

# UNIT 2

## Overview

### TOPICS

- Beginning classes in a new program and a new country
- Getting acquainted
- Appropriate classroom behavior
- Cultural differences

### COMMUNICATION GOALS

#### Listening and Speaking

- Listening to a conversation for details
- Listening, taking notes, and comparing information
- Giving instructions
- Expressing understanding or lack of understanding
- Describing an embarrassing situation
- Making introductions
- Expressing agreement or disagreement
- Listening to and role-playing a request for assistance in a problem situation

### GRAMMAR

- Modals: *can, may, should, ought to, must, and must not*
- Present perfect with *since* and *for*

#### Reading and Writing

- Writing a paragraph
- Writing a dialog for a role-play
- Making inferences and drawing conclusions about pictures
- Making and posting a list of helpful classroom behaviors

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, and speaking

##### **Thinking Skills**

Creative thinking

Problem solving

Seeing things in the mind's eye

Knowing how to learn

##### **Personal Qualities**

Responsibility

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

Teaches others new skills

Exercises leadership

##### **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

0.1.5 Identify or use appropriate classroom behavior

0.1.6 Clarify or request clarification

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**

7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks, and setting and following an effective schedule

7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals

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

7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize

7.2.5 Evaluate a situation, statement, or process, including assembling information, providing evidence, making judgments, examining assumptions, and identifying contradictions

7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination

7.4.1 Identify or utilize effective study strategies

7.5.6 Identify or use strategies for communicating more successfully

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

# Lesson 1

## WARM UP

- Ask the class what they did when they first came to your school. If they came from another country, how did they get to your school? How did they find housing? Were there special welcoming activities for new students?
- Divide the class into groups of three or four, mixing new students with returning students if

possible. Ask them to write down four or five suggestions for new students. Encourage them to give specific advice about things new students should do, places they should go, and activities they should participate in. Have each group write its suggestions on the board and read them aloud.

## PRESENTATION

### *Let's get to know each other.*

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the location and to guess who the people in the illustration might be. Tell the class that they will hear a conversation between Tony, a returning student, and Jacques and Sofia, new students at the World Language Center.
- **Personalize the situation.** Ask the class how they meet new people. Have they met new people at your school? How and where did they meet them? Write their responses on the board.
- **Focus on selected items.** Prior to doing this section, listen to the cassette to familiarize yourself with how the expressions are pronounced in context. Point out that this conversation contains many short expressions that native speakers use in casual conversation. Write the following expressions on the board and pronounce them with the students: *Excuse me; Oh, yeah; Uh-huh; So; Huh?; Sure; By the way; Not bad; Hey.* Ask the class to guess the meanings or functions of these expressions. Write their responses on the board. If the students are not familiar with the expressions or are unsure of the meanings, reassure them that listening to the conversation will help them understand the expressions.
- **Set the listening task.** Write the following on the board: *How long has Tony been a student at the Center? What does he say about his English*

*skills? What does he say about the school program?* Specify whether the students should listen with the conversation covered or uncovered. Play the cassette twice, while the students listen and take notes.

- **Check the listening task.** Ask the students for their answers to the listening questions. Write their responses on the board. Inquire whether Tony likes or dislikes the World Language Center. Ask the students how they know what his opinion is.
- **Play or read the conversation aloud with pauses.** Focus pronunciation practice on using correct intonation and pausing with the expressions you discussed previously. As you practice each expression, review its meaning or function, adding to the notes on the board if necessary. Have the students practice the conversation in pairs (one student can play both Jacques and Sofia). Circulate and help with pronunciation.
- **Engage the students in pair work.** Read the pair discussion questions aloud. Emphasize that these questions pertain to the students' own cities. In pairs, the students compare their experiences starting conversations with strangers.
- **Circulate and monitor progress.** As the students answer the discussion questions, encourage them to provide specific details of their experiences. Recap the discussion as a class.

