

UNIT 6

Overview

TOPICS

- Relationships and marriage
- Personal ads
- Emotions
- Matchmaking

GRAMMAR

- State verbs
- Prepositional phrase: *because of*
- Complex sentence: *because*
- *Would rather* and *would prefer*
- Compound sentences: *and, but* and *so*

COMMUNICATION GOALS

Listening and Speaking

- Listening and expressing opinions
- Comparing marriage customs
- Expressing preferences

Reading and Writing

- Reading the personals
- Writing a personal ad
- Reading for details
- Making conclusions based on specific details

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, and speaking

Thinking Skills

Creative thinking
Decision making
Knowing how to learn

Personal Qualities

Responsibility
Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings
Self-management

Competencies

Information

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

Interpersonal

Participates as a member of a team
Exercises leadership
Works with diversity

Resources

Time—selects goals and relevant activities, ranks them, 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 for informational purposes
- 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

7 Learning to Learn

- 7.2.3 Make comparisons, including differentiating, sorting, and classifying items, information, or ideas
- 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
- 7.2.7 Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives
- 7.3.1 Identify a problem and its possible causes
- 7.4.3 Identify, utilize, or create devices or processes for remembering information

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

Lesson 1

WARM UP

- Ask your students whether any of them are married, and if so, how old they were when they got married. Ask at what age people in their countries usually get married.
- Elicit reasons why it might be a good idea to get married at a young age. Then ask the class for reasons why people might prefer to wait until they are older to get married. Write the students' responses on the board.

PRESENTATION

They think she's too young.

- **Set the stage.** Direct the students' attention to the picture. Ask the class to identify the young man in the picture on the left (*Jacques*). Tell the class that the young woman in the picture is his friend, Danielle. Ask the class to look at the picture on the right and describe Danielle's parents' reaction to her friendship with Jacques (*They seem upset*).
- **Personalize the situation.** Ask if any of your students have had a friendship with someone of the opposite sex. If so, ask whether their parents ever got upset about the friendship. Why were their parents upset? What did your students do? Did they respect their parents' wishes, or did they continue to be friends with the person?
- **Focus on selected items.** Tell the class that they will hear Jacques talking with Pablo and Sofia about his relationship with Danielle. Elicit that Jacques is at school in the United States, and Danielle is living with her family in France. Write on the board the words *girlfriend* and *boyfriend*. Elicit the meaning (*someone that you are involved with romantically*).
- **Set the listening and reading task.** Write on the board: (1) *How does Jacques describe his relationship with Danielle?* (2) *Do you think they are boyfriend and girlfriend? Why or why not?* Play the cassette twice as the students listen and read.
- **Check the listening and reading task.** Ask the students for their responses to the comprehension questions. Write their responses on the board. Ask what Pablo means when he says, "*It sounds like you're more than friends.*" (*It sounds like you're really in love with her.*) Clarify the meaning of any unfamiliar vocabulary (*established, old-fashioned*). Make sure the students understand that *concern* is a noun in this conversation.
- **Engage the students in pair work.** Read the discussion questions aloud. Remind the students to explain why they agree with Jacques or with Danielle's parents. Also ask the students to discuss what they would do if they were Jacques.
- **Circulate and monitor progress.** As you circulate, prompt the students to give specific reasons for their opinions. Recap the discussion as a class.

1 She understands their feelings.

► Speaking ► Reading

- Direct the students' attention to the expressions in the right column of the example box. Elicit the meaning of the expressions ("*I don't think so*" means you disagree; "*I don't know about that*" is a less direct way to say that you disagree). Practice the expressions with the class. Focus on natural intonation and phrasing.
- **Pair.** Read the pair work instructions aloud. Tell the students to take turns reading the statements to each other. After one partner reads a statement, both partners should use one of the expressions to say whether they agree or disagree with the statement. Remind the students to give reasons for their opinions. Point out that they can refer to the dialog text to support their opinions.
- Recap the discussion as a class. Read each statement aloud to the class and elicit a response from one or two students. Encourage the students to use the target phrases from the example box. Ask the responding students to support their opinions.

2 We understand her problem, but she doesn't want our help.

► Listening ► Speaking ► Reading ► Writing

- **Pair.** Read the instructions aloud. Tell the students that they will need to use several different tenses. Point out that the answers for items 3, 7, and 8 will be negative. Suggest that the students read the entire letter before filling in the verbs. Explain that this will help them choose the correct tense, because they will understand the relationship among the sentences in the letter.
- Circulate and make sure that both students in each pair are contributing to the task of completing the letter.
- Go over the answers as a class. If possible, use a transparency and ask for volunteers to fill in their answers. Alternatively, ask student volunteers to write the complete sentences on the board. Ask them to give the reason for their tense choices.

