

UNIT 4

Overview

TOPICS

- Health, illness and remedies
- Schedules
- Journals
- A hospital bill
- Warnings on medicine labels
- Health insurance

GRAMMAR

- Complex sentences with time clauses
- Cause and effect
- Direct speech
- Comparisons

COMMUNICATION GOALS

Listening and Speaking

- Asking for and giving reasons for certain procedures
- Interviewing a classmate
- Reporting the actual words someone said
- Listening for specific details in a phone call
- Making recommendations

Reading and Writing

- Understanding charges on a bill
- Understanding labels on medicines
- Scanning for specific information
- Writing a journal entry
- Making a list of recommendations

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

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
- 0.2.1 Respond appropriately to common personal information questions

1 Consumer Economics

- 1.5.3 Interpret bills
- 1.7.3 Interpret operating instructions, directions, or labels for consumer products

2 Community Resources

- 2.5.3 Locate medical and health facilities in the community

3 Health

- 3.1.1 Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions
- 3.1.2 Identify information necessary to make or keep medical appointments
- 3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers
- 3.2.4 Ask for clarification about medical bills
- 3.3.2 Interpret medicine labels
- 3.4.1 Interpret product label directions and safety warnings
- 3.5.8 Identify practices that promote mental well-being
- 3.5.9 Identify practices that promote physical well-being

7 Learning to Learn

- 7.5.2 Identify or use strategies to develop a positive attitude and self-image and self-esteem
- 7.5.4 Identify sources of stress and resources for stress reduction

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

Lesson 1

WARM UP

- Introduce health as the topic of this unit. Ask if any of your students have been sick lately. Inquire what the problem was and how they treated their illness. Did they just wait for the illness to go away? Did they take any kind of medicine? Did they go to a doctor?
 - Make three columns on the board: **Illness**, **Symptoms**, and **Treatment**. Elicit the meaning of each of these terms. Elicit the names of common illnesses (*cold, flu, sore throat*) and write them in the **Illness** column. Divide the class into as many groups as you have illnesses.
- Ask each group to list the symptoms and possible treatments for its illness. If they do not know the word for a particular symptom, tell them that they can get help from their classmates during the class discussion.
- Recap the groups' results as a class and write them on the board. If a group needs help with the vocabulary of symptoms, ask them to act out or explain the symptom to the class. Provide the name of the symptom if the class cannot provide it. Elicit other symptoms and treatments for each illness.

PRESENTATION

Anatomy of an Illness

- **Set the stage.** Direct the students' attention to the illustrations. Ask the class how Oscar looks (*sick*). Tell the class that they will listen to and read the journal entries that Oscar wrote when he was sick.
 - **Personalize the situation.** Ask the students whether they have ever kept a personal journal. (If your students are writing journals for class, you may wish to distinguish between those journals and the students' own personal journals.) Ask what kinds of things they write about in their journals.
 - **Focus on selected items.** Ask the students to close their books or cover the presentation. As a review, act out and elicit the following symptoms: *sneeze, cough, fever, chills, sore throat, earache, headache*. Alternatively, take individual students aside, tell them the name of the symptom, and have them act it out for the class.
 - **Set the listening and reading task.** Write the listening questions on the board: *Why did Oscar decide to go to the doctor? What did the doctor discover? What treatment did he prescribe?* Elicit the meaning of *prescribe* (*what a doctor tells you to do to treat an illness*). Play the cassette twice.
- **Check the listening and reading task.** Ask the students for their answers to the listening questions. Elicit or provide the definitions of *blood test, bacterial infection, and antibiotic*. Ask what might have happened to Oscar if he had not gone to the doctor.
 - **Engage the students in pair work.** Read the discussion questions aloud. Point out that they will discuss what they do on a daily basis to stay healthy as well as what they do when they're sick. Encourage the students to ask their partners for details about unfamiliar health practices or treatments.
 - **Circulate and monitor progress.** Prompt the students to discuss a variety of health-related practices, including those that they currently use and those that they would like to begin using. Recap with a class discussion. Find out what new or interesting things the students learned about health.