## 1 Haven't I seen you somewhere before? ▶ Listening ▶ Speaking ▶ Writing

- Read the listening instructions aloud. If you have a world map in your classroom, ask for volunteers to point out each of the countries in the activity. Elicit the kind of notes that the students might write on the chart (*native country; has never visited; has visited*). Play the cassette two or three times while the students listen and take notes.
- **Pair.** Tell the students that they will check their answers by asking and answering questions about Tony and Jacques. Ask for volunteers to read the example questions and answers. Elicit the meaning of *Has he ever . . . ?* (*Did this happen at any time in his life?*) Elicit the name of this tense and how it is formed (*present perfect; have/has + past participle*). Remind the students to use their speaking skills to compare their answers instead of showing each other their notes.
- While the students are checking their answers, draw the chart on the board. Ask each pair to tell you one fact about Tony or Jacques. If necessary, replay the conversation.

### Answers

**Tony:** has never visited Venezuela; was in Argentina when he was a baby; has never been to France; has visited his mother's family in Spain.

**Jacques:** has visited Venezuela; has never visited Argentina; his native country is France; has been to Spain.

- **Pair.** The partners then tell each other about their own travels. Ask two students to model the activity by reading the example questions and answers aloud. Elicit that one way we use present perfect (*Have you ever . . . ?*) is to ask whether an event ever occurred at any time in the past (*when* it occurred is not important). When we give details about the event, we use the simple past. Following the discussion, ask several students to tell the class about their partners' travels.

## 2 We've got a lot in common.

▶ Listening ▶ Speaking ▶ Reading ▶ Writing

- **Pair.** Read the instructions aloud. Elicit the meaning of *to have something in common* (*to have the same experience*). Read the cues aloud, and elicit the meaning of *octopus* and the location of Australia.
- Model the activity by directing the class's attention to the first cue. Ask several students *Have you ever made a snowman?* Elicit both positive and negative responses (*Yes, I have/Yes, I have made a snowman; No, I haven't/No, I have never made a snowman*). Write the responses on the board.
- Remind the students to use the past participles of verbs when they write their additional ques-

tions in the chart. Circulate and help with these forms as necessary.

- **Pair.** Ask the students to interview their partners and mark the items that they have in common. Ask each pair of students to tell the class what they have in common. Encourage them to use the structures they learned in Unit 1, Lesson 3. Elicit or provide example sentences of *and . . . too* and *and . . . not either* using present perfect. (*I have traveled in Australia, and Marco has too. I have never eaten octopus, and Tom hasn't either.*)

### 3 Sofia has lived in the United States for about a year. ▶ Reading ▶ Writing

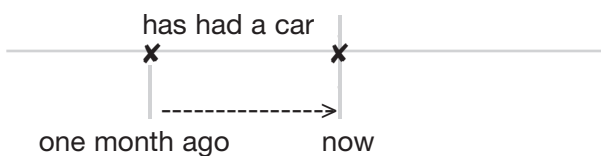
- Ask for volunteers to read the example sentences in the first column. Ask the class what verb tense is used in these sentences (*simple past*). Ask the class what the time expressions in these sentences are (*in June; one month ago; last spring*). Write *simple past* on the board and list these expressions below it. Elicit that each sentence uses simple past because it describes a completed action that happened *at a specific time in the past*. It does not continue to the present. Draw a diagram to illustrate:



- Practice simple past with time expressions by asking several students questions beginning with *when*: *When did you come to this country? When did our class begin today?*

**Grammar Note:** There are several uses for the present perfect. In Exercises 1 and 2, it is used to describe completed actions that occurred *at an unspecified time in the past*. Exercise 3 uses present perfect to describe actions that *began in the past and continue up to the present*.

- Ask for volunteers to read the example sentences in the second column. Ask what tense is used (*present perfect*). Ask what the time expressions are (*since June; for one month; since last spring*). Write *present perfect* on the board and list these expressions below it. Elicit that these sentences refer to a period of time that *began in the past and continues up to the present moment*. Draw a diagram to illustrate:



- Practice present perfect with time expressions by asking the students: *How long have you been a student? How long have you worn glasses?*

- Direct the students' attention to the sentences *Sofia bought a car one month ago* and *Sofia has had a car for one month*. Point out that many times both simple past and present perfect can express a particular meaning, but the correct time expression must be used.
- **Pair.** Read the instructions aloud. Ask for volunteers to read the time expression in each cue. Tell the students that they must use either simple past or present perfect, depending on the time expression. The students can either write their sentences together, or write individually and then compare their sentences.
- Ask several students to write their answers on the board. Compare the time expressions in answers 2 and 5. Point out or elicit that *since* can be used with a noun phrase (*since last year*) or with a complete past tense clause (*since she arrived in Riverside*).

