

# UNIT 5

## Overview

### TOPICS

- Culture shock and reverse culture shock
- Young people in the United States
- The suburbs and the city

### GRAMMAR

- Present perfect continuous: affirmative, interrogative, and negative
- Passive voice: affirmative and interrogative
- Sense or perception verbs + adjective
- Present continuous versus simple present

### COMMUNICATION GOALS

#### Listening and Speaking

- Discussing the meaning of new terms
- Listening to details and making conclusions
- Giving an oral presentation in class
- Expressing opinions based on a written text
- Stating advantages and disadvantages
- Giving reasons for likes and dislikes
- Conducting an opinion survey

#### Reading and Writing

- Reading for specific information
- Making inferences
- Supporting opinions with examples from a written text
- Writing a journal entry

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, and speaking

##### **Thinking Skills**

Creative thinking

Decision making

Problem solving

Knowing how to learn

##### **Personal Qualities**

Sociability—demonstrates understanding, friendliness, adaptability, empathy, and exhibits self-control

Self-management

#### ***Competencies***

##### **Information**

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

##### **Interpersonal**

Participates as a member of a team

Works with diversity

##### **Resources**

Time—allocates time and prepares and follows schedules

##### **Systems**

Understands systems—knows how social and organizational systems work and operates effectively with them

##### **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

#### **2 Community Resources**

2.7.2 Interpret information about ethnic, cultural, and language groups

#### **3 Health**

3.5.8 Identify practices that promote mental well-being

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

7.1.1 Identify and prioritize personal, education, and workplace goals

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

7.1.3 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

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

7.4.1 Identify or utilize effective study strategies

7.5.4 Identify sources of stress and resources for stress reduction

7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems

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

- If your school is in an English-speaking country, ask your students about differences in family relationships between the English-speaking country and the students' own countries. Encourage them to discuss differences in roles, behavior, and expectations. Ask how traditional roles are changing in the students' countries, and elicit opinions about those changes.
- If your class is a homogeneous class in a non-English-speaking country, ask your students to describe family structure in that country. Focus on roles, behavior, and expectations of family members. Ask your students to guess how families in the United States or Canada might be different from families in their countries.

## PRESENTATION

### *Reverse Culture Shock*

- **Set the stage.** Instruct the students to look at the pictures. Ask the class to describe the two pictures. Elicit the reason why Yon Mi returned to Korea (*to get married*).
- **Personalize the situation.** Elicit some of the specific cultural differences that your students have experienced when traveling or living in other countries or cities. Write the students' responses on the board. Ask if any of your students have returned to their home countries after living in another country. How did they feel when they returned home? Ask them if they felt they had changed while they were away from home, and encourage them to give details.
- **Focus on selected items.** Ask the class what they know about Yon Mi (*Korean, sensitive, returned to Korea to get married, feels a bit nervous about getting married*). Ask the students to guess what kind of cultural differences Yon Mi might have experienced when she returned home. How might she have changed during her time in the United States?
- **Set the listening and reading task.** Inform the class that Yon Mi is writing about the differences in parent-child relationships in the United States and Korea. Ask the students to identify these differences as they read and listen to Yon Mi's letter. Tell the class that you will play the cassette once as they read along and then give them time to read the letter again and make notes. Play the cassette once. Clarify vocabulary as necessary, then give the students time to reread the letter.
- **Check the listening and reading task.** Ask the class what cultural differences Yon Mi discusses in her letter. Write the responses on the board under the headings **Korea** and **The United States**.
- **Engage the students in pair work.** Read the discussion questions aloud. Ask the students to answer the questions with their partners. Encourage the students to use specific examples in their discussions, as Yon Mi did in her letter.
- **Circulate and monitor progress.** Prompt the students with questions related to specific areas of cultural difference, such as family relationships, public behavior, and behavior in school. Recap the discussion as a class. Write on the board the meaning of *culture shock* and *reverse culture shock*. Ask for volunteers to tell the class about times they have experienced these situations.