Answers

- | | |
|---------------------|------------------|
| 1. need | 7. is not |
| 2. thinks | 8. am not asking |
| 3. don't understand | 9. are |
| 4. know | 10. love |
| 5. have been | 11. want |
| 6. have been | 12. hope |

- **Group.** Read the group discussion question aloud. Elicit the meaning of *ingredient*. Brainstorm some example ingredients for a happy marriage and write them on the board. Divide the class into groups of three or four. Remind the students to assign group roles (Manager, Secretary, Reporter, Time-keeper). Give the students ten to fifteen minutes for their discussions. Following the discussions, ask the reporters to tell the class their groups' opinions and reasons.

3 Romantic male loves the outdoors and horses.

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

- Elicit the meaning of *personal ads* (newspaper advertisements written by people looking for relationships). Ask your students whether newspapers in their countries have personal ads. Elicit other places that people can find personal ads (*the Internet, magazines, radio or television programs*). Ask the students if they think using a personal ad to find a friend or companion is a good idea.
- **Group.** Read both sets of instructions aloud. Clarify that there are three steps to this activity. First, the students read the ads aloud in their groups and make sure they understand them. Next, they match up two of the

people in the ads, giving reasons for their choices. Finally, they write a personal ad for one of the people in the group.

- Divide the class into groups, reminding them to assign group roles. Circulate and assist with the meaning of the ads if necessary.
- Recap with a class discussion about the matches the students made using the ads in the activity. Then ask the students to read their own personal ads aloud. (You may wish to have the Reporters tell the class about the matches, and then have a different student from each group read the group's personal ad.)

4 He was shaking because he was nervous.

► **Reading** ► **Writing**

- Direct the students' attention to the example boxes. Point out that, in English, many nouns have adjective forms; for example, *anger* is a noun, and its corresponding adjective is *angry*.
- **Pair.** In pairs, have the students first fill in the adjective forms in the box. Then they complete the sentences below the pictures. Point out that they will need to decide whether each sentence requires a noun or an adjective. As the students complete the task, circulate to make sure that they have formed the adjectives correctly (*tired, happy, nervous*).
- Ask for volunteers to write their answers on the board in complete sentences. Go over the answers as a class. Elicit that *tiredness, happiness, and nervousness* end in the suffix *-ness*. Tell the students that many nouns are formed by adding this suffix to an adjective.

Answers

- | | |
|----------------|----------|
| 1. happy | 3. anger |
| 2. nervousness | 4. tired |

- In each of the answers on the board, underline the phrase or clause that begins with *because*. Ask the students to identify the two structural patterns that can follow *because* (*because + of + noun phrase; because + complete clause*). Explain to the students that a clause that begins with *because* is a *dependent clause* and cannot be a complete sentence by itself in written English. A dependent clause must be connected to an independent clause. Practice the patterns by asking the class several questions beginning with *why*, such as: *Why do you like studying English? Why are you wearing a heavy sweater today?*

Additional Activity See Unit 6 Appendix.

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

Lesson 2

WARM UP

- Ask the class how their parents met and decided to get married: *Were your parents neighbors, school friends, or relatives? How old were they when they first met? Was their marriage arranged through a relative or matchmaker?*
- Elicit different ways that people meet and fall in love. If necessary, prompt the students to include methods that involve modern technology, such as meeting on the Internet or using a computerized dating service. Write the responses on the board. Ask the students' opinions of these methods.

