

# UNIT 3

## Overview

### TOPICS

- The generation gap
- Four different generations in the United States
- “The good old days”
- Changing times
- Contributions of senior citizens
- Roles that are traditionally male or female
- Nelson Mandela

### COMMUNICATION GOALS

#### Listening and Speaking

- Checking for confirmation
- Eliciting agreement and disagreement by asking tag questions
- Asking for and giving options
- Listening for chronological order
- Discussing a word definition

### GRAMMAR

- Present perfect tag questions
- *Used to*
- Comparison of adjectives and adverbs
- *Wh-* questions

#### Reading and Writing

- Reading for specific information
- Determining the meaning of new vocabulary from context
- Identifying main ideas
- Making inferences
- Writing an opinion letter
- Writing a definition
- Writing a biographical paragraph

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, and speaking

##### **Thinking Skills**

Decision making  
Problem solving  
Knowing how to learn

##### **Personal Qualities**

Self-esteem  
Self-management

#### ***Competencies***

##### **Information**

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

##### **Interpersonal**

Participates as a member of a team  
Exercises leadership  
Negotiates

##### **Technology**

Applies technology to task

### GENERAL COMPETENCIES / CASAS\*

#### **0 Basic Communication**

- 0.1.2 Identify or use appropriate language for informational purposes
- 0.1.3 Identify or use appropriate language to influence or persuade
- 0.1.4 Identify or use appropriate language in general social situations
- 0.1.6 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

#### **4 Employment**

- 4.8.7 Identify and use effective approaches to working within a multicultural work force, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups

#### **5 Government and Law**

- 5.1.6 Communicate one's opinion on a current issue
- 5.2.3 Interpret information about world history

#### **7 Learning to Learn**

- 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
- 7.4.2 Take notes or write a summary or an outline
- 7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes

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

# Lesson 1

## WARM UP

- Ask the class whether it is important for young people to have older people in their lives. Encourage them to give reasons for their opinions. Ask the students who these important older people might be (*relatives, friends, teachers, elders in the community*).
  - Instruct the students to take out a piece of paper and write the name of one older person who has been important to them. Point out that this should be someone they have known personally.
- Also ask them to write down that person's relationship to them (example: *grandfather, local artist, neighbor*). Next, tell the students to brainstorm for five minutes and write down why the person is important to them. Remind them that it is not necessary to write complete sentences when they brainstorm.
- As a class or in small groups, the students tell their classmates about the important older people in their lives.

## PRESENTATION

### Across Generations

- **Set the stage.** Instruct the students to cover the conversation, look at the illustration, describe the scene, and identify the characters that they know (*Mr. Robinson, Gina, and Tony*).
  - **Personalize the situation.** Tell the class that Gina is telling Tony and Mr. Robinson about some problems she's having with her parents. Inquire whether your students have ever had problems with their parents. If so, what kind of problems did they have? Write their responses on the board.
  - **Focus on selected items.** Read the activity title aloud. Elicit or provide the meaning of *generation* (*a part of the population that is approximately the same age*). Ask the class how many different generations are represented in your classroom (be sure to include yourself).
  - **Set the listening task.** Write the listening questions on the board: *What problems is Gina having with her parents? What is the Generation Gap?* Tell the students to listen to the cassette with the conversation covered. They may take notes if they wish. Play the cassette twice.
  - **Check the listening task.** Elicit responses to the listening questions (*Gina's parents think she spends too much time on the telephone and too much money on clothes; when different generations don't understand each other*). Make notes on the board. Tell the class to uncover the conversation and scan for information to add to the notes on the board. Check for understanding of the expression *Generation Gap*.
- **Engage the students in pair work.** Read the discussion questions aloud. Explain that when someone is able to understand and communicate with a person of another generation, we say that they *bridge the Generation Gap*. Write this expression on the board. Tell the students to answer the discussion questions with their partners. Encourage them to provide examples from their own lives.
  - **Circulate and monitor progress.** After the pairs have answered the discussion questions, ask them to share their opinions with the class. Ask the class what Mr. Robinson means when he says *By the time I reached 20, however, I was amazed how much the old man had learned! (By the time Mr. Robinson was 20, he had matured enough to appreciate his father.)*
- Cultural Note:** Some Americans may affectionately refer to their fathers as "the old man." It does not necessarily mean that the father is very old.

