

# UNIT 9

## Overview

### TOPICS

- Keeping a budget
- Saving money
- Lifestyle choices
- Goals for the future
- Advertisements

### GRAMMAR

- *If* clauses with modals
- Participial adjectives
- Verb + infinitive
- Comparison of nouns
- Modals: requests

### COMMUNICATION GOALS

#### Listening and Speaking

- Describing problems and their solutions
- Offering solutions and suggestions
- Discussing the meaning of new expressions
- Listening for specific details (numbers) and drawing conclusions
- Comparing products
- Making polite requests
- Role-playing a situation

#### Reading and Writing

- Calculating percentages and charges
- Reading ads and understanding the fine print
- Writing a television ad

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, and speaking  
Arithmetic and mathematics

##### **Thinking Skills**

Decision making  
Problem solving  
Seeing things in the mind's eye  
Knowing how to learn

##### **Personal Qualities**

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

#### ***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

##### **Resources**

Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

##### **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

#### **1 Consumer Economics**

- 1.2.2 Compare price or quality to determine the best buys for goods and services
- 1.2.5 Interpret letters, articles, and information about consumer-related topics
- 1.5.1 Interpret information about personal and family budgets
- 1.5.2 Plan for major purchases
- 1.5.3 Interpret bills
- 1.6.3 Identify procedures the consumer can follow, if merchandise or service is unsatisfactory

#### **2 Community Resources**

- 2.1.8 Use the telephone to make and receive routine personal and business calls

#### **6 Computation**

- 6.4.3 Calculate percentages

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

- 7.2.1 Identify and paraphrase pertinent information
- 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.3 Make comparisons, including differentiating, sorting, and classifying items, information, or ideas
- 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

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

# Lesson 1

## WARM UP

- Ask the students what they do to reduce their expenses. Encourage them to think of both regular expenses and “luxury” or entertainment expenses. Do they eat their meals at home? Do they wait for sales before they buy things? Write their responses on the board.
- Ask if there are times that the students treat themselves by spending money on something they don’t really need. Do they like to buy CDs or go to concerts? Do they eat at restaurants? Do they like to have the latest fashions? Write their responses on the board.

## PRESENTATION

### *Trying to Keep a Budget*

- **Set the stage.** Direct the students’ attention to the title and illustration. Ask the students to identify the characters in the illustration (*Lynn and Yumiko*). Elicit the meaning of *keep a budget*. (If the students are unsure of the meaning of the expression, tell them that this unit will explain it to them.)
- **Personalize the situation.** Ask if any of the students know someone who has had financial difficulties. What did that person do in order to solve the difficulties? Was this successful?
- **Focus on selected items.** Write the following words on the board: *expenses, income, savings account*. Elicit or provide their meanings and write them on the board.
- **Set the listening and reading task.** Write on the board: *What is Lynn’s problem? What suggestions does Yumiko make?* Depending on the level of your class, you can ask the students to read the conversation as they listen, or to listen with the conversation covered. Play the cassette twice as the students listen and take notes.
- **Check the listening and reading task.** Ask the students for their answers to the comprehension questions. Write their responses on the board. (*Lynn spends every penny she makes. Yumiko suggests that she keep a budget.*)
- Ask the students what the steps are for keeping a budget. Allow them to refer to the text of the conversation. Make a brief outline of the steps on the board. (*Determine your income. Determine your expenses. Subtract the expenses from income. A negative number means you’re spending more than you make; a positive number means you have some money left over to save.*)
- **Engage the students in pair work.** Read the discussion questions aloud. Have the students answer them in pairs. Remind the students to give specific details in their answers.
- **Circulate and monitor progress.** As the students discuss their experiences with keeping a budget, circulate and prompt with questions about details, such as how long they’ve been keeping a budget and why they do or do not think keeping a budget is helpful. Recap the discussion as a class.