1 When I got home, I fell into bed.

► Speaking ► Reading ► Writing

- Direct the students' attention to the first example sentence: *I had to take some aspirin before I went to bed.* Point out that there are two complete clauses in the sentence, joined by the subordinator *before*. Elicit that a *clause* must have both a subject and a verb. Ask the class to identify the subject and verb in each clause.
- Ask the class which clause occurred first and which occurred second (*first: I had to take some aspirin; second: I went to bed*). Illustrate with a timeline. Direct the students' attention to the related sentence in the right column of the example box: *Before I went to bed, I had to take some aspirin.* Elicit the difference in form between the two sentences (*the order of the clauses has been reversed*). Point out that the order of the clauses does not affect the meaning because the word *before* indicates which action occurred first.
- Repeat with the example sentences that illustrate the use and meaning of *after* and *when*. Elicit or explain that in the third set of sentences, the clause beginning with *when* occurred first.

- **Pair.** Read the instructions aloud. Instruct the pairs to decide which event occurred first and then to write their sentences. Tell them to use each subordinator at least once.
- Recap by having each pair write one or two of their sentences on the board. This will result in several answers being given for each question. Check the accuracy of each answer with the class, and elicit how they can express the same meaning using a different subordinator.

Expansion: Point out that the pairs of sentences in the activity are not in chronological order. Ask each pair to put the sentences in order and rewrite them in paragraph format. Review paragraph format (*indent, each sentence immediately follows the one before*). Remind the students to begin the first sentence of their paragraph with Oscar's name. Point out that they should not number the sentences in their paragraphs. Recap by having each pair read its paragraph aloud. (Final order: 3, 1, 4, 2.)

2 Dr. Lei had a busy day yesterday.

► Speaking ► Reading

- Read the instructions aloud. Ask for volunteers to read the cues in Dr. Lei's schedule. Elicit the meaning of any unfamiliar vocabulary (*to make rounds means to visit his hospital patients*).
- **Pair.** Instruct the partners to describe Dr. Lei's schedule using *before*, *after*, or *when*. Point out that the cues are in the simple (base) form. Elicit that the students will use simple past to talk about the schedule.

- Recap by asking each student to make one statement about Dr. Lei's schedule. If you wish, tell each student which subordinator to use.

Expansion: Ask the students to write five or six sentences describing their actions on the previous day. Remind them to use *before*, *after*, and *when* in their statements. Have each student write one sentence on the board. Elicit from the class which actions in the sentences occurred first. Verify the responses with the writer of each sentence.

3 Because he got sick, he missed his classes.

► Reading ► Writing

- Ask for volunteers to read the example sentences aloud. Elicit the meaning of *cause* (the reason something happens) and *effect* (the result or consequence). Ask what word is used to indicate a cause (*because*). Point out that either the cause or effect can come first in the sentence without a change in meaning. Ask the class to describe the punctuation and capitalization pattern of each sentence. Emphasize that, in formal written English, a clause beginning with *because* cannot stand alone; it must be part of a sentence containing an independent clause. (Note: *Spoken English* allows for short answers that are actually dependent clauses.)
- **Pair.** With a partner, have the students reread *Anatomy of an Illness* and find each sentence that shows cause and effect. Instruct the students to write the sentences exactly as they appear in the reading, then circle the cause in each sentence.
- Ask four students to write the sentences on the board and circle the cause in each sentence. Ask the class to tell you what the sentences would be with the order of the clauses reversed.

Answers

(Causes are in italics.)

1. But I had to take some aspirin before I went to bed *because I had a fever and chills, a sore throat, and an earache, too.*
2. Today I got up feeling worse *because the cough was constant and I had a terrible headache.*
3. Well, Dr. Lei said it wasn't just a cold *because I had a sore throat and a fever, too.*
4. Today was a wonderful day *because my fever was gone and I wasn't coughing anymore.*

Expansion: Ask the students to write additional sentences about Oscar's illness using *because* (*He had to go home because he was too tired to do anything*). Collect the students' papers to check for correct sentence structure and punctuation.

4 Step on the scales, please.

► Listening ► Speaking ► Reading

- Point out that in *spoken English*, it is possible to give an answer that consists only of a clause beginning with *because*. Ask two volunteers to read the example question and answer. Elicit that both are in the simple past. As a class, practice pronouncing the question and answer. Focus on falling intonation in the *Wh-* question and on pronouncing both syllables of *wanted*.
- **Pair.** Read the instructions aloud. Circulate and assist with pronunciation as necessary.
- Go over the answers by having the students ask and answer questions using the cues in the activity.