## 1 Senior citizens value hard work.

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

- Read the title and instructions aloud. Elicit the meaning of the verb *value* (*believe that something is important*).
- Ask for volunteers to read the captions aloud. Clarify vocabulary as necessary. Ask the students which generation they belong to.
- **Pair.** Read the pair work questions aloud. Pair the students with someone from another country. Request that the students translate the names, if any, of the generations in their countries. Circulate and assist with word choice if necessary.
- Ask each pair to tell the class the names and characteristics of different generations in their countries. Make notes on the board and label them by country.

## 2 Gina, you haven't been shopping again, have you? ► **Listening** ► **Speaking**

- Read the title aloud. Elicit the name of this type of question (*tag question*). Remind the students that we usually use tag questions to check for confirmation.
  - Ask for volunteers to read the sentences in the example box. Elicit the full forms of the contractions (*we've experienced = we have experienced; she's used = she has used*). Point out that we almost always use contractions in tag questions.
  - Write the sentences from the right column of the example box on the board. (*She's used a computer before, hasn't she? He hasn't used one, has he?*) Elicit the patterns *affirmative statement + negative tag* and *negative statement + affirmative tag*. Label the example sentences accordingly. You can label these *+statement, -tag* and *-statement, +tag* if you wish.
  - Remind the class that the speaker expects agreement with the statement. Elicit agreeing responses and write them on the board (*Yes, she has; No, he hasn't*). Next, elicit disagreeing responses and write them on the board (*No, she hasn't; Yes, he has*). Practice disagreeing with a *negative statement + positive tag* by asking students questions they will have to disagree with: *You haven't studied English before, have you? (Yes, I have!)* *You aren't wearing shoes, are you? (Yes, I am!)*
- Grammar Note:** Tag questions and responses require different auxiliaries, depending on the verb in the statement. If the main verb is *be* or a verb form that has *be* as its auxiliary, use *be* in the tag. If the verb form requires the auxiliary *have*, use *have* in the tag. All other verbs use *do* in the tag. (*Have* as a main verb can take *have* as an auxiliary, but in the United States *do* is more common). When there is a modal in the statement, the tag uses the modal itself or its auxiliary, depending on the modal. Auxiliaries must agree with the subject in number, and the tags must follow the patterns *affirmative + negative* or *negative + affirmative*.
- **Group.** Read the instructions aloud. Ask two students to read the example questions and answers. Ask the class whether the responses show agreement or disagreement (*first: disagreement; second: agreement*). As a class, brainstorm topics the students would like to ask each other about. In groups of three or four, have the students practice asking and answering tag questions about these topics. The members of each group should help each other with the forms as necessary.
  - Recap briefly as a class. Have the students ask and answer tag questions. Following each answer, ask the class whether the response showed agreement or disagreement.

### 3 Hear it. Say it.

► **Listening** ► **Speaking**

- Remind the class that we generally use a tag question for confirmation when we are fairly sure of the answer. Ask the class three or four tag questions where you are sure of the response. (*It's a beautiful day, isn't it? We've learned a lot in class, haven't we?*) Use falling intonation on the tag. Elicit that tag questions that expect agreement use falling intonation. Write one of your questions on the board and draw a downward arrow to illustrate the intonation. Practice the intonation pattern as a class.
- Point out that tag questions can also be used to get real information when the speaker is unsure of the answer. Ask the class a few tag questions using rising intonation. (*You have a brother, don't you? You haven't forgotten your homework, have you?*) Elicit that these "unsure" tag questions use rising intonation. Write an example question on the board with an upward arrow to illustrate. Practice as a class.
- Draw the students' attention to the tag questions in the activity. Read the instructions

aloud. Elicit that a "sure" speaker will use falling intonation and an "unsure" speaker will use rising intonation. Play the cassette twice while the students mark their answers. Check the answers by playing the cassette a third time, stopping after each question. Ask the students to indicate their answers by a show of hands. Verify the answers, then practice pronouncing the questions as a class.