## 1 I've been trying hard to adjust.

► Reading

- Read the instructions aloud. Emphasize that some of the sentences are things that Yon Mi directly states in her letter. Other things are not stated directly but can be inferred by the reader. Write *making inferences* on the board and elicit or provide the meaning (*guessing the writer's meaning*). Direct the students' attention to Yon Mi's statement *I am glad I lived outside my country for a while because now I understand my culture better*. Elicit or explain that we can infer that Yon Mi had not thought about her culture in this way before. Remind the students that learning to make inferences is one of the goals of this lesson.
- **Pair.** With a partner, the students compare the statements in the activity with Yon Mi's letter.

Instruct them to make a note of which paragraph gives the necessary information for each item in the activity.

- Recap the activity as a class. Emphasize the difference between reading a direct statement and making an inference about a writer's meaning.

### Answers

Stated directly: 2, 4, 5

Can be inferred: 1, 3, 6

## 2 Everything is new and exciting.

► Listening ► Speaking ► Reading

- Read the introductions aloud. Give the students several minutes to read the descriptions of the stages of cultural adjustment. Clarify vocabulary as necessary. Ask the students to provide examples for each stage in the chart.
- Point out that *everybody* goes through *all* of these stages of adjusting to life in a new country. Also tell the students that each stage takes a different amount of time for each person. If you are teaching students from different countries, ask the students to raise their hands to indicate which stage they are in.
- **Pair.** Tell the class that they will hear five of the World Language Center students talk about their own adjustment to life in the United States. Explain that they will hear each character's speech twice. The students should write the number of the stage each character is experiencing.
- Play each section of the cassette twice. Allow adequate time for the students to write down their responses.
- Recap by replaying the cassette, pausing after each character speaks. Ask the class which stage of adjustment the character is in. Elicit reasons for the students' opinions. Write the answers on the board, along with the reasons for the class's decisions.

### Answers

Oscar: Stage 3; Sofia: Stage 1; Ivan: Stage 4; Lynn: Stage 2; Nelson: Stage 5

- **Group.** Divide the class into groups of three or four. Remind the students to assign group roles. Ask the students to write down two or three suggestions related to each of the five stages of cultural adjustment. Recap the answers as a class. Discuss all the suggestions for one stage before discussing the next stage.

### 3 Lynn has been experiencing culture shock.

► Reading ► Writing

- Draw the students' attention to the example sentences. Write the first example sentence on the board: *Lynn has been feeling homesick lately.* Ask the class what the verb is in the sentence (*has been feeling*). Underline the verb. Cover *feeling* and ask the class what tense *has been* is (*present perfect*). Then uncover *feeling* and elicit the complete tense (*present perfect continuous*). Point out that this tense describes *a continuous state over a period of time or a continuous or repeating action* that began in the past and continues to the present. Practice the tense by asking questions about your students. (*Jorge, have you been experiencing culture shock?*)
- Read the instructions aloud. Remind the class to choose verbs based on what the characters said in the previous activity. Recap the answers as a class.

#### Answers

(Other answers are possible.)

1. has been experiencing
2. has been living
3. have been making
4. has been dreaming
5. has been studying
6. has been feeling

- **Pair.** Read the instructions aloud. Write the first sentence from the exercise on the board: *Lynn has been experiencing culture shock.* Ask the class how to form a *Yes/No* question from this sentence. Write the response on the board. (*Has Lynn been experiencing culture shock?*) Elicit the short answer for the question (*Yes, she has*) and write it on the board. Elicit *Wh-* questions that can be formed from the sentence. (*What has Lynn been experiencing? Who has been experiencing culture shock?*)

**Grammar Note:** When forming *Wh-* questions, if the *Wh-* word represents the subject, there is no change in word order (*Wh-* word + complete verb: *Who has been experiencing culture shock? Lynn has been experiencing culture shock. Who = Lynn*). If the *Wh-* word is anything other than the subject, the subject and auxiliary verb must be inverted (*Wh-* word + auxiliary + subject + verb participles: *What has Lynn been experiencing? Lynn has been experiencing culture shock. What = culture shock*).

- In pairs, have the students ask and answer questions about the characters in the activity. Remind the students that they can ask both *Yes/No* and *Wh-* questions. Recap as a class by choosing students to ask and answer questions based on the characters in the activity.