## 1 How much do you spend on transportation?

► Speaking ► Reading ► Writing

- Direct the students' attention to Lynn's expense book. Read the instructions aloud. Elicit the meaning of *percent* (*one-hundredth; a penny is one percent of a dollar*). Ask the class how to calculate what percentage of Lynn's income each expense represents (*divide the amount of the expense by 800*). Do the first item as an example:  $50 \div 800 = .0625$ , so the car insurance is 6.25% of Lynn's monthly income. Point out that the students can "round off" each expense to the nearest percent or half-percent, as they wish. The example in the book has been rounded down to 6%. Write 2.5% on the board. Elicit the correct pronunciation (*two point five percent*).
- **Pair.** Ask the students to follow the same procedure in order to determine what percentage of their income they spend on various expenses. Point out that the students' list of expenses may be different from Lynn's. For example, they

may not have to pay for life insurance, but they may have to pay tuition. Remind the students to divide each expense by the amount of their own income, not by Lynn's figure of \$800. Encourage the students to help each other with the calculations if necessary.

### Answers

Lynn's expenses: life insurance 2.5%; clothing 8.75%; utilities 12.5%; entertainment 6.25%; rent 31.25%; food 25%; transportation 7.5%

- **Class.** Ask what Lynn could do to reduce her expenses. Ask the class if they were surprised by what they discovered when they calculated their own expenses. Elicit some ways that the students could reduce their expenses. Ask whether they think they will try some of these suggestions.

## 2 Hear it. Say it.

► Listening ► Speaking

- Direct the students' attention to the sentences in the exercise. Elicit that there are two clauses, or main thought groups, in each sentence. Ask the students to listen for rising or falling intonation as you play the cassette. Write the first sentence on the board and pronounce the sentences as a class. Ask the students where they heard rising or falling intonation (*Each clause ends with a short rise in intonation, followed by a falling intonation; the fall in the second clause is deeper than the fall in the first clause*). Mark the intonation on the

board while the students mark it in their books. Play the cassette again or read the rest of the sentences and ask the students to mark the intonation in their books. Elicit that there is a pause between the two clauses.

- Have the students practice saying the sentences with a partner, with correct intonation and pauses. Circulate and help with pronunciation. Recap as a class. If possible, give each student a chance to read one or more of the sentences aloud.

1. If you want to save money, you have to budget it.
2. If you eat leftovers for lunch, you can save a lot of money each year.
3. If you want to balance your budget, you should try a budget plan.
4. If you buy only what's on your grocery list, you won't overspend.
5. If you compare gasoline prices, you can save ten to fifteen cents a gallon.

### 3 If you want to save money, you should keep a budget.

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

**Grammar Note:** The conditional statements in this activity refer to conditions that could be true (*real conditionals*). No tense change is made in either the condition clause or the result clause in real conditionals. In addition, any appropriate verb tense or modal can be used in the result clause (unlike hypothetical or unreal conditionals, which require *would*, *could*, or *might* in the result clause).

- Read the instructions aloud. Ask for volunteers to read the example sentences aloud. Point out that each suggestion has an *if*-clause (*condition*) and a clause that describes a possible or expected result. Ask the class to identify the condition and the result in each sentence. Elicit that the *if*-clauses describe conditions that might be true (*real conditions*).
- Elicit that all of the *if*-clauses use simple present. Explain that the present time frame is used in *all* time clauses that refer to the future.

(Do not use *if* with future tense to describe a real condition in the future.) This includes *real conditional statements* that describe possible present or future conditions.

- **Pair.** Have the students work in pairs to summarize the *Tips of the Week*, restating the ideas using statements of real condition and result. Remind the students that their statements should follow the examples and should contain both a condition and a result. Review the answers as a class. Elicit different ways to make the same suggestion.
- Ask the pairs to discuss other ways to save money. Request that they write down their suggestions. Recap by having each pair write one or two suggestions on the board. As they read them aloud, check for structural or conceptual errors.

### 4 You have to pay the late payment charge.

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

- Read the title and instructions aloud. Direct the students' attention to the illustration of Lynn's credit card billing statement. (If possible, make a transparency of the statement.) Elicit the meaning of each term on the statement (*account summary*, *previous balance*, etc.). Ask the students which items they will need to listen for. Play the cassette two or three times while the students take notes.