#### Answers

1. sure (falling intonation)
  2. unsure (rising intonation)
  3. unsure (rising intonation)
  4. sure (falling intonation)
- **Pair.** Read the instructions aloud. Ask two students to model the activity. Circulate as the students ask each other questions. Help with the production or interpretation of the intonation patterns.

### 4 The Good Old Days

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

- Ask the students to cover the conversation and look at the title and illustration. Ask the students to make guesses about the age of the photo and provide support for their opinions (*the style of clothing, no television*).
- Write the questions on the board: *Where did Mr. Robinson grow up? About what year was it? (in a small town in the Midwest, near Chicago; about 1950)* Ask the students to read along as you play the cassette. Ask for their answers and write them on the board.
- **Pair.** Read the discussion questions aloud. Instruct the students to listen for what Mr. Robinson says about "the good old days" as you play the tape again. Following the second listening, ask the students to answer the questions with a partner. Encourage them to think about how Mr. Robinson might feel when he thinks about "the good old days."
- Ask each pair to report to the class. As a class, brainstorm other differences between life in the 1950s and today.

## 5 Families used to live in one place for a long time.

► Speaking ► Reading ► Writing

- Ask for volunteers to read the title and example sentences aloud. Elicit or explain that *used to* refers to a situation that no longer exists or a habitual action that no longer occurs. Practice the form by asking the students *What did you use to do when you were a child? (I used to pretend I was a teacher.)*
- Ask the students to describe the activities and people in the illustration. Provide vocabulary as needed (*hula hoop, skateboard*).
- **Pair.** Read the instructions aloud. Point out that some of the sentences can take either simple past or *used to* with little difference in meaning. *Used to* specifically refers to the habitual past or things that people did in the past but that they don't do in the present. In pairs, have the students complete the paragraph using the correct forms.
- Go over the answers as a class. If possible, use a transparency of the passage and fill in the students' responses. If more than one answer is possible, show both answers. Alternatively, ask the students to write their completed sentences on the board.

### Answers

(Some variation is possible.)

2. used to stay
  3. take
  4. didn't use to move
  5. did
  6. played
  7. had
  8. wore
  9. criticized
- **Group.** Divide the class into groups of three or four. (You may choose to group students from the same country together.) Read the instructions aloud. Elicit what tenses the students will use in each part of the discussion (*used to, simple past, simple present, future*). Remind the students to assign group roles. Following the discussion, ask each group to report to the class. After all the groups have reported, ask the class how life in different countries was similar in the 1960s.

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

# Lesson 2

## WARM UP

- Ask your students what their present jobs are, or what jobs or careers they would like to have. Write their responses on the board in two columns: those from male students and those from female students. Do not label the columns. If both male and female students give the same response, be sure to write it in both columns.
- As a class, compare the two lists of careers. Are the types of jobs in each group similar or is one group of jobs more professional or higher paying than the other? Do the jobs in both groups require the same amount of education?
- Ask the class to guess why you divided the jobs into these groups (*jobs suggested by men and by women*). Tell the class that in this lesson they will discuss whether men and women can do the same kinds of jobs.