#### Answers

2. Sofia has not seen her parents since last year.
3. Sofia moved to California last spring.
4. Sofia has lived with her aunt and uncle for four months.
5. Sofia has met new friends since she arrived in Riverside.

**Grammar Note:** A time expression beginning with *for* (*for four months*) can also be used with simple past if the time period began *and ended* in the past. In this activity, the meaning of sentence 4 is that Sofia is still living with her aunt and uncle at the present time, so present perfect must be used in the answer.

## 4 I have owned my car for a few years.

► Reading ► Writing

- Direct the students' attention to the first picture. Ask for volunteers to read the cue and the two example sentences. Elicit that both sentences use present perfect. Ask what the time expressions in the sentences are (*for a few years; since 1998*). Elicit that we use *for* with a period of time and *since* with a specific time or point in time. Brainstorm other time expressions that begin with *for* and *since* (*for five minutes, for a week, since 3:00, since last year*). Write the responses on the board.
- Read the instructions aloud. Remind the students to write two present perfect sentences: one using *for* and one using *since*.
- Ask for volunteers to write their sentences on the board. Check the answers as a class. Ask if

any of the students have different answers. If so, ask them to read their answers aloud.

### Answers

(Wording may vary.)

2. Yumiko has had a camera for (three) months. Yumiko has had a camera since last spring.
3. They have been married for two months. They have been married since May.
4. He has had a puppy for three days. He has had a puppy since (Monday).

## 5 Word Bag: Expressing Understanding

► Listening ► Speaking

- With the students' books closed, introduce the topic by reminding the class that part of being a good conversation partner is knowing how to express whether you understand what the other person is saying. Point out that it is also important to find out whether the other person understands you.
- Ask the students how they can tell someone that they understand what he or she is saying. Write their responses on the board. Then brainstorm expressions that the students can use to show that they *don't* understand. Also write these on the board. Finally, elicit questions that the students can ask to find out if another person understands what they mean or what they are saying.
- Ask the students to open their books. Draw their attention to the example box and explain that many times we use idioms to talk about understanding. Practice the expressions as a class, focusing on natural rhythm and intonation. Point out that we use these expressions frequently during a conversation, especially when someone is explaining something to us. It is typical not to wait until the end of the conversation to use these expressions. In fact, expressing understanding during a conversation is one way to show interest in what the other person is saying, and it is not considered an interruption.
- **Pair.** Read the pair work instructions aloud. As you explain the activity, use the expressions for checking understanding and elicit appropriate responses from the class. Give the students a moment to think of the topics they want to discuss with their partners. Ask for two volunteers to model the activity.
- Circulate and observe while the students complete their conversations. Recap the activity by telling the class specific ways you observed them successfully checking understanding and expressing understanding or lack of understanding. Ask the students when they can use these expressions in their daily lives (*in class, asking for directions, explaining a problem*).

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

# Lesson 2

## WARM UP

- Ask your class what they think the qualities of a good student are. Also brainstorm a few characteristics of a good teacher. Keep this preliminary discussion brief, so that the students will have ideas left to share with their groups.
- Divide the class into groups of three or four. Tell half the groups to write down the qualities of a good student. The other groups list the qualities of a good teacher. This is a quick brainstorming session, and the students should just make brief notes, not complete sentences. After the groups have brainstormed, they write the five most important qualities from their lists on the board. Compare the lists as a class.