#### Answers

Account number: 57 51393 24819 3

Billing date: May 1

Street address: 97 Park Place

ZIP code: 92502

Late payment charge: 1.5 percent

Previous balance: \$210

Purchases: \$35

New balance: \$208.25

- Check answers as a class. If necessary, play the cassette once more, pausing as each piece of information is given.
- **Group.** Divide the class into groups of three or four. Ask the students to calculate the amount Lynn will owe if she does not pay her bill by the due date ( $\$208.25 + 1.5\% \text{ late charge } (\$3.12) = \$211.37$ ). Check as a class. Ask the students who provided the correct answer to explain how they arrived at the figure.

## 5 Lynn wants to save money.

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

- Write the example sentences on the board. Ask for volunteers to read them aloud. Underline *to save* and *to develop*. Elicit that this form of the verb is the *infinitive*. Direct the students' attention to *wanted* and *needed* in the example sentences. Explain that when we want to use a verb after *want* or *need*, we must use an infinitive. Point out that some verbs can be followed by infinitives, some by gerunds, and some by either infinitives or gerunds. In this activity, the students will use verbs that are followed by infinitives.
- **Pair.** Instruct the students to work together to complete the paragraph with the infinitive form of each verb. Circulate and monitor the students' progress. If some of the students finish early, instruct them to go on to the second part of the activity.
- Check as a class (each answer should be the infinitive form of the given verb). Ask for volunteers to read each sentence aloud. If possible, use a transparency to record their answers. Elicit or provide the meanings of any unfamiliar vocabulary.

### Answers

- |                |             |
|----------------|-------------|
| 2. to develop  | 7. to spend |
| 3. to help     | 8. to try   |
| 4. to keep     | 9. to set   |
| 5. to chart    | 10. to open |
| 6. to identify |             |

- Ask the students to complete the summary chart by finding the infinitive that follows each of the verbs in the activity. Check for comprehension of the forms by asking the class questions using the verbs in the chart: *What do you want to do after class? What do you need to do this weekend? What do you plan to do tomorrow?*
- **Group.** Read the instructions aloud. Point out that the students should discuss specific reasons why keeping a budget is or is not helpful. Elicit the budgeting tips that Yumiko suggests. In groups, the students answer the questions and compare their own budgeting practices with those that Lynn and Yumiko discussed. Remind the students to assign group roles. Give the students seven to ten minutes for their discussions. Recap as a class.

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

# Lesson 2

## WARM UP

- Write the expression *Consumer Culture* on the board. Elicit or provide the meaning of *consumer* (a person who buys things). Elicit the meaning of *consumer culture* (a culture based on buying things). Ask the students if they think they are living in a consumer culture. If they do, ask how this affects them. Do students buy things because they need them, or because they want them? How do they make decisions about what to buy?
- Divide the class into groups. Ask them to list the ways that life in a modern consumer culture is different from life in the traditional culture of the past. Remind the students that this is a brief brainstorming activity and that they shouldn't write complete sentences. Recap the discussions as a class. Note the ideas on the board.

## PRESENTATION

### *Wants vs. Needs*

- **Set the stage.** Read the title aloud (*Wants versus Needs*). Elicit the meaning of *versus* in this title (*compared to*). Elicit the meaning of the title (*comparing what people would like to have in their lives with what they need to have*).
- **Personalize the situation.** Write the following column headings on the board: **Wants** and **Needs**. As a class, brainstorm things that are desired in life (*wants*) and things that the students feel are necessary to have (*needs*).
- **Focus on selected items.** Read the introduction to the article aloud. Review the meaning of *consumer culture*. Ask the students what they do in order to get the things they want but do not need. Write on the board the word *sacrifice*. Elicit its meaning (*giving up something in order to achieve a goal*). Ask the students what kind of sacrifices they are willing to make in order to obtain the things they want.
- **Set the reading task.** Tell the students to take out a piece of paper and make a chart with the headings **Wants** and **Sacrifices**. Instruct them to take notes about what the people in this activity want and what they sacrifice in order to obtain it. Elicit where students can find the names of the people. Give the students about fifteen minutes to complete the activity.
- **Check the reading task.** Make a chart on the board with each of the speaker's names and the column headings **Wants** and **Sacrifices**. Ask for volunteers to fill in the chart. (Alternatively, you can write the information as they provide their answers.) Encourage the class to add to the information in the chart.
- **Engage the students in pair work.** Read the discussion questions aloud. Have the students in pairs share their opinions. Ask the students to consider whether each person is achieving his or her goals.
- **Circulate and monitor progress.** As the students answer the discussion questions, remind them to refer to specific information from the article. Recap with a class discussion. Ask whether any of your students have goals similar to those expressed in the article. If so, what are they sacrificing in order to achieve their goals?