## PRESENTATION

### A Woman of Science

- **Set the stage.** Tell the class that they will hear an interview with a scientist, Dr. Mina Goldman. Draw the students' attention to the illustration. Ask them to describe Dr. Goldman and to guess what kind of person she is (*healthy, intelligent, likes the outdoors*).
- **Personalize the situation.** On the board, write *scientist* and elicit or provide the meaning. Ask if anyone in the class is a scientist or if they know any scientists. If so, ask how they became interested in science and what education someone needs in order to be a scientist.
- **Focus on selected items.** Point out that there are many kinds of scientists. Elicit the names of different types of scientists (*biologist, chemist*). Write the responses on the board under the heading **Person**. Make another column and label it **Field**. As a model, point out that a *scientist* works in the field of *science*. Ask the students what field each kind of scientist works in (*biologist/biology; chemist/chemistry*). Add their responses to the **Field** column.
- **Set the listening and reading task.** Write the questions on the board: *Why did Dr. Goldman become a scientist? Does Dr. Goldman think boys are naturally better at science than girls? What does she think about a woman having both a career and a family?* Instruct the students to read along as they listen to the interview. Play the cassette twice.
- **Check the listening and reading task.** Tell the students to cover the interview or close their books. As they answer the listening questions, note their responses on the board. Then ask them to reread the interview and check their answers. Prompt for corrections or additions to the information on the board.
- **Engage the students in pair work.** Read the discussion questions aloud. Encourage the students to be very specific when explaining the reasons why some fields are traditionally male or female. Remind them that they are describing traditional beliefs; if they disagree with those beliefs, they should explain their reason for their disagreement.
- **Circulate and monitor progress.** Encourage the students to provide in-depth analysis of why particular fields might be considered "women's work" or "men's work." Recap the discussion as a class, comparing the beliefs of different countries with regard to gender and work.

## 1 Senior citizens participate more actively.

► Speaking ► Reading

- Read the instructions aloud. Ask the class how old Dr. Goldman is (82). Ask volunteers to read each statement aloud. Elicit definitions of unfamiliar vocabulary. Instruct the students to mark the column for the country that they think each statement best describes.
  - Go over the students' responses by asking questions based on the statements, for example: *Where do seniors participate more actively in family life, in your country or in the United States?* Write on the board: *Seniors participate more actively in family life in . . . than in . . .*. The students should give their answers using complete comparative sentences: *Seniors participate more actively in family life in Italy than in the United States.* Ask the students for examples to support their statements.
- Expansion:** Assign a writing project based on this activity. Ask the students to look at their answers and decide whether life is better for seniors in their countries or in the United States. Tell the students to write a short essay explaining why life is better in that country.
- Each essay should include a short introduction stating the student's opinion. The subsequent paragraphs should have topic sentences based on statements in the activity. Point out that the students do not need to use all of the statements. Remind them that each paragraph should contain specific examples to support the topic sentence. There should also be a short concluding paragraph at the end of each essay.

## 2 Are boys less cautious than girls?

► Speaking ► Reading

- Read the instructions aloud. Elicit the meaning of *generalization* (a statement about an entire group of people). Ask the class whether generalizations are always true (*no*).
  - Write the word *adverb* on the board and elicit the meaning (a word that modifies a verb or an adjective). Ask the class to look at Exercise 1 and identify each adverb and the verb that it modifies (e.g., *participate actively*). Ask what words can be added to a verb and adverb to make a comparative statement (*more* or *less*). Elicit that the usual pattern is *verb + more/less + adverb* (*participate more actively*). Write this pattern on the board.
  - Draw the students' attention to the first pair of sentences in Exercise 2. Ask a volunteer to read the first sentence. Elicit that *decisive* is an adjective. Ask the students to circle *more* or *less* according to their opinion. Ask another student to read the second sentence. Elicit that *decisively* is an adverb and modifies *make decisions*. Instruct the students to circle *more* or *less* according to their own opinions. Check for comprehension of the instructions by asking several students: *Who makes decisions more decisively, boys or girls?*
- Elicit that adverbs are often formed by adding *-ly* to an adjective. Ask the students to complete the activity, circling *more* or *less* in each sentence and providing the correct adverb.
  - **Class.** Ask for volunteers to read their answers aloud. Assist with clear pronunciation of the adverbs. After each pair of sentences is read, ask the class whether they agree or disagree with the speaker. Encourage them to provide specific reasons for their agreement or disagreement.