PRESENTATION

Matchmaking around the World

- **Set the stage.** Read the title of the article aloud. Ask the students to cover the article and look at the pictures. What differences do they see in the two pictures? Ask the class to predict what kind of information the article will contain (*a comparison of different ways that people meet and marry*).
- **Personalize the situation.** Ask the students how they met or hope to meet their spouses. Write their responses on the board. Ask whether the traditions are changing in their countries. Do people still meet their future husbands and wives using traditional methods?
- **Focus on selected items.** Write the following words on the board and review their meanings: *matchmaker, spouse, couple, bachelor, bride*.
- **Set the listening and reading task.** Remind the class that each paragraph in an article or essay should have a specific purpose or main idea. Ask them to listen and read for the main idea of each paragraph. Play the cassette twice while the students read along. Following the listening, ask the students to work in pairs to identify the purpose or main idea of each paragraph.
- **Check the listening and reading task.** Ask the class about each paragraph's purpose or main idea. Write an outline of their responses on the board, leaving room for insertion of details later. Answers will be similar to the chart at the bottom of the page.
- Ask the students to cover the article. Refer to the outline on the board and ask the class to recount the details of the article. Write their responses on the board. Allow the students to uncover the article and see how much of the information they were able to remember using just the outline as a guide. Point out that making an outline is an effective way of taking notes.
- **Engage the students in group work.** Read the discussion questions aloud. Divide the class into groups. Remind the students to assign group roles. Set a time limit for the discussion.
- **Circulate and monitor progress.** Circulate and help the groups keep their discussions on topic. Remind them that they do not have to agree with each other's opinions. Recap the discussion as a class. Have the reporters tell the class their groups' opinions. Following each report, ask the group members whether they have anything they wish to add.

First paragraph	Introduces the topic	<i>meeting through a matchmaker</i>
Second paragraph	Main idea	<i>Traditional matchmaking is used in some countries, such as Iran.</i>
Third paragraph	Main idea	<i>Modern forms of matchmaking are used in less traditional countries, such as the United States.</i>
Fourth paragraph	Conclusion	<i>Although the forms of matchmaking are similar, the results differ from country to country.</i>

1 Matchmaking and Marriage in the United States and Iran

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

- Read the instructions aloud. Point out that the answers may be directly stated in the article or they may be implied. Write *imply* on the board and elicit its meaning (*to state something indirectly*).
- **Pair.** After the students have reread the article and completed the chart, ask them to compare their responses with those of a classmate.
- Go over the answers as a class. First focus on the answers relating to the United States and

Iran. Then enlarge the discussion to include the students' own countries.

Answers

- | | |
|------------------|-------------------|
| 1. United States | 5. United States |
| 2. Iran | 6. Iran |
| 3. Iran | 7. Iran (implied) |
| 4. Iran | |

2 When it's time for my children to think about getting married . . .

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

- Read the instructions aloud. Tell the students to mark the column that represents their personal opinion about each statement. Read each statement aloud while the students mark their responses. Clarify the meaning of the statements as necessary.
- **Group.** Divide the class into groups of three or four. Remind the students to assign group roles. Suggest that the students give their opinions of

each statement and discuss it fully as a group before moving on to the next statement. Remind the students to give reasons for their opinions. Set a time limit for the discussion (allow fifteen to twenty minutes, if possible).

- Recap the discussion as a class. Ask for volunteers to give their opinions. Encourage the students to agree or disagree with their classmates and to give reasons for their opinions.

3 Hear it. Say it. 🎧

► **Listening** ► **Speaking**

- Write on the board: *I would rather not tell you.* Elicit the meaning from the class (*I don't want to tell you*). Ask what the difference is between *I would rather* and *I don't want to* ("*I'd rather*" is less direct and more polite). Using *would rather* helps the speaker say something strongly, but avoids sounding rude or insulting. It is often preceded by *I'm sorry*.
- Draw the students' attention to the sentences in the activity. Explain that *I would rather* is often pronounced as a contraction: *I'd rather*. Prior to listening to the cassette, practice the first two words of each sentence as a class (*He'd rather, I'd rather, etc.*).
- Ask the students to listen to the cassette and repeat the sentences as they hear them. If necessary, pause the cassette after each sentence to allow the students time to repeat.
- Add *I'd rather stop dating him* to the example sentence already on the board. Elicit the pattern that is used with *would rather* (*subject + would rather + verb + object*). Point out that the verb that follows *would rather* is the simple (base) form of the verb. If the meaning is negative, *not* precedes the verb. Check for comprehension and pronunciation by asking several students what they'd rather do after class today.

4 She'd prefer to marry an open-minded man.

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

- Tell the students that they will read several personal ads and discuss what kind of person each writer is looking for. Read the ads aloud. Clarify any unfamiliar vocabulary or meanings.
- Write the example sentences on the board and read them aloud. Elicit the meaning of *open-minded* (*interested in new ideas*). Elicit the pattern that is used with *would prefer* (*subject + would prefer + infinitive*). Check for comprehension by asking several students what they'd prefer to do this weekend.
- Draw the students' attention to the first example sentence, which is about Susan's ad. Point out that the sentence is a *paraphrase* of one word in her ad: *Nonsmoker*. Write *paraphrase* on the board. Explain that when you paraphrase, you repeat the writer's ideas but not the writer's exact words. Tell the students to *paraphrase* the information from the ads when they write their sentences to complete the activity.
- **Pair.** Read the instructions aloud. Suggest that the students write one negative and one affirmative sentence about each ad. While the students work, mark off four areas of the board, labeling them **Linda**, **Mark**, **Susan**, and **Steve**. Ask for volunteers to write one sentence each on the board, so that there are several sentences about each person. As a class, check that the information is correct and the grammar is accurate. If time permits, ask the class what other statements they can make about each person who placed an ad.