Answers

2. Measure my weight and height.
3. Listen to my heart and lungs.
4. Check my eyes.
5. Take my temperature.

5 Yesterday I wasn't feeling very well. 🏠

► Listening ► Speaking ► Reading ► Writing

- Orient the students to the format of the activity. Point out that this journal entry contains many of the words and structures they have used in

this lesson, including *before*, *after*, *when*, and *because*. Give the students a few minutes to pre-read Oscar's journal entry.

(continued on next page)

- Instruct the students to complete Oscar's journal while they listen. Play the cassette twice.
- **Pair.** Ask the students to compare their answers with those of a partner. Remind them to check the tenses and spelling of the verbs.
- Ask several students to each read one sentence from the journal entry. If possible, use a transparency of the activity and fill in the answers as

the students provide them. Replay the cassette and check the answers as a class.

Answers

fever; chills; throat; the doctor; there were a lot of other patients ahead of me; fill out some forms; took; take some blood; a bacterial infection; drink plenty of fluids; I had to get my prescription; went right to bed; much better.

6 Word Bag: Talking about Health ▶ Listening ▶ Speaking ▶ Reading ▶ Writing

- Tell the class that the expressions in this activity are common English expressions that we use to talk about health. Some of them are easy to understand, but others are idioms, and the meanings must be learned. Practice each dialog chorally. Then ask for volunteers to say them aloud. Assist with pronunciation and natural intonation if necessary.
- **Pair.** Read the first pair work instructions aloud. Point out that the illustrations will help the students understand the idioms and special expressions. Encourage the students to practice each dialog several times. They should look up from their books as much as possible, so that they learn to use these expressions naturally. Remind the students to talk with their partners about the meaning of each expression.
- Ask for volunteers to come to the front of the class to act out each dialog. The actors can use classroom furniture and body language to make their dialogs more realistic. They should not use their books. After each dialog, confirm the meaning of the idioms or expressions in the dialog.
- **Pair.** Read the second set of pair work instructions aloud. Model the task by reading the first line of the conversation aloud (*When is this cold going to stop?*). Ask the class which expression from the conversations can replace *stop* in this sentence (*go away*). Ask for a volunteer to read

the sentence with *go away* instead of *stop*. (*When is this cold going to go away?*) Instruct the students to work with their partners and rewrite Oscar and Lynn's conversation.

- Review the answers as a class. Ask the students to practice the conversation with their partners. Have a few pairs perform for the class.

Answers

very tired	= run down
Do you have a high temperature?	= Are you running a fever?
stayed in bed and rested	= got plenty of rest
got worse	= took a turn for the worse
be healthy	= get better
recover	= pull through
return	= come back

- Read the final pair work instructions aloud. If possible, the students should close their books and use the expressions they remember while they interview each other. Circulate and listen for use of the expressions.
- Ask several volunteers to tell the class about their partners. Following each account, ask the class which idioms or expressions the speaker used.

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

Lesson 2

WARM UP

- Inquire whether any of your students has ever had a medical emergency or been to an emergency room. Encourage the students to give details of their experiences.
- Ask the students what they should do if they have a medical emergency. If your school has specific procedures that the students should follow, distribute a handout with this information. Ask the students what documents they should carry in case they have such an emergency (*medication and allergy information, identification, insurance card, name and telephone number of a person to call in case of emergency*).
- Ask your students what kind of medical problems are considered emergencies. For what kinds of problems should they go to a clinic or doctor instead of to an emergency room?

PRESENTATION

He said, "It's just indigestion."