### 3 Word Bag: Expressing Opinions

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

- **Pair.** Read the instructions aloud. Ask for volunteers to read the example questions and answers. Assist with natural intonation and pausing with *personally* and *actually*. Elicit that *What do you think about . . .* and *What's your opinion of . . .* are followed by noun phrases. *In your opinion, . . .* is followed by a complete question.
- Elicit other topics that the students can ask their partners about. These topics should relate to the

general lesson topic of men and women, work, and generational differences.

- Remind the students to use the expressions in the example boxes and to give reasons for their opinions. Recap the discussion by having individual students ask the class one of the questions in the activity. Allow several students to answer each question.

### 4 I would like to be more patient than I am now.

► *Reading* ► *Writing*

- **Pair.** Ask for volunteers to read the instructions and example sentences aloud. Elicit that the example sentences on the left contain comparative adverbs related to the comparative adjectives in the sentences on the right.
- Ask for a volunteer to read the caption beneath the first illustration. Elicit that the comparative adjective in the sentence is *more careful*. Ask another volunteer to read the example answer. Elicit that this sentence uses the comparative adverb *more carefully*. Point out that the writer has also chosen an appropriate verb and a clause beginning with *than*.

- Instruct the students to work with their partners to write sentences describing the characters' goals. Recap by asking three pairs to write their sentences on the board. Check the answers as a class.

#### Answers

2. Dr. Goldman wants to speak more clearly.
3. Pablo wants to speak more honestly.
4. Ivan would like to study more seriously.

## 5 Is Mina Goldman inspiring or irresponsible? ▶ Listening ▶ Speaking ▶ Reading

- Read the instructions aloud. Elicit that the letters have been written to the editor of the magazine where the article about Mina Goldman appeared. Ask the class if it is common for people in their countries to express their opinions by writing letters to the editors of newspapers or magazines.
- Point out that each letter contains one sentence that expresses the writer's main idea. Instruct the students to read the first letter silently. After the students have finished reading the letter, read it aloud. Ask what the purpose of the first sentence is (*It introduces the topic of the letter*). Review what the purpose of the second sentence is (*It states the writer's main idea*). Elicit the purpose of the third sentence (*It provides support for the main idea*).
- **Pair.** Read the pair work instructions aloud. Ask the students to read the second letter silently. After they finish reading, they should decide which sentence gives the main idea and underline it. Then instruct them to compare answers with their partners.
- Read the letter aloud and ask which sentence expresses the main idea (*It's wrong to let young women think that they can be good mothers and successful scientists at the same time*). Elicit the purpose of the other sentences in the letter (*The first sentence introduces the topic; the last two sentences provide support for the main idea*).

**Expansion:** Ask your students to write a letter to the editor about the interview with Dr. Goldman. Give the students time to reread the interview. Engage the students in a brief discussion of their opinions of the article. Encourage them to support their opinions. You may want to put an outline on the board (*topic, main idea, support*). Give the students a time limit for writing their letters or have them write their letters for homework. Ask the students to read their letters to the class or in small groups. Allow time for follow-up discussion of the students' opinions.

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

# Lesson 3

## WARM UP

- Write the word *hero* on the board and elicit the meaning. Tell the students that in this lesson, they will discuss different kinds of heroes: those who are world leaders and those who are heroes in smaller ways.
- As a class, brainstorm the characteristics and actions that make someone a hero. Write the students' responses on the board. Ask the class who some famous heroes are. Encourage the students to tell the class about heroes from their native countries. Ask if the students know any songs or poems about these national heroes.