## PRESENTATION

### *Nice to meet you, Mr. Robinson.*

- **Set the stage.** Direct the students' attention to the illustration. With the class, identify Nelson, Lynn, and Ivan. Tell the class that the World Language Center students want to meet their new teacher before class starts.
- **Personalize the situation.** Ask the class whether they met any of their teachers before classes started. What did they or their teachers say when they introduced themselves? Did the teachers introduce themselves with titles such as Dr., Ms., or Mr. and a family name, or did they give their first names?
- **Focus on selected items.** Elicit the expressions that people use to introduce themselves. (*My name is . . . ; I'm . . .*) Ask the class what they should say when people introduce themselves. (*It's nice to meet you; How do you do?*) Finally, elicit ways to introduce one person to another. (*I'd like you to meet . . . ; This is . . .*) Write examples of each type of expression on the board.
- **Set the listening and reading task.** Write the listening questions on the board: *Why does Ivan apologize? What does Mr. Robinson say? (Because he said Mr. Robinson was "old." He says, "Don't worry about it.")* Instruct the class to read along while they listen to the conversation. Play the cassette twice.
- **Check the listening and reading task.** Ask the class for their responses to the listening questions. Write their responses on the board. Ask the class how Ivan felt when he realized his mistake.
- **Read selected phrases aloud.** Point out that this conversation contains many expressions of introduction. As a class, practice the section of the conversation that contains these expressions (from *I'm Jerry Robinson* through *Well, nice to meet you all*). Concentrate on natural intonation. Then have the students practice this part of the conversation in groups of three. If possible, have each group perform for the class. (Ask a volunteer from another group to play the part of Lynn, who does not speak during this excerpt.)
- **Engage the students in pair work.** Read the discussion questions aloud. Remind the students to provide specific details during their discussions.
- **Circulate and monitor progress.** As you circulate, make mental notes of the various types of situations that the students are describing. After the pairs have finished their discussions, make a list on the board of the types of situations the students encountered (*breaking cultural rules unintentionally, not understanding signs in public places, etc.*). Ask for volunteers to tell the class about their embarrassing moments and what they did afterwards. Encourage the class to discuss what they would do in similar situations.

## 1 My name's Mr. Robinson.

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

- Read the instructions aloud. Ask the students what information the chart provides about each student and what they will need to listen for (example: *One student is from Brazil, but we don't know his name or what he likes to do*). Remind the class that they have "met" these students before. Elicit any information that they might remember (allow them to refer to previous activities in the book). Tell them to fill in this information in the chart, and to check their answers as they listen for the other missing information.
- Tell the students that they will hear the conversation three times. Suggest that they just listen during the first listening and take notes during subsequent listenings. Elicit that *taking notes* means writing down only the most important information, not complete sentences. Tell the students not to worry about how to spell the characters' names; they can guess the spelling based on what they hear. Between listenings, give the students a few minutes to finish writing their notes.

- Draw the chart on the board or use a transparency to go over the answers as a class. If necessary, play the cassette again to verify the answers.

### Answers

Tony Silva, loves parties and adventures; Sofia Mansoor, Syria; wants to improve her English and enter a university; Nelson Balewa; France, likes camping and hiking and being out in nature; Russia; Oscar Garcia, likes to read and loves soccer, likes to walk on the beach; Gina Poggi, Italy.

- **Group.** Ask a volunteer to read the group work instructions aloud. Divide the class into groups of three so that they can take turns introducing themselves and each other. The students should stand during these introductions and use appropriate expressions. They can also shake hands if they wish. Ask a few groups of students to perform their introductions for the class.

## 2 You shouldn't eat in class.

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

- Ask for volunteers to read the instructions and classroom rules aloud. Remind the students to explain why they agree or disagree with a rule.
- **Group.** Divide the class into groups of three or four. Remind them to decide who will be the Manager, Secretary, Reporter, and Time-keeper. Give the groups a time limit for their discussion of classroom rules.

- Recap the activity by going over the rules one at a time. Ask all the groups to comment on one rule before moving on to the next rule. If you don't have time to go over each rule with each group, you can poll the groups by asking for Reporters to raise their hands.

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### 3 Can we speak our native language in class?

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

- Read the instructions aloud. Elicit the meaning of *appropriate classroom behavior* (things that are okay to do in the classroom). Ask for volunteers to read the example sentences aloud. Prompt each reader with either *can* or *may*. Elicit the meanings of *can/may* (it is permitted), *can't/may not* (it is not permitted, it is forbidden), and *should* (very strong advice).
- Give the students a few minutes to read the prompts and then add two of their own. Invite the class to ask you about appropriate classroom behavior and classroom rules. Allow the students to take the initiative in this discussion,

as if they were interviewing you. If some of the students are reluctant to participate in the question-and-answer process, invite them to ask questions based on the prompts they wrote for numbers 9 and 10.