- **Set the stage.** Instruct the students to cover the conversation. Direct their attention to the illustration and read the caption aloud.
- **Personalize the situation.** Ask your students if they like people to visit them when they're sick, or if they prefer to be alone. Encourage them to give reasons for their opinions. Ask if there are cultural rules or expectations about visiting sick friends in the students' countries.
- **Focus on selected items.** Write the following words on the board: *indigestion, prescription, physician*. Elicit the definitions and write them on the board (*stomachache from eating incorrectly; a doctor's order for medicine; another word for doctor*).
- **Set the listening task.** Write the listening questions on the board: *What was Gina's illness? What was her symptom? Why did she go to the emergency room instead of to her regular doctor?* Elicit and review the difference between illnesses and symptoms (*illnesses cause symptoms*). Ask the students to listen for the answers (*indigestion; stomachache; because she was in a lot of pain*) and take notes. Play the cassette twice.
- **Check the listening task.** Ask the students to compare their answers with those of a partner. Recap as a class. Make sure that the students have understood the difference between Gina's illness and her symptom. Elicit the meaning of *primary-care physician* (*a family doctor that you see regularly*).
- **Engage the students in pair work.** Read the discussion question aloud. Clarify that the question refers to whether or not the students have such things as a medical insurance plan, a national health care plan, or a personal doctor.
- **Circulate and monitor progress.** If the students have difficulty answering the question, prompt by asking questions such as *Where do you go if you are sick? Do you have a doctor you can call? Do you have to pay for your medical care, or do you have insurance?* Ask several students to tell the class about their partners' medical care.

1 The receptionist asked, “How can I help you?”

► Speaking ► Reading

- Tell the class that they will practice reporting what another person says. Point out that there are several different ways to do this. In this activity, the students will report by using the speaker’s own words. Explain that this is called *reporting direct speech* and is the oral equivalent of using quotation marks. Write this expression on the board. Make sure that the students understand that this is not indirect speech.
- Direct the class’s attention to the example sentences. Read the first sentence aloud, making sure to pause at the comma. Tell the class that it is important to pause before repeating the speaker’s words. This helps the listener understand that these are the speaker’s exact words. Practice the first sentence with the class, focusing on pausing and intonation. Point out that the words *asked* and *said* are usually on a lower

pitch, and the pitch jumps up when we repeat the speaker’s words. Ask individual students to repeat the sentence. Repeat with the second sentence. Elicit that we use *asked* when we report a question and *said* when we report a statement.

- **Pair.** With a partner, the students take turns reporting what the characters in the illustrations said.
- To review each answer, select two students to role play the parts of the two characters. Then ask the rest of the class to report what the characters said. Assist with pronunciation and intonation if necessary.

Expansion: If you wish to review the punctuation patterns used with direct quotations, ask the students to write out their answers. Recap by asking for volunteers to write the answers on the board.

2 The doctor said, “You’ll be fine. Don’t worry.”

► Speaking ► Reading

- **Pair.** Read the instructions aloud. Elicit the meanings of *pharmacist (druggist)* and *receptionist*. In pairs, the students decide who made each statement and complete the sentences. Alternatively, instruct the students to complete the exercise on their own before comparing their answers with their partners’ answers. Remind the students to add *the* to *doctor*, *pharmacist*, and *receptionist*.
- Recap the answers as a class. Remind the students to pause and use correct intonation as

they read their answers. If you wish, ask for volunteers to write their answers on the board.

Answers

- | | |
|---------------------|---------------------|
| 2. Lynn | 6. The pharmacist |
| 3. The doctor | 7. Lynn |
| 4. The receptionist | 8. The receptionist |
| 5. The doctor | 9. The doctor |

3 Hear it. Say it. 🎧

► Listening ► Speaking ► Reading

- Write the following on the board: *The receptionist asked, "How can I help you?"* Read the sentence aloud, with a natural pause at the comma. Ask the class where they hear a pause in the sentence. Mark the pause with a slash mark (/). Explain that the pause divides the sentence into two thought groups (*the receptionist asked* and *how can I help you*).
- Write on the board the term *thought groups*. Point out that a thought group is made up of related words (a single clause or phrase). Explain that pauses between thought groups create a natural rhythm that helps listeners understand what someone says. Tell the students that we usually use falling intonation at the end of each thought group. As a class, practice saying the first sentence with correct pausing.
- Direct the students' attention to the sentences in the activity. Tell the students to listen to the sentences and draw a slash between thought groups. Play the cassette twice while the students mark the thought groups.

- Write the sentences on the board, or use a transparency. Ask the class where the thought groups divide (*at the commas*). Mark the sentences accordingly. Replay the cassette and check the answers as a class.

Pronunciation Note: The main thought group division in a sentence generally takes place between clauses. However, there is also secondary division between phrases, especially when speaking slowly. For example: *Because he got sick / he missed / his classes*. You may wish to address this secondary division with your class. The most important point of teaching thought group patterns is: **In normal speech, pauses almost never occur except between thought groups.** A native speaker would not say *Because he got / sick he missed his / classes*.