## 1 Ms. Loudon is disappointed in TV programs.

► Reading ► Writing

**Grammar Note:** In Exercises 1–4 of this lesson, the students learn how to use past participles and present participles as adjectives (*participial modifiers*). This is a common trouble spot for learners. Generally, they will tend to use the present participle when they should use the past participle, rather than vice versa. (*I went to a bad movie last night. I was so boring!*)

- Write on the board: *The movie bores me.* Ask the students whether this is an active or a passive sentence (*active*). Ask what the agent in the sentence is (*movie*). Elicit that the receiver is *me*. (If necessary, refer to Teacher’s Resource Manual page T62, Unit 5, Lesson 2 to review *agent* and *receiver*.)
- Elicit how to rewrite this sentence to focus on the receiver (*I am bored by the movie*). Write the response on the board. Underline *I* and *bored* and explain that past participles can be used to describe the receiver, or *experiencer*, of an action, reaction, or emotion. In other words, the person who feels the emotion is the receiver; the past participle is used to describe how that person feels. Point out that the phrase beginning with *by* indicates the agent.
- Direct the students’ attention to the active sentence on the board: *The movie bores me.* Write on the board *The movie is \_\_\_\_\_*. Ask the students to complete the sentence (*boring*). Elicit that just as past participles describe receivers, present participles are used

to describe the agent, or the *source* of the action, reaction, or emotion.

- Ask for volunteers to read the sentences in the example box. After each sentence is read, ask the class to identify the participial modifier and the noun it modifies. Also ask them to specify whether that noun is a source or an experiencer (*interesting, Greg Meyer, source; interested, he [Greg Meyer], experiencer; disappointing, TV, source; disappointed, she [Elizabeth Loudon], experiencer*).
- Direct the students’ attention to the present and past participles in the activity. Point out that only certain participle-preposition combinations are possible. Ask the students to complete the sentences using present and past participles. Check by having volunteers write their sentences on the board. If necessary, review the source/experiencer relationship in each sentence in order to explain the choice of one participle over the other. Elicit other possible answers for each sentence.

### Answers

(Adjective choices may vary, but forms may not.)

1. boring, bored
2. excited, exciting
3. challenged, challenging
4. satisfying, satisfied

## 2 I’m stimulated by challenges.

► Listening ► Speaking ► Reading ► Writing

- Read the instructions and the sentence and answer choices aloud. Clarify meaning as necessary. Ask the students to circle the answers that best reflect their real feelings.
- **Pair.** Have the students compare their answers with those of a partner. Remind them to support their opinions. Give the students approximately fifteen minutes to complete their discussions. Recap with a brief class discussion of each question.

### 3 Success means having an exciting job.

► Reading ► Writing

- **Pair.** Read the instructions aloud. Ask for volunteers to read the present participles aloud. Have the students complete the sentences in pairs. Point out that some sentences have more than one possible answer. Check by having volunteers read their sentences aloud. Elicit other possible responses.

#### Answers

(Answers may vary.)