5 I'd rather marry a well-educated woman.

► **Speaking** ► **Reading**

- Read the instructions aloud. Read the list of characteristics aloud and elicit or provide the meaning of the terms.
- While the students complete the activity, circulate and provide vocabulary help as needed.
- Recap the activity as a class. Ask the students what characteristics they added to their lists. Write their responses on the board. Discuss which characteristics the students think are most important. Encourage the class to discuss any differences of opinion.

6 Wedding customs are similar.

► **Listening** ► **Speaking**

- Read the instructions aloud. Ask the students to describe what is happening in each picture. Ask in what order they think these events occur.
- Point out that the descriptions on the cassette will be in chronological order. Instruct the

Answers

[3]	[4]	[6]
[5]	[1]	[2]

students to number the pictures as they are described. Play the cassette twice if necessary. Check as a class.

- **Group.** Read the discussion question aloud. Divide the class into groups, reminding the students to assign group roles. Suggest that the students think of ways in which wedding customs in their countries are different from those in the United States, as well as ways in which they are similar. Recap with a class discussion.

7 Word Bag: Falling In and Out of Love

► **Reading** ► **Writing**

- Write *idiom* on the board. Elicit or explain that an idiom's meaning cannot be guessed or determined from the meaning of each word. This activity introduces many idioms that refer to love.
- **Pair.** Read the instructions aloud. Make a chart with two headings on the board: **The Joys of Love** and **The Sorrows of Love**. Instruct the students to make a similar chart in their notebooks. Read the letter aloud. Tell the students to read the letter again with their partners and decide which category each expression belongs to.
- Model the activity by asking the class what the first idiom is (*fell in love*). Elicit the meaning of the idiom (*began to love someone*) and the category it belongs to (*joys*). Elicit the base form of the idiom (*fall in love*). Write the expression in the appropriate column. Point out that because these idioms contain verbs, they can express any tense. Tell the students to write the base form of each idiom in their charts.
- After the students have completed their charts, go over the results as a class. Elicit the meaning of each expression. Then ask the students to work with their partners to complete the sentences in the activity. Check the answers as a class.

Additional Activity See Unit 6 Appendix.

Answers

1. was involved with
2. head-over-heels
3. had had a falling out
4. fell in love with

Grammar Note: The following are the base forms of the idioms with definitions, grouped for the activity. Object phrases in parentheses are optional but are generally only omitted with plural subjects (*We fell in love*). Object phrases without parentheses are required.

The joys of love: *fall in love (with someone):* begin to love (someone); *be crazy about someone/something:* like someone/something very much; *be involved with someone:* be in a romantic relationship with someone; *be head-over-heels in love (with someone):* be very much in love (with someone)

The sorrows of love: *break someone's heart:* make someone extremely sad; *look right through someone:* ignore someone completely; *have a falling out (with someone):* have a serious argument (with someone); *break up (with someone):* end a romantic relationship (with someone)

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

Lesson 3

WARM UP

- Ask your students whether they know any married or dating couples who come from different countries, cultures, or religious backgrounds. Make brief notes about these couples on the board (*Japanese/African American, Muslim/Orthodox Christian*).
- Ask your students whether these couples find their differences to be an advantage or a disadvantage. Ask what people in these relationships can do to deal with their differences.

PRESENTATION

East meets West.