- **Pair.** Ask the students to practice saying the sentences with their partners. Circulate and assist with pronunciation as necessary.

4 My Visit to the Doctor 🎧

► Listening ► Reading ► Writing

- Read the instructions aloud. Elicit the basic facts of Gina's trip to the emergency room. Write the students' responses on the board.
- Ask the students to preread the journal entry before they listen. Point out that prereading for the main idea of the passage will help them when they listen to the cassette. Elicit or provide definitions for any unfamiliar vocabulary.
- Reassure the students that you will play the cassette several times. If they wish, they can just listen the first time you play the cassette, and take notes during subsequent listenings.
- **Pair.** Ask the students to compare their answers with those of a partner.
- Go over the answers as a class. If possible, use a transparency of the activity. Discuss any variation in answers, and replay the cassette if necessary.

Answers

1. Follow me
2. How can we help you today
3. see a doctor
4. see you in just a few minutes
5. What seems to be the problem
6. horrible stomachache
7. When did it start
8. Last night
9. Just a steak
10. Untuck your shirt, please
11. It's only indigestion.
12. Only indigestion

Expansion: Have the students read the journal aloud. (Each student should read one or two sentences.) Remind the students to pause between thought groups.

5 I have some questions about the bill. ▶ Listening ▶ Reading ▶ Writing

- Ask your students whether any of them have ever received a bill that they did not understand. Ask for specific information about what made it difficult to understand. Ask the students what they should do if they receive a bill that they do not understand (*immediately call customer service or the billing department*).
- Read the instructions aloud. Direct the class's attention to Gina's hospital bill. Elicit or provide the meanings of *service dates*, *insurance covered* (*the amount the insurance company pays*), and *deductible* (*the amount the patient must pay before insurance coverage goes into effect*). Ask what information they will need to listen for. Point out that Gina thinks there is an error on her bill. Instruct them to make notes about this error.
- Play the cassette two or three times while the students make notes about the error and the missing information.
- Check the answers as a class. If possible, make a transparency of the bill and fill in the information as the students provide it. Then ask the students what error Gina discovered on her bill. Ask how correcting that error will change the total amount due.

Answers

Billing date: November 9

Patient ID Number: 01236

Service date: October 24

Deductible: \$15.00

Error: Gina did not receive Gastril from the doctor; she received a prescription that she had filled at a pharmacy. The total due will be reduced by \$15.00, leaving a balance due of \$15.00.

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

Lesson 3

WARM UP

- Ask the class how they decide which medicine to take when they're sick. Do they only take medicine that a doctor prescribes? Do they get advice from a pharmacist? From a friend? Do they buy medicines that they see advertised on television or in magazines?
- Inquire whether your students read the warning labels on medicines. Elicit what kind of information medicine warning labels provide. Write the students' responses on the board.

PRESENTATION

Guaranteed: Instant Relief

- **Set the stage.** Draw the students' attention to the illustration. Tell the students that all of these medications are in the medicine cabinet.
- **Personalize the situation.** Ask the students what kind of medications they have in their medicine cabinets. What illnesses or conditions are the medicines for? Write their responses on the board.
- **Focus on selected items.** Ask for volunteers to read the names of the medications on the bottom shelf in the illustration. Write the names of the medications as column headings on the board. Ask a volunteer to read the name and description (not the warning) of the first medication (*Ezsleep*). Ask the class when someone should take *Ezsleep* (*when they can't sleep*). Write the response in the appropriate column. Repeat with the other two medications on that shelf.
- **Set the reading task.** Write the following on the board: *Who should not take this medicine? What kind of problems can this medicine cause?* Divide the class into groups of three or four. Remind the groups to assign group roles. Instruct the groups to read the warnings for the medications and answer the questions for each medicine. Ask them to try to use their own words for medical terms such as *overdose*.
- **Check the reading task.** While the students complete the task, add two subheadings to each column on the board: *Don't take this medicine if . . .* and *Side effects*. Ask three groups to tell the class about one of the medicines. Ask the other groups to provide additional information or clarification. Write their responses on the board under the appropriate subheadings. Elicit the meaning of *side effects* (*something unexpected that can happen if you take this medicine*).
- **Engage the students in group work.** Read the group work instructions aloud. Direct the students' attention to the illustrations and descriptions of the four people in the activity. Tell the groups to decide what each person's problem is and which (if any) of the three medications the person should take. Remind them to consider the side effects. Also encourage them to make suggestions about other medications, treatment, or lifestyle changes that could help each person.
- **Circulate and monitor progress.** Assist with unfamiliar vocabulary as needed. Recap the group discussions as a class. Write the students' responses on the board.