1. relaxing
2. satisfying
3. boring
4. growing
5. fascinating

### 4 He's interested in meeting interesting people.

► Listening ► Speaking ► Writing

- **Pair.** Read both sets of pair work instructions aloud. Read the example sentences aloud. Check for understanding of the target forms by asking *How does Gina feel? (fascinated)*. Ask for volunteers to read the pairs of participial modifiers aloud. Elicit the meanings of *bored*, *depressed*, *overwhelmed*, and *disappointed*.
- Ask the students to work with a partner to describe the situations in the pictures. Remind them to write sentences using both the past and

present participial modifiers. Then ask them to make suggestions for each character. (Note: specify whether you want them to write down their suggestions or simply discuss them.)

- Go over the answers by asking four pairs of students to write their sentences on the board. As a class, check for the correct use of participial modifiers. Then ask the class for their advice for each character.

**Additional Activity** See Unit 9 Appendix.

## 5 Word Bag: Names for Workers

► Reading ► Writing

- Read the introduction aloud. Explain that all of these labels are slang and are only used in informal situations. Ask for volunteers to read the descriptions aloud. As each description is read, elicit other characteristics that that type of person might have (*A workaholic takes work home, even on the weekends; a computer nerd thinks going to a computer show is a fun date*). Note the responses on the board.
- Explain that some of these expressions are negative (*nerd, workaholic, slouch*), and the students should exercise caution when using them. For example, if someone came to fix the computers in your school or business, it would not be appropriate to ask *Are you the computer nerd?*
- Ask the students to match each type of worker with something such a person might say. Remind them to use each quote only once. Give the

students a few minutes to complete the task, then go over the answers as a class.

### Answers

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

- **Pair.** Read the instructions aloud. Ask the students to write their descriptions individually. Caution them not to write about any of their classmates, as this could be embarrassing or hurtful. Tell the students to use two or three participial modifiers in the description. Have the students in pairs share their descriptions and help each other with grammar and punctuation. Then ask for volunteers to read their descriptions aloud.

## 6 Mr. Robinson intends to take his daughter hiking.

► Listening ► Speaking ► Reading ► Writing

- Direct the students' attention to the verbs in the activity. Elicit that most of the verbs describe future plans or goals. Read the instructions aloud. Reassure the students that you will play the cassette two or three times, if necessary.
- After the students have compared their answers, recap as a class. Elicit that all of the answers are in the infinitive form. Point out that when another verb follows any of the verbs in the activity, it must be in the infinitive form. The exception to this is *like*, which can be followed by either the infinitive or gerund form with no change in meaning.

**Usage Note:** *Wish* followed by the infinitive describes a plan for the future (*He wishes to become an environmental economist*). Using *wish* + infinitive can sound overly formal in spoken American English, and it is more common to use *want* or *hope* when speaking.

- **Class.** Ask the class to describe their dreams for the future. (To prepare for this discussion, you may want to refer to the tapescript for the listening and note the variety of expressions Mr. Robinson uses to ask his students about their plans.) Make brief notes of the students' responses on the board.

### Answers

Tony would like *to design his own house*.

Lynn hopes *to live or work on a ranch*.

Yumiko wants *to publish her photographs*.

Nelson likes *to design websites*.

Pablo plans *to be a pilot some day*.

Jacques wishes *to become an environmental economist*.

Sofia wants *to get into medical school*.

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

# Lesson 3

## WARM UP

- Bring in several magazines containing color ads. Divide the class into pairs and give each pair a magazine. (If it is not possible to provide a magazine for each pair of students, cut the ads out of the magazines and give each pair three or four ads.)
- Ask the students to look at the ads and determine what the advertiser is promising the consumer. Point out that this promise may be communicated directly, or it may be communicated indirectly. As an example, show the class an ad that communicates its promise indirectly. For example, an ad for a particular brand of car might show the car in front of a mansion, indirectly promising wealth and prosperity to people who buy that brand of car.
- Give the students several minutes to study their ads, then ask them to tell the class what they discovered.

