
| 1. was attending | 4. were waiting | 7. was taking |
| 2. were walking | 5. started | 8. had |
| 3. walked | 6. didn't want | |

Exercise 3

Answers will vary.

Exercise 4

Answers will vary.

Exercise 5

Answers will vary.

WORKBOOK UNIT 1 ANSWER KEY

Lesson 2, pp. 4–6

Exercise 1

Wording will vary.

2. They hope they'll buy a house.
3. His mother hopes he'll get better.
4. Mary hopes she'll be famous.
5. The man hopes he'll find a job.
6. The girl hopes she won't fail the test.

Exercise 2

Wording can include either *am going to* or *will*.

1. I will use a monolingual dictionary.
2. I'm going to read novels and magazines in English.
3. I'm going to keep a daily journal in English.
4. I will speak more in class.
5. I am going to find a pen pal.
6. I will make a list of new words.
7. I'm going to do all of my assignments.
8. (Answers will vary.)

Exercise 3

Answers may vary. Preferred responses:

Yes, I am. I'm going to speak English to classmates who are from my country.

No, I'm not. I'm not going to write the meaning of new words in my native language.

No, I'm not. I'm not going to be quiet in class.

No, I'm not. I'm not going to try to memorize all the grammar rules.

Exercise 4

Answers will vary.

3. They don't have to ship their furniture.
4. They have to learn Turkish.
5. They must buy plane tickets.
6. They have to rent a house in Turkey.
7. They must learn about the new culture.
8. They don't have to sell their house.

Exercise 5

Answers will vary.

WORKBOOK UNIT 1 ANSWER KEY

Lesson 3, pp. 7–9

Exercise 1

Answers will vary.

- | | | | |
|-------------|-------------|------------------------|------------|
| 1. gets up | 6. walks | 11. rang | 16. went |
| 2. takes | 7. lives | 12. called/was calling | 17. looked |
| 3. eats/has | 8. goes to | 13. talked | |
| 4. reads | 9. studies | 14. missed | |
| 5. leaves | 10. ate/had | 15. arrived | |

Exercise 2

- | | |
|--|---|
| 2. Martin doesn't learn correct pronunciation by looking up the phonetic symbols in the dictionary. | 4. Martin takes an active role in class. He asks questions, takes risks, and is prepared to try new things. |
| 3. Martin doesn't write the words he wants to remember in a notebook and then look at them whenever he has a spare moment. | 5. Martin organizes his vocabulary lists by topic. |
| | 6. Martin doesn't translate everything into his native language. |

Exercise 3

Answers will vary.

Exercise 4

- | | | |
|--|--|---|
| 3. and Buena Vista doesn't either. | 5. and Buena Vista does too. | 8. but Buena Vista does. |
| 4. but the Golden Palace and the Gondola do. | 6. but the Gondola doesn't. | 9. but the Golden Palace and Buena Vista don't. |
| | 7. and the Golden Palace and the Gondola do too. | 10. and the Gondola doesn't either. |