- **Pair.** Read the instructions aloud. Tell the pairs to check their understanding of what you said by asking each other questions. Following the pair activity, ask the class what additional questions they have about your expectations. Check for comprehension by asking the students about specific classroom behaviors.

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### 4 A good English teacher ought to . . .

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

- Remind the class that they discussed the qualities of good students and teachers during the Warm Up of this unit. In this activity, they will continue that discussion. They will also write a brief paragraph explaining their opinions.
- Draw the students' attention to the illustrations. Ask them to describe what each illustration tells them about Mr. Robinson. Ask whether they think these characteristics are important for a good teacher.
- **Pair.** Read the pair work instructions aloud. Demonstrate by asking one student which characteristic he or she thinks is the most important. Write 1 on the board, followed by the characteristic. Ask the same student which characteristic is the next most important. Write 2 on the board, followed by the characteristic. Emphasize that only one characteristic will be number 1, only one will be number 2, and so on. Tell the students that they do not have to

agree with their partners' opinions about the characteristics. They should, however, give reasons for their own opinions.

- Recap the discussion as a class. Take a class vote for the three most important characteristics.
- Read the writing activity instructions aloud. Ask several students to say which characteristic they think is most important and why. Encourage the use of the target structures *should/ought to* and *because + clause*.
- Tailor the specifics of the writing assignment to the needs and abilities of your students. Review paragraph structure (indentation, sentence placement, etc.) as needed. If your class is academically oriented, you may want to extend this assignment to include writing preliminary and final drafts. If this is a short, in-class activity, you can have the students read their paragraphs aloud in small groups prior to handing them in.

## 5 Hear it. Say it.

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

- Draw the students' attention to the questions and answers. Elicit that each question and answer contains either *can* or *can't*. Tell the class that using correct stress is the most important way to let a listener know which of these words you are saying, since the *t* in *can't* is often impossible to hear.
- Tell the class to listen to each question or answer and mark the syllables that have stress. Demonstrate by writing the first question on the board. Play the recording of the first question two or three times. Ask which syllables are stressed and mark them on the board using your preferred method (*I, checks*). Direct the students to mark the same stress in their books. Practice pronouncing the question as a class. Use physical motions such as tapping pencils to reinforce the stress patterns.
- Play the cassette as many times as necessary while the students mark the stressed syllables. Go over the answers as a class.
- Ask the class to describe the rules for when *can* and *can't* are stressed or unstressed. (*Can't* is

always stressed. *Can* is unstressed, pronounced as [kən], except in short answers such as *Yes, I can.*) Practice pronouncing the questions and answers, using physical motion (such as clapping hands) to emphasize the stress.

### Answers

(Stressed words are in boldface.)

1. Can **I** have some new **checks**?  
I can **only** give you **three**.
2. **Can't** I have **more**?  
I **can't** give you **more** than **three**.
3. Can you **tell** us where to **find** him?  
Yes, I **can**.
4. Can you **tell** us the **new** teacher's **name**?  
I **can't** remember right **now**.
5. **What** can I **do** for you?  
You can **tell** us **where** our new **classroom** is.

- **Pair.** Have the students practice the questions and answers in pairs.

## 6 May I help you?

► **Listening** ► **Speaking**

- Read the instructions and the list of items aloud. Elicit the meaning of *change (coins)*. Play the cassette two or three times as the students listen and complete the activity. Go over the answers as a class (*Sofia has a driver's license and a dollar bill*). Ask the class if they remember how Sofia asked for change. (*Can you break this dollar*

*bill for me?*) Write this idiomatic expression on the board and practice as a class.

- **Pair.** Read the pair work instructions aloud. As a class, describe Sofia's problem. In pairs, the students describe similar experiences that they have had and how they resolved them. Recap the discussion as a class.

## 7 Role-play

► **Speaking** ► **Writing**

- **Pair.** Read the instructions aloud. Ask two students to read the example dialog. Remind the class that these role-plays should focus on a problem situation and resolving the problem. Remind the students to use correct stress with *can* and *can't*.
- Ask each pair to tell the class the setting of the role-play before they perform it. Ask the class what other solutions could be found for some of the problem situations.