## PRESENTATION

### *The Lure of Advertising*

- **Set the stage.** Write the expression *too good to be true* on the board. Explain that many ads make promises that are too good to be true. Elicit the meaning of the phrase (*The promise the ad makes is so good that it is an impossible promise*).
  - **Personalize the situation.** Ask the students whether they have ever believed an ad and later found out that the deal was too good to be true. Ask what the ad promised and what hidden details the students later found out about.
  - **Focus on selected items.** Instruct the students to look briefly at the ads. Ask whether the students have seen ads similar to these, and if so, where. Did the ads convince them to purchase the products or services?
  - **Set the listening and reading task.** Write the expression *fine print* on the board. Tell the students that they will listen to and read four ads. Each ad makes promises, and each ad also contains fine print, which gives additional information about the offer. Ask the students to decide which ads give the reader enough information to make a decision about the offer, and which ads are probably hiding information.
- Remind the students to prepare to support their opinions with specific information from the ads.
- **Check the listening and reading task.** After the students have listened to and read the ads, clarify any unfamiliar words or expressions. (*No strings attached. Actual results may vary. Some restrictions apply.*) Ask the class what they think of each ad: *Is the offer a good deal? Based on the information in the ad, can a consumer calculate the actual total cost, or are there hidden costs? Would you consider purchasing the products or services advertised?* Encourage the students to explain their choices.
  - **Engage the students in pair work.** Read the discussion questions aloud. Encourage the students to work with their partners to come up with clear, specific explanations of why advertisers use fine print.
  - **Circulate and monitor progress.** As the students discuss the fine print in the ads, circulate and prompt them to give specific examples from the ads to support their opinions. Recap the discussion as a class.

## 1 At our bank, we treat people with more respect.

► Reading ► Writing

- Read the instructions aloud. Point out that advertisers frequently use *more* or *less* in their ads, promising to increase the amount of good things in a person's life and to decrease the bad. Give the students a few minutes to complete the slogans using *more* and *less* appropriately. Check the answers by asking for volunteers to read the slogans aloud.

### Answers

- |               |               |
|---------------|---------------|
| 1. more       | 4. more       |
| 2. more       | 5. less, more |
| 3. Less, more |               |

- Draw the students' attention to the nouns preceded by *less* (*fat* and *money*). Elicit that these are non-count nouns. Ask the students how the last slogan would be different if the non-count noun *money* were changed to the count noun *dollars* (the quantifier would need to change to *fewer*). Point out that it is most correct to use *fewer* with plural count nouns, but that the students will sometimes see *less* + *plural noun*.
- **Pair.** Read the instructions aloud. If the students cannot think of a slogan they have heard or read, ask them to write one of their own. Recap by asking for volunteers to write their slogans on the board.

## 2 We save you more money.

► Reading ► Writing

- Point out to the students that similar ads often contain specific details that consumers need to evaluate before purchasing a product or service. Ask for volunteers to read the first two ads aloud. Ask a third volunteer to read the statement comparing the two banks.
- **Pair.** Instruct the students to work with a partner to write statements comparing the two pairs of ads. Ask them to decide which bank they would go to and which cellular phone company offers the best deal. Remind them that all the offers are reasonable, so they should consider their own needs and consumer habits when making their decisions.
- Ask for volunteers to write their statements on the board, grouping them according to which pair of ads they describe. Ask the students which company they would prefer to do business with. Encourage them to give specific reasons to support their opinions.

### Answers

(Answers may vary.)

### 3 Could you get me a different size?

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

- Direct the students' attention to the expressions in the example box. Explain that, although English speakers often get directly to the point, it is very important to know expressions for making polite requests. A speaker who does not use expressions such as these is usually thought to be rude or impatient.
- Ask for volunteers to read the expressions aloud. Elicit similar expressions that the students know and write them on the board.
- Read the instructions aloud. Ask for volunteers to read the descriptions of the situations aloud. Elicit the meaning of *hold* in number 5 (*to set something aside until the customer returns*). As a class, practice different ways of making each request. Focus on natural intonation, including rising intonation with *Would it be possible to . . . ?*
- Write a few of the students' responses on the board. Elicit that the verbs *want* and *need* are followed by the infinitive, as is the expression *Would it be possible . . . (I need to return a shirt. Would it be possible to return a shirt?)*
- **Pair.** Ask the students to choose one of the situations and role play it for the class. Depending on how much time you have, you can allow the students to rehearse before performing, or you can ask them to improvise their role-plays without rehearsing.