## PRESENTATION

### *Nelson Mandela*

- **Set the stage.** Write *Nelson Mandela* on the board. Ask the students who Nelson Mandela is. Write the students' responses on the board. Tell the students that this article is a biography of Nelson Mandela. Elicit the meaning of *biography* (*true story of someone's life*).
- **Personalize the situation.** Ask the class if they (or someone they know) have ever been in a situation where they were treated differently because of their ethnic background, social status, or religion. Ask what they (or the other person) did or felt in that situation.
- **Focus on the reading task.** Remind the students that it is important to know the purpose of their reading. They may be reading to find specific details, to get the general idea of a passage, or for pleasure. Tell the students that after they read, you will ask them to make a timeline showing the most important events described in the passage. Demonstrate with a timeline of your own life that shows four or five major events. Elicit that this task requires reading for details. Instruct the students to mark the article wherever a date or time expression occurs. Play the cassette twice while the students read along.
- **Check the reading task.** Ask the students what dates are mentioned in the article. Write these dates on the board. Also ask what other time expressions are in the passage (*when he was 7, two years later, etc.*). Remind the students to use all of these dates and time expressions in their timelines. Before the students begin their timelines, clarify the meaning of any unfamiliar vocabulary.
- **Engage the students in pair work.** If possible, provide large sheets of paper and markers. Tell the students to work with a partner (or in groups of three or four, if you wish) to create a timeline of Nelson Mandela's life. Each date or period of time should have a brief, three- or four-word description of the event that occurred at that time.
- **Circulate and monitor progress.** Post the timelines around the classroom. Ask the students to circulate and decide which group has the most informative timeline.

## 1 What did Nelson Mandela fight against?

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

- Draw the students' attention to the example box. Point out that, in order to find out a specific piece of information, they must ask a question using the correct *Wh-* word. Ask the students what other questions they could ask in order to find out Mandela's birthdate. (*What was Mandela's birthdate? On what date was Mandela born?*)
- Instruct the students to write *Wh-* questions to ask about each piece of information in the chart.

Remind them that there may be more than one correct answer for each cue.

- **Class.** Go over the answers by asking individual students to pose their questions to the class. After the class has answered a question, elicit other ways to ask for the same information.

### Answers

(Answers will vary.)

## 2 Nelson Mandela was a hero.

► **Reading**

- Explain to the class that this activity will help them further understand the details of what they have read. Point out that when the students read each statement, they should refer to the biography. Remind the students that the context (*the sentences before and after the given statement*) will help them understand the statement.
- Demonstrate the process that the students should use to complete the activity. Ask a volunteer to read the first statement aloud. Instruct the class to find that statement in the biography. Read the first four sentences of the biography aloud. Elicit that the word *there* in the statement refers to *at the missionary school*. Ask the class whether sentence a or b is true, based on this section of the reading (*b is correct*). Students may point out that the biography does not explicitly say that Mandela's first name was

Rolihlahla, but explain to them that this inference is reasonable, and the other part of the statement is from the text.

- **Pair.** With a partner, the students complete the rest of the activity. Recap by asking volunteers to read each statement aloud, followed by the sentence with the same meaning. Ask the class to explain why particular answers are correct and others are not.

### Answers

1. b
2. b
3. a
4. a

**Additional Activity** See Unit 3 Appendix.

### 3 Ordinary heroes live among us.

► **Listening** ► **Speaking**

- Remind the class that although many heroes are famous public figures, many other people are heroes in smaller ways. Tell the students that they will listen to a story about an everyday hero. Direct the class's attention to the illustrations. Point out that the pictures are not in order. Ask the class what the story will be about and who the hero of the story will be. Elicit the word *alligator* and write it on the board.
- Write the following on the board: *What is the boy's first name? What is the girl's first name?* Tell the class that they will hear the story twice. First, they should listen for the children's names and to get the general idea of the story. During the second listening, they should listen for details about the order of events in the story. Tell them that after the second listening they will work with a partner to number the pictures in the correct order.
- After the first listening, ask the class what the boy's name is (*Parker*) and what the girl's name

is (*Jerry*). Write these names on the board. Play the cassette again, while the students listen for plot details.