### 4 Lynn has been calling her parents twice a week.

► Writing

- **Pair.** Read the instructions aloud. Ask a volunteer to read the example sentence aloud: *Lynn has been calling her parents twice a week.* In pairs, have the students write sentences describing the activities in the pictures. Remind the students to include the frequency/duration cues. Recap by asking several pairs to write their sentences on the board and read them aloud. Elicit other possible answers from the class.

**Additional Activity** See Unit 5 Appendix.

#### Answers

(Answers may vary.)

2. Nelson has been listening to African music once in a while.
3. Sofia has been writing in her journal since she came to the United States.
4. Tony has been having lunch with his friends once a week.
5. Oscar has been playing soccer every now and then.
6. Gina has been shopping at the mall every day.

## 5 Word Bag: Expressing Positive and Negative Feelings

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

- Direct the students' attention to the phrases in the activity. Practice the phrases as a class by talking about studying English: *Studying English really fascinates me.* Assist with pronunciation and stress. Elicit whether each phrase is positive or negative.
- Read the instructions and topics aloud. Give the students time to complete the task.
- **Pair.** Read the instructions aloud. Remind the students to ask their partners follow-up questions.
- Ask for volunteers to tell the class their partners' opinions about one or two of the topics. Encourage the speakers to give their partners' reasons (*Graziella says Latin American dancing really fascinates her because it's so passionate*).

## 6 Hear it. Say it.

► **Listening** ► **Speaking**

- Read the instructions aloud. Explain that the stressed syllables in an English sentence make a regular rhythm of *beats*, no matter how many unstressed syllables come between them. Ask the students to mark the stressed syllables in each sentence while listening. Do the first item in each group as a model. Play the cassette several times.
- Copy the sentences on the board. Ask the students which syllables were stressed, marking the sentences. Practice as a class.
- **Pair.** Ask the students to practice the sentences in pairs. Remind them to work toward increasing the speed of their speech while maintaining correct stress and rhythm patterns. Recap as a

class by asking each student to read one of the sentences aloud.

### Answers

A.	B.
1. I <b>like</b> this <b>culture</b> .	1. I'm <b>very</b> confused by this <b>culture</b> .
2. I <b>dislike</b> this <b>culture</b> .	2. I'm <b>really</b> not <b>used</b> to this <b>culture</b> .
3. I'm <b>crazy</b> about this <b>culture</b> .	3. I'm <b>really</b> not <b>enjoying</b> this <b>culture</b> .
4. I'm <b>fascinated</b> by this <b>culture</b> .	4. I may <b>never</b> get <b>used</b> to this <b>culture</b> .

## 7 I haven't received a letter from you in a long time.

► **Reading** ► **Writing**

- Write on the board: *I have written a letter. I have been writing a letter.* Elicit the difference between the two sentences. ("*Have written*" describes an action completed at an unspecified time in the past. "*Have been writing*" describe a continuous action that began in the past and continues up to the present.)
- **Pair.** Read the instructions aloud. Remind the students to look for time expressions in the sentences and consider the meaning of the verbs in order to decide whether to use present perfect or present perfect continuous. Recap as a class.

### Answers

2. have been talking	7. hasn't finished
3. has been wondering	8. has read
4. have adjusted	9. has been enjoying
5. have been planning	10. Have; set
6. has been reading	

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

# Lesson 2

## WARM UP

- Inquire whether the students have any relatives who have moved to other countries and opened businesses. Ask for details about the kind of businesses they opened and where the businesses are. Ask the class what would be challenging or difficult about opening a business in another country.
- Ask the students about businesses they are familiar with that are owned by people from other countries. What kinds of businesses are they? Are the customers mostly people from the same country as the business owner, or do the businesses serve the general community?