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

# Lesson 3

## WARM UP

- Draw the students' attention to the lesson goals. Elicit the meaning of *cultural adaptation* (*becoming accustomed to a new culture*).
- Ask the students what cultural traditions or behaviors are surprising to people who come to their countries for the first time. Note their responses on the board. If your students are from many different countries, organize the students' observations by country.

## PRESENTATION

### *When Home Is a World Away*

- **Set the stage.** Instruct the students to cover the conversation. Ask them to look at the illustration and describe the situation. Ask them to guess what cultural difference Nelson might have experienced. Explain that the students will hear Mr. Robinson and Nelson discuss this cultural difference the day after the dinner party.
- **Personalize the situation.** Ask the students what some of the food-related cultural "rules" are in their countries. If necessary, prompt them by asking questions: *In your country, is it polite or impolite to offer food to someone if they say they've eaten enough? In your country, should I refuse a second serving of food even if I'm still hungry?*
- **Focus on selected items.** Direct the students to the illustration of Nelson getting food out of his own refrigerator. Write the expression *raiding the refrigerator* on the board and elicit its meaning.
- **Set the listening task.** Tell the students that they will listen for specific information about what happened at the dinner party. Write on the board: *What did Nelson refuse? Why? Why did Mr. Robinson's behavior confuse Nelson? Suggest that the students just listen the first time you play the cassette, and then take notes during the second listening. Play the cassette twice.*
- **Check the listening task.** Ask the students to compare their notes with those of a partner in order to briefly check their answers. Go over the answers as a class. Ask the class to check their answers against the conversation in the book.
- **Engage the students in pair work.** Read the pair work questions aloud. Remind the class to give specific details, opinions, and supporting reasons when they tell their partners about their experiences.
- **Circulate and monitor progress.** Encourage the students to ask follow-up questions as they listen to their partners' experiences. Recap the discussion as a class, asking for volunteers to tell the class about interesting or difficult experiences they have had with cultural adaptation.

## 1 The Whole Picture

► **Listening** ► **Speaking**

- **Pair.** Read the instructions aloud. Tell the students not to turn to the answer page (page 25) until the class has had a chance to discuss the picture. Give the pairs a few minutes to make guesses about the picture.
- As a class, guess what the picture might be about. Instruct the class to turn to the page 25 for the solution (*the worker is a woman*). Read the discussion questions aloud. Brainstorm a list of

jobs that are traditionally held by men. Write the responses on the board. Ask the students what they think about women holding these jobs. Encourage a variety of opinions, but require the students to provide reasons for their opinions. Remind the class that ideas about “men’s jobs” and “women’s jobs” change with time. For example, in the past, only men were secretaries. Later, secretaries were usually women. Now it is a job that is shared by both men and women.

## 2 He must not be very happy.

► **Reading** ► **Writing**

- Write on the board: *You must not eat in class.* Review the meaning of *must not* in this sentence (*It is not allowed*). Explain that the modals *must* and *must not* have several different meanings and that this activity introduces an additional use of *must*. Direct the students’ attention to the first picture in the activity. Ask a volunteer to read the caption and example answer aloud. Elicit the meaning of the sentence (*We know that Nelson is not happy*). Ask the class why they know that he is not happy (*He got a 55 on his English test, and he looks very unhappy*).
- **Pair.** Read the instructions aloud. Elicit the meaning of *conclusion* (*a decision you make based on what you know*). Draw the students’ attention to the adjective cue in each box. With a partner, the students decide whether each conclusion requires *must* or *must not*, and write a sentence using the adjective cue and the correct modal. Recap by asking for volunteers to write their sentences on the board and read them aloud.

### Answers

(Answers may vary slightly.)

2. She must be tired.
3. They must not be interested.
4. She must be homesick.
5. He must not feel well.
6. He must be lost.

**Expansion:** Ask the students what word they can use to combine the cues and responses in Exercise 2 (*so*). Point out that *so* expresses a logical conclusion or result. Write the first pair of sentences on the board with the word *so* between them. Point out that a clause beginning with *so* is a dependent clause and cannot stand alone. Elicit the punctuation and capitalization changes that are needed when the two clauses are combined (*Nelson got a 55 on his English test, so he must not be very happy*). Ask the students to take out a piece of paper and write down the remaining combined sentences. Remind them to use correct punctuation and capitalization. Ask for volunteers to write the combined sentences on the board.