- **Set the stage.** Ask the students to cover the reading. Read the title aloud and direct the class's attention to the picture. Ask the students to guess where the man and woman are from.
- **Personalize the situation.** Ask your students if they have any good friends from different cultures. Ask: *What kinds of differences do you notice between yourselves and your friends? What might it be like to be married to someone from a different culture?*
- **Focus on selected items.** Tell the students they will hear Hamid Tanori and his wife, Elaine Tanori, talk about their relationship. Ask the students to brainstorm the areas of life where a married couple like the Tanoris might notice their cultural differences (*the roles of men and women, how to raise children, the role of extended families, etc.*).
- **Set the listening and reading task.** Write on the board: *What countries are Hamid and Elaine from?*
- *What kind of families do they come from? Why did they each decide to marry someone from a different culture?* Ask the students to think about the questions as they listen and read. Play the cassette twice.
- **Check the listening and reading task.** Ask the students for their responses to the comprehension questions. Note their responses on the board.
- **Engage the students in pair work.** Read the discussion question aloud. Clarify meaning as necessary. Remind the students to give reasons for their opinions.
- **Circulate and monitor progress.** As you circulate, prompt the students to think about the many aspects of an intercultural marriage. Ask how such couples would decide what country to live in. How might such couples' families react to their marriage? Recap the discussion as a class.

1 We have many differences, but some similarities.

► Reading ► Writing

- Write on the board: *and*, *but*, and *so*. Remind the students that these words can be used to combine two independent clauses. The resulting sentences are called *compound sentences* and show the relationship between two ideas. Elicit that *and* introduces additional or similar information, *but* introduces contrasting information, and *so* introduces a result, effect, or conclusion.
- **Pair.** Instruct the students to work with a partner to complete the paragraph. Recap the results as a class.

Answers

- | | |
|--------|--------|
| 1. and | 4. so |
| 2. and | 5. and |
| 3. but | |

2 Your relationship will change over the years.

► Speaking ► Reading

- **Pair.** Read the instructions aloud. Ask the class to read about the three stages of marriage. Tell them to discuss the passage with a partner if they have any questions about meaning.
- **Class.** Check for comprehension of the passage by asking the class to describe the three stages in their own words. Read each of the three quotes aloud and ask the class which stage of marriage each couple represents. Ask the class

to support their conclusions with information from the descriptions of the stages.

Answers

1. Stage two
2. Stage one
3. Stage three

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**

- Direct the students' attention to the title and photograph. Write *mall* on the board and elicit the meaning (*a large shopping center*). Inform the students that *the Mall of America* is one of the largest malls in the United States.
- Read the article aloud. Ask the class what was unusual about how the couple met (*The man advertised on the Internet, and his friends and relatives chose his bride*). Ask what was unusual about the wedding (*It was held at a mall*).
- **Group.** Read the discussion questions aloud. Divide the class into groups of three or four, and remind the groups to assign group roles. Give the students seven to ten minutes for their discussion.
- Ask the Reporters to tell the class their groups' opinions of this marriage. Elicit how this kind of arranged marriage is different from a traditionally arranged marriage. Refer the students to Lesson 2, *Matchmaking around the World*, if necessary.

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

STRATEGIES FOR SUCCESS

1. Explain to the students that reading aloud, as in Exercise 1, is a good strategy for improving both reading comprehension and pronunciation. Listening to a partner and suggesting improvements and corrections also keep you focused on the reading. The students may want to substitute another article rather than use the reading in Lesson 2. If so, assist them in this process.
2. Exercise 2 is an extension of Lesson 2, Exercise 5, that will give the students further conversation practice on a topic of interest they can identify with.
3. Explain that successful language learners develop specific learning strategies and that one strategy that has helped many students to learn vocabulary is to use vocabulary in context, as in Exercise 3.

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 the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Ask the students to look at the example box for *I'd rather/I'd prefer*. Tell the students to write three sentences each about the kind of person they would like to marry, using these forms.
- Divide the class into groups of three or four. Ask the students to read their sentences to their classmates, and look for similarities or differences that can be expressed using *and* or *but*. Provide an example on the board: *Yoko would prefer to marry a lively guy, but Sara would rather marry a quiet guy*. Remind the students that *would prefer* is usually contracted to *'d prefer* in spoken English. Recap by asking the students to tell the class about the similarities and differences in their groups.
- 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. 73)

Dictionary Treasure Hunt

- In this activity, the students explore their dictionaries as vocabulary-building tools. Ask the students to bring their dictionaries to class on the day of the activity. Encourage them to bring bilingual as well as monolingual English dictionaries.
- Remind the students that they have seen how nouns can be formed by adding *-ness* to certain adjectives. Point out that there are many groups of words in English that contain related adjectives, nouns, and verbs. Sometimes, in a student's native language, a single word is both a noun and a verb, but in English the noun and verb are two different words.
- If possible, make a list of nouns, verbs, and adjectives that your students confuse with related words and use this list for the activity. Noun/verb pairs may include: *advice/advise, choice/choose, defense/defend, suggestion/suggest, communication/communicate, conversation/converse, agreement/agree, enjoyment/enjoy*.