## PRESENTATION

### *It was good to hear from Yon Mi, wasn't it?*

- **Set the stage.** Instruct the class to cover the conversation. Read the instructions aloud. Draw the students' attention to the picture and ask them to identify the characters (*Tony, Lynn, Sofia, Mr. Robinson, and Gina*). Tell the students that they will hear Gina tell her friends about her cousins Vito and Ricky.
- **Personalize the situation.** Ask whether your students have ever been to New York. Elicit details about the city. Inquire whether those details make it a good or bad place to live. Ask what the students liked best and least about New York.
- **Focus on selected items.** Explain that Gina's cousin Vito is from a quiet Italian town and is experiencing some culture shock. Ask the class to predict what problems he might be having adjusting to life in New York.
- **Set the listening task.** Write the listening questions on the board: *What is Vito's new job? Why is Vito experiencing culture shock?* Ask the students to make notes as they listen to the conversation. Instruct them to keep the conversation covered while they listen. Play the cassette twice.
- **Check the listening task.** Ask the class for their answers and write them on the board. Ask the students to uncover the conversation and check their answers. Elicit additional information that can be added to the answers on the board.
- **Engage the students in class discussion.** Read the discussion question aloud. Ask whether any of your students have had problems that are similar to Vito's. Ask what they did in those situations.
- Point out that Vito is having difficulty adapting to a new culture. Elicit other types of changes that people experience in their lives. Ask the students what kinds of changes are difficult for them. Elicit possible ways to make those changes less difficult. Write the students' responses on the board.

# 1 What is this Italian dish called?

► Reading ► Writing

- Read the instructions aloud. Then read the example question aloud and practice the question chorally, focusing on clear pronunciation of the past participle *called*. Repeat with the example answer.
- **Pair.** With a partner, the students complete the sentences with the correct form of *be* and the past participle. Ask for volunteers to write their answers on the board. Go over the answers by asking the volunteers to read their answers aloud.
- Underline the *be* verb and past participles in the sentences on the board. Elicit or explain that this construction is called *the passive voice*. Write on the board:

The waiter serves that drink in a glass.  
AGENT      ACTION      RECEIVER

Elicit that the verb in this sentence is the present tense. Explain that this sentence is in the active voice and focuses on the agent, the doer of the action.

- Write on the board:  
That drink is served in a glass (by the waiter).  
RECEIVER      ACTION                      AGENT

Explain that a *passive* sentence focuses on the *receiver of the action*. If the identity of the agent is unimportant or unknown, the agent phrase is unnecessary. Cross out *by the waiter* in the example sentence. Point out that we understand that a waiter serves the drink, so it is not necessary to identify the agent.

- Draw the students' attention to the verb *is served* in the second sentence. Remind the students that we form the passive with *be + past participle*. Elicit that the *be* verb in this sentence is in the simple present. Explain that, in passive sentences, *be* carries all tense and number information.

**Expansion:** Ask the students to write two or three sentences describing their favorite dishes. Remind them to use the passive voice when appropriate. Write an example on the board: *My favorite dish is lasagna. It is made from pasta and meat, and it is covered with cheese and tomato sauce.* Ask for volunteers to read their sentences aloud.

## Answers

- |               |              |
|---------------|--------------|
| 1. is made    | 4. is served |
| 2. is covered | 5. is closed |
| 3. is filled  |              |

## 2 Vito was invited to come to New York.

► Speaking ► Writing

- Draw the students' attention to the first illustration and the example sentence. Read the sentence aloud: *Vito was invited to New York*. Ask whether the sentence is active or passive (*passive*). Ask why it is unnecessary to say that Vito was invited *by Ricky* (*because the sentence focuses on Vito, and we already know who invited him*). Elicit that the sentence uses the past tense of *be* because the action occurred in the past.
- **Pair.** Read the instructions aloud. Explain that all of the sentences in the activity describe completed activities in the past. Remind the students to complete each sentence using the passive voice in the simple past. Point out that

they will need to choose the singular or plural form of *be* to agree with the subject of the sentence.

- Ask for volunteers to write their answers on the board. Go over the responses as a class.

### Answers

2. was opened
3. was served
4. were invited
5. were photographed

## 3 Fabulous New Italian Restaurant Opens

► Listening ► Speaking ► Reading ► Writing

- Tell the class that they will read a review of Ricky and Vito's new restaurant. Ask them to read along while you read the review aloud. (Alternatively, you can ask the students to read the review silently to themselves.) Clarify unfamiliar vocabulary as necessary.
- **Class.** Read the first discussion question aloud. Elicit the exact phrases that the writer used to convey this message (*excellent; a joy to my taste buds; I recommend it highly*). Ask what information the writer included in the review (*location, price range, hours and days open*).
- Read the remaining discussion questions aloud. Give the students five minutes to write notes about their favorite restaurants. As a class or in

small groups, have the students tell each other about the restaurants. Remind them to give reasons for their opinions and to ask each other follow-up questions.