### 3 They must like jazz.

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

- **Group.** Ask two volunteers to read the instructions and example sentences aloud. Point out that the students will make logical conclusions based on what they observe. Ask the class how to combine the example sentences using *so* (*There are two empty pizza boxes on the table, so they must like pizza*). Divide the class into groups of three or four to complete the activity. Remind each group to assign roles of Manager, Secretary, Reporter, and Time-keeper.
- Recap as a class, asking the Reporters to read their groups' sentences aloud. As a variation, you can have each group write its sentences on the board. Make sure that the dependent clauses are not written as separate sentences. (Example of an *incorrect* answer: *There are a lot of empty pizza boxes. So they must like pizza.*)

**Note:** For instructions for *The Whole Picture*, refer to Exercise 1.

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

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## 5 Wrap Up

► **Listening** ► **Speaking**

- Read the instructions aloud. Direct the class's attention to the caption *When in Rome, do as the Romans do*. Point out that this is a very famous English expression. Elicit the meaning (*If you are in a different culture, act the way the people of that culture act*).
- **Group.** In groups, the students discuss the meaning of the caption and the problem that the man is having (*He doesn't feel comfortable*

*taking off his shoes*). Circulate and encourage the students to give detailed answers regarding what they would do if they were in the man's place. Recap the discussion as a class. Encourage the students to make general suggestions about what people should do if they find themselves in confusing situations due to cultural differences.

**Additional Activity** See Unit 2 Appendix.

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

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## STRATEGIES FOR SUCCESS

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1. **Warm Up.** Review the purpose of the Strategies for Success activities (see Unit 1, page T12). Point out the three different activities for this unit: practicing communication strategies, identifying behaviors for successful language learning, understanding cultural stereotypes.
2. For Exercise 1, remind the students that good language learners help themselves to learn by discovering and developing their own habits as they learn. They go beyond just what their teacher and textbook tell them to do, and they find what works best for them. Point out that the students have already practiced some useful communication strategies, such as expressing understanding, in this unit. Tell them to make a list of some more useful phrases. Give some more examples if necessary.
3. For Exercise 2, point out the classroom behaviors that the students have already looked at in this unit. Now, they will add behaviors that should make them better language learners in the classroom. The students should write these behaviors in their journals. Encourage them also to write their lists on cards or colorful Post-its™ and place them where they can be reminded of them often. If time permits, have the students report back to the whole class. Tell everyone to add to their list any items that were new and that they especially liked. Emphasize the importance of looking at their lists often and making sure that they actually do the things they listed.
4. For Exercise 3, remind the students that this activity is a practical follow-up to Exercise 1 (in which they made a list of useful phrases to show or check for understanding). Make sure the students know what a *stereotype* is by offering some examples familiar to them. Tell them that each partner needs to make sure that he or she understands the other by acknowledging and by asking for clarification.

*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. Remind them that they can use these summaries to review and practice what they learned.
  - Briefly model how to review using the Grammar Summary. Direct the students' attention to the summary boxes for modals of permission and advice. In a round-robin discussion, the students ask each other about classroom behavior or rules using *can*, *may*, or *should*. See page T10 for an explanation of the round-robin discussion.
  - To practice expressing conclusions, ask each student to write a statement about him- or herself. Model by writing your own statement on the board: *I have to go to the dentist next week.*
- Ask the students what they can conclude from your statement. (*You must have a toothache. It must not be an emergency.*) In turn, the students read their statements aloud and the class makes statements of conclusion using *must* or *must not*.
- Other grammar points in the Grammar 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 3, Exercise 5 (p. 26)