Noun/adjective pairs may include: *honesty/honest, independence/independent, freedom/free, happiness/happy, beauty/beautiful, intelligence/intelligent, sickness/sick, boredom/bored/boring, interest/interested/interesting*.
- Make a chart on the board or as a handout, with columns for **Noun**, **Verb**, and **Adjective**. Write *one* of each of a group of related words in the appropriate column. For example, *advise, choice, responsible, kind, envious, boring, romance, sick, defend, communication, and enjoy*.
- Ask the students to work with a partner to complete the chart by filling in the related words. Point out that not all the words will have a noun, verb, and adjective form. For example, there is no related verb for *kindness/kind*. Also point out that there may be more than one adjective for some of the words (*bored, boring*). Encourage the students to first use their own knowledge when completing the chart, and to then use a dictionary to check their answers and look for words they do not know.
- On the board or using a transparency, go over the results as a class. Brainstorm additional groups of related words together. Encourage the students to tell the class about other groups of

Lesson 2, Exercise 7 (p. 77)

A Love Story

- This activity provides more practice with the idioms learned in this unit.
- Ask the students for additional idioms related to love and romance. (You may need to advise the students about the appropriateness of some of the expressions they know. Without being aware of it, they may be using words that are obscene or off-color.) Write their responses on the board.
- Ask the students to work in pairs or small groups to write brief love stories, dialogs, or plays using the idioms. Point out that they do not have to use all of the idioms.
- Have each group read its story aloud. Ask the class which idioms the group used.

WORKBOOK UNIT 6 ANSWER KEY

Lesson 2, pp. 49–51

Exercise 1

Wording may vary.

2. She'd rather be eating pizza. She'd rather not be eating vegetables.
3. She'd rather be driving her own car. She'd rather not be riding with her mother.
4. She'd rather be watching cartoons. She'd rather not be watching the news.
5. She'd rather be running in the park. She'd rather not be in her father's arms.
6. He'd rather be playing a video game. He'd rather not be eating dinner with the guests.

Exercise 2

Answers will vary.

Exercise 3

Wording may vary.

2. He'd better study harder next time.
3. She'd better take a TOEFL® preparation class.
4. He'd better move to the front of the room.
5. She'd better work on improving her spelling.
6. She'd better write down her assignments.

Exercise 4

2. I'd rather go to bed late, but I'd better go to bed early because I don't want to be late for class.
3. I'd rather spend the weekend with my friends, but I'd better study for the test because I want to do well on it.
4. (Answers will vary) I'd rather study English in the United States, but I'd better study in my country because I want to be close to my family.
5. I'd rather speak my native language in class, but I'd better speak English because I want to improve my English quickly.
6. I'd rather drive to school, but I'd better walk because I want to get some exercise.

Exercise 5

1. 'd better
2. Would (you) rather
3. 'd rather
4. 'd better
5. 'd rather
6. 'd better
7. 'd better

WORKBOOK UNIT 6 ANSWER KEY

Lesson 3, pp. 52–54

Exercise 1

Answers will vary. Possible answers:

2. Sara likes to read, but Rebecca prefers to play soccer.
3. Tatiana has blond hair, and so does her daughter Sara.
4. Rebecca has dark hair, and so does her father.
5. Ricardo is athletic, but Sara is not.
6. Rebecca likes sports, but her mother does not.

(Answers to 7 and 8 will vary.)

Exercise 2

2. She likes to read, so she goes to the library.
3. She likes to play soccer, so she goes to the park.
4. He likes photography, so he goes to the camera shop.

Exercise 3

Missing periods and commas are shown in brackets.

All family members have some similarities and some differences. My family and I like spending time together [,] but we like to spend time with our hobbies, too. My mother and I are bookworms [.] We like to read books [,] so we spend a lot of time indoors [.] My mother reads novels [,] and I study for school. On the other hand, my father and my sister like to spend time outdoors [.] He likes to take photographs [,] and my sister loves to play soccer [.] They spend a lot of time in the sun [,] so they are both very tan and strong. Sometimes I think that we do not look like we are from the same family [,] but we are all Leons. We just have different characteristics.

1. My family and I like spending time together, but we like to spend time with our hobbies too.
2. a. My mother and I are bookworms.
b. My father and my sister like to spend time outdoors.
3. Sometimes I think that we do not look like we are from the same family, but we are all Leons. We just have different characteristics.

Exercise 4

Answers will vary.