**Expansion:** Ask the students to look at the review again. Have them circle each passive verb and underline each agent phrase. Ask for volunteers to read each sentence in the passage aloud and to identify any passive verbs and agent phrases. (If you have access to an overhead projector, mark the students' responses on a transparency of the passage.) In each sentence containing a passive verb, ask the class why it was or was not necessary to identify the agent.

**Additional Activity** See Unit 5 Appendix.

---

## 4 Young People in the United States

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

- Ask the class how they think young people today feel about life. Are young people happy about their lives and the future, or do they worry about what the future holds?
- Tell the class that they will read and listen to an article about the views and opinions of young people in the United States. Write on the board: *According to the article, how do young people feel about themselves? What examples does the writer give to support this statement?* Play the cassette twice while the students read along.
- Ask the students to work with a partner to answer the comprehension questions on the board. Check the answers as a class. Note students' responses on the board.
- **Class.** Read the discussion questions aloud. Ask the students to tell a partner their opinions about these questions. Recap with a general class discussion.

---

## 5 Young people today are given many responsibilities.

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

- Read the instructions and statements aloud. Clarify meaning as needed. Instruct the students to make a check mark in the appropriate box if they feel the statement is true for the United States or for their own countries. Point out that a particular statement can apply to either their own country or the United States, both countries, or neither country.
  - **Pair.** Ask the students to compare their answers with their partners'. Remind them to support their opinions with reasons and examples. Recap the activity as a class. Use a transparency of the chart, or draw it on the board. Ask the class to raise their hands if they feel the statements are true about the United States. Record the votes on the chart. Make additional columns on the chart for the various countries represented in your class. Ask the students whether the statements are true for their countries. Record their opinions on the chart.
- Expansion:** Ask the students to look at the information on the chart. Ask if they can draw any conclusions about the countries represented there. For example, are there similarities between countries in a particular part of the world or countries that share the same majority religious background?

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

# Lesson 3

## WARM UP

- Divide the class into groups. Ask them to choose their group roles.
- Tell the students to imagine that they have been offered a new job that would require them to move to a place they have never heard of. Ask them to brainstorm questions that they would want to ask about the new location. Point out that the questions should be about living in the new area, not about the job itself. Give the groups five to seven minutes to complete their task.
- Ask each group to list their questions on the board. Look for similarities and differences between the lists. Ask the groups why they think their questions are important.

## PRESENTATION

### *The Quality of Life*

- **Set the stage.** Instruct the students to cover the article. Ask the students to look at and describe the scenes in the pictures. Write on the board the adjectives *urban* and *suburban*. Elicit the meanings from the class (*in the city; outside of the city*). Check for comprehension by asking which picture shows urban life and which shows suburban life.
- **Personalize the situation.** Ask the students whether their family homes are in a city, a suburb, or the country. Elicit the difference between *in a suburb* and *in the country* (*Suburb refers to the area surrounding but outside of a major city; the country refers to areas farther away from big cities*). Ask students whether suburbs exist in their countries. Count how many of your students come from each living environment. Record the tallies on the board.
- **Focus on selected items.** Tell the students that they will read and listen to an article that compares the benefits of suburban life and urban life. Ask the class what they think some of the benefits are of each way of life. Write their responses on the board.
- **Set the listening and reading task.** Write on the board: *In your opinion, which is a better place to raise children, a suburb or a city? Why?* Tell the students that you will play the cassette twice. Instruct them to read along as they listen. Tell them to make specific notes about both environments, and reassure them that you will give them several minutes to make their notes after the second listening. Following the second listening, clarify any unfamiliar vocabulary.
- **Check the listening and reading task.** After the students have completed their notes, ask them to raise their hands to indicate whether they think a suburb or a city is a better place to raise children. Ask proponents of both sides to explain the reasons for their opinions. Encourage them to refer to specific information in the article (*quiet streets, cultural opportunities, etc.*).
- **Engage the students in pair work.** Read the pair work instructions aloud. Tell the students to reread the article with their partners and make their lists in note form. Then they can discuss where they would prefer to live. Remind the students that they should support their opinions with information from the article and from their own experience.
- **Circulate and monitor progress.** Circulate and ask each pair where they would prefer to live. Encourage them to explain the reasons for their opinions. Recap with a brief class discussion.