- **Pair.** In pairs, the students number the pictures in the order in which the events occurred.
- Go over the answers by asking individual students to indicate which picture comes first, second, and so on. Play the cassette again to verify their answers. Finally, ask the class to retell the story, using the illustrations as prompts.

#### **Answers**

The pictures should be numbered 4, 5, 2, 3, 1, 6, 7.

- **Class.** Ask the students what they would do if they had been in a similar situation as a child. What would they do in that situation as adults?

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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** ► **Reading**

- Direct the students' attention to the definition of a hero. Read the definition aloud. Ask which parts of the definition apply to Nelson Mandela and Parker Stratt.
- **Group.** Ask for volunteers to read the discussion questions aloud. Divide the class into groups of three or four. Remind the groups to assign group roles of Manager, Secretary, Reporter, and Time-keeper. Tell the students how much time they have to discuss the three questions. Tell the students that the Secretaries will take notes

about the first two questions, and the Reporters will tell the class what the groups' opinions are on these questions. Each person in the group should be prepared to tell the class his or her response to the third question.

- Recap by having the Reporters tell the class what their groups' opinions were. Then ask volunteers to tell the class about their personal heroes.

**Expansion:** Ask the students to write a one- or two-paragraph essay in response to question 3, either in class or as homework.

**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.** See Unit 1 for your introduction.
2. Introduce Exercise 1 by presenting a controversial current topic on which you are sure the students have a variety of opinions. Elicit several opinions about the topic from the class. If possible, try to solicit contrasting or differing opinions. List them on the board in a continuum. Review the words and statements they learned for expressing opinions and brainstorm a few more with the whole class. Write these on the board. Ask students to volunteer restatements of the opinions on the board using one of the expressions. Pairs can continue discussions on the topics listed here or pick their own. The point is to practice stating one's opinion using the expressions from the unit.
3. For Exercise 2, remind the students that this is an extension of some of the writing they have already been doing in this unit. If necessary, provide a model of what an autobiographical sketch should look like. Refer students to the vocabulary list at the end of the unit. Review note-taking and paragraph formats as necessary.
4. For Exercise 3, remind the students that good language learners believe in themselves and need to recognize the things they do well. If many students can't imagine what to write about in their journal, ask selected students to volunteer some ideas, and add your own. Tell them that successful learners know their own strengths (and weaknesses) well.

## 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. 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 present perfect tag questions. Ask the students to write down the names of three of their classmates. Then ask them to write a present perfect tag question for each of the three classmates. Have the students circulate in a mixer, moving around the classroom, asking each other their questions. The students should answer using short forms (*Yes, I have; No, I haven't*). Encourage the students to ask each other follow-up questions for additional information.
- Direct the students' attention to the review box of comparative adjectives and adverbs. Ask the students to write three statements about how they would like to improve themselves, using comparative adverbs. Circulate and assist with vocabulary and spelling, if necessary. Ask each student to read his or her goals aloud. Alternatively, ask the students to share their goals in groups of three or four, then ask the students to tell the class about each other's goals.
- Practice *Wh-* questions using past tense by having the students interview each other, either as a class or in small groups. Model by allowing the class to ask you *Wh-* questions about your past.
- 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 2 (p. 38)