#### *Dear Cultural Ambassador . . .*

- In this activity, the students write and respond to questions about cultural differences in the form of an imaginary advice column, *The Cultural Ambassador*.
- Tell your students that many newspapers have advice columns where people can write to the paper and get help with their problems. Inquire whether the students have ever read an advice column. Elicit the kinds of problems people ask about in an advice column.
- Tell the students that they will write letters asking for advice about problems with cultural differences. Point out that these can be real experiences that the students have had, or they can be imagined experiences. The letters should not be long, but they should describe the problem clearly. Tell the class that their letters should begin with *Dear Cultural Ambassador*. Elicit that people who write to advice columnists usually do not sign their real names. Instead they sign their letters with expressions like *Lovesick*, *In need of help*, or *Confused*.
- Ask the students to choose a partner. Tell them that each pair will write one letter asking for advice about a cultural problem. Remind the students to sign their letters with an invented name that relates to their problem.
- Collect the letters and redistribute them so that each pair of students has a letter from another pair. Instruct the pairs to write a response to their new letters, giving helpful advice to the writer. Elicit that the students should start their letters with the writer's invented name and should sign their responses *Cultural Ambassador*. Circulate and assist the students with understanding their classmates' letters if necessary.
- Ask each pair to present its problem and advice to the class. One partner should read the letter they received; the other partner should read the response. If time allows, ask the class for additional advice about each writer's problem.

# WORKBOOK UNIT 2 ANSWER KEY

## Lesson 1, pp. 10–12

### Exercise 1

Wording may vary.

Annie and Tammie have been to Norway.

Jean has visited El Salvador.

1. Annie and Tammie (Norway)

Uzma has been to China.

2. Jean (El Salvador)

Bertha and Juan have traveled to Indonesia.

3. Uzma (China)

### Exercise 2

Answers will vary.

### Exercise 3

1. have caused

3. destroyed

5. have lowered

2. have searched

4. have managed

### Exercise 4

Answers will vary.

### Exercise 5

2. were (have been)

4. has walked (was walking)

6. have tying (tie)

3. have experiencing (have experienced)

5. has not come (did not come)

7. have use (use)

# WORKBOOK UNIT 2 ANSWER KEY

## Lesson 2, pp. 13–16

### Exercise 1

Wording may vary.

- |  |  |   |
|--|--|---|
| 2. Hello, Gina. How are you?<br>Fine, thank you. | 3. My name is Sofia Mansoor.<br>How are you?<br>Fine, thank you. | 4. Yeah, it was great to meet<br>you too. |
|--|--|---|

### Exercise 2

- |                    |                                     |                  |
|--------------------|-------------------------------------|------------------|
| 1. Can/May can/may | 4. can't can                        | 6. Can may       |
| 2. can             | 5. Can/May can't/may not<br>can/may | 7. may           |
| 3. Can             |                                     | 8. Can/May can't |

### Exercise 3

Wording may vary.

- |   |   |                                      |
|---|---|--------------------------------------|
| 1. May I have one of those<br>bottles of ketchup, please? | 3. May I help you?                                | 5. May I leave class early<br>today? |
| 2. Can I leave a message for<br>her?                      | 4. Can you please give me<br>change for a dollar? |                                      |

### Exercise 4

Responses to questions may vary.

- |  |   |  |
|--|---|--|
| 2. Should he wear a cap in<br>class?<br>No, he shouldn't.      | 4. Should he sit on the table?<br>No, he shouldn't.             | 6. Should she put makeup on<br>in class?<br>No, she shouldn't. |
| 3. Should we translate every<br>new word?<br>No, we shouldn't. | 5. Should they wear uniforms<br>to school?<br>Yes, they should. |  |

### Exercise 5

- |   |  |
|---|--|
| 1. The ideal English class should have special characteristics. | 2. First of all, our teacher ought to let us eat whenever we want.<br><br>Next, everyone should get good grades for the effort they put into the work.<br><br>Finally, we should be able to have fun in our classroom. |
|---|--|

### Exercise 6

Answers will vary.

# WORKBOOK UNIT 2 ANSWER KEY

## Lesson 3, pp. 17–19

### Exercise 1

Answers will vary.

1. Alicia Carbajal
2. Mia Jun
3. Giorgio Varsani
4. Wei Li

### Exercise 2

2. must think
3. must not respect
4. must not love
5. must not like

### Exercise 3

2. It must be painting A.  
It must not be painting B.
3. It must be painting B.  
It must not be painting A.

### Exercise 4

Answers may vary.

2. She must be sick.
3. He must not be single.
4. He must be nervous.
5. Her car battery must be dead.
6. He must be late.

### Exercise 5

2. f must
3. h must not
4. a must not
5. g must
6. b must
7. e must not
8. c must