# 1 Touch the water.

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

- Read the instructions aloud. Ask for volunteers to read Lynn and Ivan's first lines aloud.
- Elicit the difference between *so + adjective* and *too + adjective* (*so is the same as very; too indicates more of the quality than is pleasant or desirable*). Illustrate this difference in meaning by choosing two students, one tall and one short. Choose an item on your classroom wall that only the tall student will be able to reach. Write on the board: *It's very high. It's so high. It's too high*. Ask the tall student to touch the item. Elicit that the tall student would say *It's very high* or *It's so high*. Repeat with the short student. Elicit that the short student would say *It's too high*.
- Read the list of verbs aloud. Remind the class that these are *sensory verbs*. Ask the class which sense each verb refers to. (Note: *seem* describes a general impression using all the senses combined.) Explain that when we use sensory verbs to express what our senses tell us, we do not use progressive tenses. Read the list of adjectives aloud. Elicit the meaning of *ripe* (*describes fruit or vegetables that are ready to be eaten*).
- **Pair.** Ask the students to work with a partner to complete Ivan's sentences. Instruct the students to use each verb and each adjective only once. Ask the students to practice the entire conversation (all the pairs of sentences) after they have completed the sentences. Recap by asking volunteers to write the answers on the board. If time allows, ask one or two pairs to perform the dialog for the class.

## Answers

2. I don't like it. It looks too bright.
3. I don't like them. They sound too loud.
4. I don't like it. It tastes too ripe.
5. I don't like it. It feels too cold.
6. I don't like them. They smell too sweet.

## 2 Ivan is tasting the food, but the food tastes terrible. ▶ Reading ▶ Writing

- Ask for volunteers to read the example sentences aloud. Explain that when we use verbs that describe information received through our senses, such as *taste* and *touch*, we use the simple present or *state* form of the verb. Direct the students' attention to the examples of state verbs (*tastes, feels*).
- Point out that many state verbs also have an active form (*is tasting, is feeling*). (If you wish, briefly act out the difference between *I am tasting* and *it tastes*.) If the verb describes an action, any tense can be used. If the verb describes a sensory perception, it is stative, and continuous tenses cannot be used. Point out that some sensory verbs, such as *hear*, do not have an active form.
- **Pair.** In pairs, have the students complete the paragraphs. Point out that the descriptions occur *now*, so the students will need to choose

between simple present and present continuous. Remind them to decide whether the verb describes a state or an action.

- Go over the answers as a class. If you wish, you can have the students write their answers on the board or on a transparency.

### Answers

- |                   |                 |
|-------------------|-----------------|
| 1. looks          | 9. doesn't seem |
| 2. isn't starting | 10. is feeling  |
| 3. is tasting     | 11. feels       |
| 4. tastes         | 12. is trying   |
| 5. is walking     | 13. hears       |
| 6. smells         | 14. hears       |
| 7. is smelling    | 15. is pulling  |
| 8. is attending   |                 |

## 3 The food tastes greasy.

### ▶ Listening ▶ Speaking ▶ Reading ▶ Writing

- Read the instructions aloud. Direct the students' attention to the chart. Remind them to add two items of their own to the list, and then give their opinions about the items. Circulate and assist with vocabulary as necessary. If students are unsure about how to begin, tell them to choose the verb from the box first and then think of a reason that uses the verb.
- **Pair.** Instruct the students to ask their partners' opinions about the items in the list. Remind them to ask about the items that they added to

the list. Alternatively, this activity can be done as a mixer, with the students asking several different classmates their opinions.

- Recap the activity by asking the students what similarities and differences of opinion they discovered. Encourage them to explain the reasons for their opinions and the opinions of their partners. If the students forget their partners' opinions, allow them to ask again during the class discussion.