#### *Our Hero!*

- In this activity, the students prepare class presentations about important political or historical figures that they consider to be heroes.
- There are several ways to group the students for this activity. Either instruct the students to work in groups of three or four, or allow them to decide individually whether they want to work alone, with a partner, or in a small group. If the students work in groups, remind them that each group member must participate in the preparation of the presentation and must give part of the presentation.
- As a class, brainstorm a list of people that the students could research. These should be political or social heroes (as opposed to popular figures in music and cinema). Elicit various audio-visual aids that the students can use (*magazine pictures, drawings, maps, charts, transparencies, timelines, or recordings of music*). Discuss where the students can find information about their heroes (*books, magazines, newspapers, encyclopedias, videos, or the Internet*).
- Provide class time for the students to work on their presentations. If possible, provide materials such as craft paper, markers, and transparencies. Divide the project into stages: (1) planning (*deciding the topic and assigning responsibilities*), (2) out-of-class research, (3) preparation (*organizing the information and creating visual or auditory aids*), and (4) practice (*rehearsing the presentation*). As a class, briefly discuss what each stage entails. Do not provide overly detailed instructions, however, since one purpose of this project is to enable the groups to create and execute their own organizational plans.
- Instruct the students to ask follow-up questions after each presentation is given. After all the presentations have been given, engage the class in a discussion about which presentation techniques were particularly effective and why.

# WORKBOOK UNIT 3 ANSWER KEY

## Lesson 1, pp. 20–22

### Exercise 1

- |                 |                  |                   |                 |
|-----------------|------------------|-------------------|-----------------|
| 2. have you?    | No, I haven't.   | 7. hasn't she?    | Yes, she has.   |
| 3. hasn't she?  | Yes, she has.    | 8. have you?      | No, I haven't.  |
| 4. has he?      | No, he hasn't.   | 9. has he?        | No, he hasn't.  |
| 5. have I?      | No, you haven't. | 10. haven't they? | Yes, they have. |
| 6. haven't you? | Yes, I have.     |                   |                 |

### Exercise 2

Answers will vary.

### Exercise 3

The following changes are possible:

- |   |                    |                    |
|---|--------------------|--------------------|
| 4. used to make                           | 7. used to stay    | 9. used to have to |
| 5. didn't use to let<br>(used to not let) | 8. used to have to |                    |

### Exercise 4

- |   |  |
|---|--|
| 2. Women used to stay home to take care of their children. Now they go to work.           | 4. Americans used to have large families. Now they have small ones.                        |
| 3. Women used to work at traditionally "feminine" jobs. Now they work in all professions. | 5. Most families used to live in one place for a long time. Now they move more frequently. |

### Exercise 5

Answers will vary.

# WORKBOOK UNIT 3 ANSWER KEY

## Lesson 2, pp. 23–25

### Exercise 1

Answers may vary. Possible answers:

- |                   |              |                     |
|-------------------|--------------|---------------------|
| 2. professionally | 4. clearly   | 6. thoroughly       |
| 3. early          | 5. carefully | 7. enthusiastically |

### Exercise 2

Answers will vary.

### Exercise 3

Answers will vary. Possible answers:

1. The students were speaking too loudly in the library. The librarian looked at them thoughtfully. Then she walked purposefully to their table. She smiled sweetly and asked them politely to speak more quietly. They responded respectfully and lowered their voices immediately.
2. The customer was yelling angrily at the waiter and was complaining loudly about his food. Other people in the restaurant looked at him curiously. The waiter listened patiently, then took the food away. He returned promptly with the correct food and served it quickly. The customer smiled happily and began to eat.

### Exercise 4

Wording may vary.

1. The music of Ali Farka Touré is exciting and appealing to all ages.
2. He is a guitarist and composer from Mali, West Africa.
3. His music is similar to American blues but has its roots in the traditional music of Mali.
4. People of all ages and backgrounds came to the concert.
5. When the audience heard the music, they moved out onto the dance floor and began to dance.

# WORKBOOK UNIT 3 ANSWER KEY

## Lesson 3, pp. 26–27

### Exercise 1

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Wording may vary.

2. How old was she when she began to learn how to speak?
3. Where did she go to college?
4. What did she do for the rest of her life?
1. When was Dr. Chien-Shiung Wu born?
2. Where did she go to college?
3. Why did she move to the United States?
4. What is she an expert on?
5. Why is she known as the “First Lady of Physics”?
6. What national organization was she elected to?
7. What award did she receive in 1975?
8. What did she receive from Princeton?

### Exercise 2

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Answers will vary.

### Exercise 3

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Answers will vary.