1 Exercise is as stimulating as a cup of coffee.▶ *Speaking* ▶ *Reading*

- Read the instructions aloud. Ask for volunteers to read each sentence aloud. Elicit the meaning of each statement. Pay special attention to statements that contain the form *is not as + adjective*. For example, *Sitting at home is not as helpful as going for a walk* means *Going for a walk is more helpful than sitting at home*. Also focus on statements containing *as + adjective + as*. For example, *Exercise is just as important as a healthy diet* means that healthy diet and exercise are equally important.
- Ask the students to write *yes* or *no* next to each statement to indicate agreement or disagreement.
- **Class.** Ask a few students their opinions of each statement and why they feel as they do. Then take a vote to see how many students agree and how many disagree with each statement. Record the votes on a transparency of the activity or on the board. For those items for which the class is evenly split, you may want to elicit reasons for each opinion.

2 Health Insurance in the United States

► *Speaking* ► *Reading*

- Read the introduction and instructions aloud. Tell the students that they will read the descriptions and look for specific information about each plan's benefits. Make two columns on the board: **Medical Plan** and **Benefits**. Elicit the meaning of *benefits* (*the services the plan provides*). Ask the students to read the descriptions silently. Reassure them that you will help with unfamiliar vocabulary after they have finished reading.
- After the students have read the passage, ask them the name of each type of plan and its benefits. Make notes of the information under the appropriate headings on the board.
- **Group.** Divide the class into groups of three or four. Remind the students to assign group roles. Read the discussion questions aloud. Tell the students that they should also discuss which plan they would prefer for themselves.
- Recap the discussion as a class. Encourage the students to give reasons for their opinions.

Additional Activity See Unit 4 Appendix.

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

4 Wrap Up

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

- Read the instructions aloud. Ask for volunteers to read the headings and health care options in the chart. Elicit the meanings of any unfamiliar terms or vocabulary. Make sure that the students understand the difference between *medication* and *meditation*. Pronounce these words several times with the class.
- **Group.** Divide the class into groups of three or four. Remind the students to assign group roles.

Tell the students that they should make their recommendations about each health problem using the treatments in the chart. They can also suggest additional treatments or remedies if they wish. If the students suggest additional treatments, they should classify them according to the categories in the chart. Ask students to note which health care options they favor.

Additional Activity See Unit 4 Appendix.

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

STRATEGIES FOR SUCCESS

1. For Exercise 1, tell the students that a good strategy for developing fluency is to talk about events that are especially memorable because they are usually more meaningful to us. If learners talk about familiar events, they may not be as tempted to monitor little points of grammar and vocabulary. Tell the students that writing helps to reinforce certain words and phrases and grammar that have been introduced.
2. The students may need some guidance finding an appropriate TV show to use in Exercise 2. The important thing is for a small group of students to go somewhere and watch the show together, trying to understand just as much as possible. Depending on the level of your class, you may want to assign specific questions, for example: *Who were the main characters? What was the plot of the story?*
3. For Exercise 3, make sure that the students know what anxiety is and how people show it in a language class. Ask them if they think anxiety is ever good for them. Remind the students that too much anxiety often has a very bad effect on successful language learning. Anxiety can often be lessened if students eliminate its sources: low self-confidence, fear of criticism, the need to always be perfect, etc. If they need hints, tell them that being able to laugh at yourself, realizing that fears are natural, giving oneself compliments, and accepting mistakes as natural all help to lessen anxiety.

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. Direct the students' attention to the summary of complex sentences with time clauses. Ask the students to work with a partner and use these patterns to write five sentences about today's class (*When the teacher walked in, we stopped laughing*). Ask the students to read their sentences aloud.
- Ask the students to write brief sentences about their classmates. Tell them that the rest of the class will add reasons to these sentences using *because*. Model by writing a sentence on the board and asking the class to complete it (*Maya always brings coffee to class . . .*). Encourage the students to be creative when writing their sentences. Ask each student to read a sentence. Then ask the class to complete the sentence. Remind them that the clause beginning with *because* can be at the beginning or end of the sentence.
- 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.