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

## 5 Wrap Up

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

- Elicit the meaning of *questionnaire* (a set of questions that collect data or information). Tell the students that they will interview each other about their preferred living environments. Then they will combine their results as a class.
  - **Pair.** Direct the class's attention to the chart. Point out that each question requires two answers: *city, country, or suburbs*, and *your country or another country*. Elicit the questions that the students should ask: *Where are you living now, in the city, country, or suburbs? Are you living in your own country or in another country?* Copy the chart onto the board or use a transparency.
- Model the activity by asking one or two students about their living environments and checking off the students' responses on the chart.
- After the students have interviewed their partners, discuss the results as a class. For each item, ask the students to raise their hands to indicate their partner's responses. Tally the responses on the chart.
  - Ask the students to make statements about their class using the information in the chart. (*Most people in our class would like to live in their own countries in the future. Everyone in our class is living in the city right now.*)

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

## STRATEGIES FOR SUCCESS

1. Tell the students that performing a survey of others' opinions will: (a) give them an opportunity to use English with people other than their classmates; (b) give them some good practice in framing questions; and (c) help them in any future classes they have in academic English.  
  
The survey needs to be very brief. All questions should be able to be posed and answered quickly (i.e., in less than two minutes). Suggest that the students write their questions down so they can remember everything they need to ask. The students should ask the questions orally, in English, and not simply show them to the interviewee.
  2. If necessary, suggest where students might find people to poll. Rehearse with them how to introduce themselves: *Hello. My name is \_\_\_\_\_, and I'm conducting a survey for my class. Would you please take just a minute or two to answer some questions for me?*
- (*yes, no, and no opinion*) for each question and how to total up the numbers. Model how the students might present their results by using such sentences as: *I conducted a survey of people's opinions on air pollution. I surveyed ten people and got the following results . . . .*
3. In Exercise 3, the students will need to evaluate their success in attaining the goals they listed in Unit 1. Offer an example of a goal: *I will learn twenty-five new vocabulary items every week.* Provide a possible response: *I was successful for the first two weeks. The last three weeks I only learned ten words each week. I must try harder, but perhaps I should try only fifteen words each week.*
- Review some of the strategies the students have practiced so far. List them (from the lists that appear in the Strategies sections of the first five units) on the board, then ask the students to give brief examples for each. Ask which strategies have been successful for them.

For Exercise 2, show the students how they might compile the results with three columns

## 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 have learned.
- Briefly model how to review using the Grammar Summary. Draw the students' attention to the example statement for present perfect continuous. Ask the students to write three sentences each about themselves using the present perfect continuous. Ask the students to read their sentences aloud to the class or to a partner.
- Direct the students' attention to the examples for passive voice. Ask the students to write three or four passive sentences describing something they saw recently, such as a building, a delicious-looking dish in a restaurant, or an interesting work of art. Ask the students to share their descriptions with a partner. Ask a few volunteers to read their partners' sentences aloud.
- 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 1, Exercise 4 (p. 59)

*If you want my advice . . .*

- In this activity, the students work together to create a newsletter to help new students deal with culture shock. (Note: If you are teaching in an EFL setting, adapt this activity so that it addresses the culture shock that may be experienced by visitors or immigrants to the students' country.)
- As a class, brainstorm possible components for the newsletter such as a short description of culture shock, general advice for people with culture shock, an advice column with letters and specific advice, contact information for social groups, and mental health services.
- As a class, brainstorm the characteristics of the newsletter. If your language program has a newsletter, use it as a model, or bring in newsletters from other sources, such as clubs or social organizations. Discuss what the newsletter will look like, who the audience will be, and how the newsletter will be distributed to potential readers. (If your students are in a school with other international students, the newsletter can be distributed to the other classes. If you are in an EFL setting, find a visitor center or other organization that would be willing to offer the newsletter to English-speaking visitors and immigrants.)
- Ask the students to form groups based on the component they want to work on. If a group has too few or too many members, ask for volunteers to switch groups.
- Explain the process of writing the components of the newsletter. Discuss the format of each section, its length, and whether the students can add illustrations. You may wish to include a peer review process, where the groups exchange their work and give each other feedback for possible revisions.
- Decide whether you or the students will do the final assembly of the newsletter. As much as possible, involve the students in distributing the newsletter. This can include short presentations to other classes in your school.

### Lesson 2, Exercise 3 (p. 63)

*It's a great place to eat!*

- In this activity, the students work together to create a guide to their favorite local restaurants.
- Brainstorm the kinds of information that the guide should contain. It should include the names of the restaurants, the addresses, hours, types of food, quality of service, prices, and decor of the restaurants, along with overall reviews. Elicit ways your students can find out more detailed information, such as the history of a restaurant (*by visiting or telephoning the restaurant and speaking to the owner or employees*).
- For homework, ask each student to write a review about his or her favorite restaurant near your school. Allow the students to add illustrations to their reviews if they wish. Ask them to write their reviews on unlined paper, so that you can photocopy them. If the students wish, they can also design covers for the guide. Have the class vote for the cover they want to use.
- Photocopy the reviews and cover and assemble them into booklets for each student. (If you do not have the facilities for creating booklets, ask the students to present their reviews to the class.) After the students have read or listened to the reviews, have a class vote for the three most interesting restaurants.

# WORKBOOK UNIT 5 ANSWER KEY

## Lesson 1, pp. 37–39

### Exercise 1

Order may vary.

2. The baby has been crying since 7:20. OR  
The baby has been crying for ten minutes.
3. The waitress has been working since 5:00. OR  
The waitress has been working for two and a  
half hours.
4. The woman has been reading a book since  
6:45. OR The woman has been reading a book  
for forty-five minutes.
5. The man and woman have been waiting since  
7:00. OR The man and woman have been  
waiting for half an hour.
6. The man has been eating since 7:15. OR  
The man has been eating for fifteen minutes.

### Exercise 2

Answers will vary. Possible answers:

2. I've been painting my house.
3. I've been exercising a lot recently.
4. I've been working a lot lately.
5. Yes, I haven't been feeling well this week.
6. Thank you. I've been studying very hard.

### Exercise 3

Answers will vary.

### Exercise 4

1. have ('ve) been taking
2. have ('ve) been working
3. have ('ve) been reading
4. How long have you been  
studying
5. have ('ve) been learning
6. Have you had
7. have ('ve) been  
corresponding
8. haven't been able to
9. have ('ve) been working

# WORKBOOK UNIT 5 ANSWER KEY

## Lesson 2, pp. 40–42

### Exercise 1

2. is located                      3. are held                      4. is taught                      5. is served

### Exercise 2

Wording will vary. Possible answers:

2. Loud music is not permitted.                      3. Dogs are not allowed without a leash.                      4. Food and drinks are not permitted.

### Exercise 3

Answers will vary. Possible responses:

1. His clothes are washed and folded.                      3. The room is organized.                      6. The walls are covered with posters of rock stars and wrestlers.  
2. Posters of cars are hung on the walls.                      4. The bed is not made.                      5. Her clothes are thrown on the floor.

### Exercise 4

The following answers should be marked with a check:

2. My books were stolen last night!                      5. Nina loves chocolate.  
3. Mr. Drew knows the answer.                      6. Parking is not allowed here.  
4. Cattle are raised in Texas.

### Exercise 5

1. are being given                      6. know  
2. have                      7. avoid/are avoiding  
3. are aimed/are being aimed                      8. are considered  
4. are thinking                      9. expect/are expecting  
5. are organized/are being organized

# WORKBOOK UNIT 5 ANSWER KEY

## Lesson 3, pp. 43–45

### Exercise 1

- |                  |                  |
|------------------|------------------|
| 2. a verb: taste | 4. e verb: sound |
| 3. d verb: look  | 5. c verb: smell |

Left to right: radiant, screechy, fragrant, bland, cool

### Exercise 2

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. g | 3. i | 5. b | 7. j | 9. e  |
| 2. f | 4. h | 6. c | 8. a | 10. d |

### Exercise 3

- |                            |                             |
|----------------------------|-----------------------------|
| 1. A: look B: have         | 3. A: feel B: seem          |
| 2. A: sounds B: is looking | 4. A: smells A: is smelling |

### Exercise 4

- |              |               |              |
|--------------|---------------|--------------|
| 1. beautiful | 4. superbly   | 7. dangerous |
| 2. delicious | 5. delightful | 8. wonderful |
| 3. terrific  | 6. badly      | 9. nice      |