Appendix

ADDITIONAL ACTIVITIES

Lesson 3, Exercise 2 (p. 53)

Health Care Around the World

- For homework, ask the students to prepare short oral presentations about health care in their countries. The presentations should contain the same kind of details as the descriptions in Lesson 3, Exercise 2. Remind the students that they can use visual materials to make their presentations more interesting. Elicit the types of visual aids that the students could use (*posters, charts, maps*).
- Tell the students how long their presentations should be. Suggest that they rehearse to make sure they are the correct length. Discuss good oral-presentation techniques (*speak slowly and clearly, glance at note cards instead of reading them, look up at your audience*). Also discuss appropriate audience behavior (*listen attentively, don't interrupt, ask follow-up questions*).
- If your class is large, you may want to spread the presentations out over more than one class period.

Lesson 3, Exercise 4 (p. 54)

I don't feel very well.

- Prepare index cards with short descriptions of various health problems (*asthma, a sore back, sunburn*). Distribute the cards to the students, instructing them not to show their cards to their classmates. Circulate and assist with meaning if necessary.
- Tell each student to explain his or her health problem to the class and ask for advice. Ask the class to make three types of suggestions: *Lifestyle Changes, Professional Medical Services, and Home Remedies*. Model the procedure for the class. (Note: If your class is very large, you can ask two students to share the same health problem and allow them to speak to the class together.)

WORKBOOK UNIT 4 ANSWER KEY

Lesson 1, pp. 28–30

Exercise 1

Answers will vary.

Exercise 2

- | | | |
|-----------|---------|-----------|
| 2. After | 4. when | 6. When |
| 3. Before | 5. When | 7. Before |

Exercise 3

- | | | |
|--|--|---|
| 5 Push the button that starts the machine. | 1 Fill the machine's reservoir with cold, fresh water. | 6 Turn off the machine in about 20 seconds. |
| 3 Fill the filter basket with espresso-grind coffee. | 4 Clamp the filter securely into the machine and place a cup underneath. | 2 Plug in the machine. |
| 7 Serve immediately. | | |

Exercise 4

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

WORKBOOK UNIT 4 ANSWER KEY

Lesson 2, pp. 31–33

Exercise 1

Answers will vary.

Exercise 2

Answers will vary. Possible responses:

- The sales clerk said, "You get a 10 percent discount on all our paperback novels."
- The police officer said, "You were driving 20 miles over the speed limit."
- The pharmacist said, "Take one capsule in the morning and one after dinner."
- The car dealer said, "You won't be able to find a lower price on a car like this anywhere in town."
- Our teacher said, "Your journals are due next Monday. Also, don't forget to do the exercises in your workbook for Monday."
- The photographer said, "Walk slowly toward the camera while looking to your left."
- The hotel clerk said, "You need to check out by noon; otherwise, you'll be charged for an extra night."

Exercise 3

- How do you spell your name?
- What year were you born?
- Do you have a bank account?
- What is your driver's license number?
- Do you have a job?

Exercise 4

- I'm traveling to Turkey next month.
- Are you going to Turkey for business or pleasure?
- For business.
- I'm going to be teaching English for a private school in Turkey.
- Yes, I am.
- I'm from Turkey.
- What city are you from?
- I'm from Istanbul.
- That's where I'm going.
- What can you tell me about Istanbul?

WORKBOOK UNIT 4 ANSWER KEY

Lesson 3, pp. 34–36

Exercise 1

Wording may vary.

1. F (Andres is not as sick as Mr. Xu.)
2. T
3. F (Andres's cold is not as bad as Miho's cold.)
4. F (Miho's fever is higher than Andres's fever.)
5. T
6. T

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Exercise 4

Answers will vary. Possible answers:

1. It is more stressful to be a firefighter than to be a journalist.
2. Being a truck driver is not as stressful as being a police officer.
3. Being a waiter is more stressful than being a cook.
4. Being a construction worker is as stressful as being an engineer.

Exercise 5

Answers will vary.