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

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## 5 Wrap Up

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

- Read the instructions aloud. Elicit the characteristics of a good television ad (*an interesting setting or story line, repetition of the name of the product, promises that are believable*).
- **Group.** Divide the class into groups of two or three. Encourage the students to give their

products interesting names and qualities. If possible, give the students fifteen to twenty minutes to write their ads. Ask the groups to perform their ads for the class. As a class, vote for the most convincing ad.

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

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### STRATEGIES FOR SUCCESS

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1. For Exercise 1, if the students need assistance finding an article, you could send them in some fruitful directions.
2. Exercise 2 extends the subject matter of Lesson 3 and helps the students to think about the language of advertising and to analyze ads in English.
3. Exercise 3 extends some material presented in Lesson 3, Exercise 2. If a cell-phone advertise-

ment is hard to find, select some other commonly used product or service that offers numerous options (*Internet service, cable television, etc.*).

If you are not in an English-speaking country, tell the students that role-playing a telephone conversation will give them good practice in using English to ask appropriate questions about products and services.

## 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 *Real Conditionals with Modals* box. Ask the students to use real conditionals to write three suggestions about how to be a successful language learner (*If you want to improve your listening skills, you should listen to pop songs in English*). Ask the students to read their suggestions to the class or to share them in small groups.
- Direct the students' attention to the *Participial Adjectives* box. Remind the class that past participles can be used to describe emotions or reactions. Ask the students to each write three statements about themselves using past participles as adjectives. These statements should include the reason for the emotion or reaction (*I'm excited because I'm going camping this weekend*).
- Ask the students to read their sentences to a partner. The partner should listen for correct use and pronunciation of the participles. Ask for volunteers to write their sentences on the board and read them 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.

### Lesson 2, Exercise 4 (p. 117)

#### *Tall Tales*

- In this activity, the students make up *tall tales* (improbable stories) in order to practice using participial modifiers.
- Make up sets of cards with participial adjectives (*excited, bored, embarrassed*) on them. (Use the past participles in Lesson 2 and in the Grammar Summary, or add some of your own that the students will be sure to know.) Each modifier should be written on three or four cards. Make enough cards so that there is one for each student.
- Distribute the cards randomly. Instruct the students that they need to find the classmates with the same participial adjective. They then tell their partners an unbelievable story about a day they felt like the adjective on their cards. Emphasize that this story should not be true. Illustrate with a story of your own, preferably using an adjective different from those you have given to the students. (*One day, I was walking down the street, reading a book as I walked. I was so interested in the book that I didn't see where I was going, and I fell into an open manhole. I thought that was pretty interesting, and I had always been interested in the sewer system, so I thought I'd explore . . .*) Point out that the students may need to use both the past and present participles in the stories. Encourage the group members to help their partners tell their stories by asking questions. (*And then what happened?*)
- After the students have exchanged stories, ask them to vote for the most interesting story. Then ask each group to retell that story aloud.
- If time allows, distribute another set of cards with different participial adjectives on them, and repeat the activity.

# WORKBOOK UNIT 9 ANSWER KEY

## Lesson 1, pp. 74–76

### Exercise 1

- If Samantha saves all of her allowance for three months, she can save \$65.  
[13 weeks x \$5 = \$65]
- If Samantha wants to earn \$25, she should collect 500 cans for recycling.  
[\$25 ÷ \$.05/can = 500]
- If Samantha walks two dogs for thirty days, she can earn \$60. [2 x 30 x \$1/day = \$60]

### Exercise 2

- d
- a
- e
- b
- c

### Exercise 3

- If he's thinking about traveling to China, he can make his reservations through the Ho Travel Agency.
- If you love trying out new recipes from foreign countries, you should subscribe to *International Cuisine* magazine.
- If your parents really enjoy musical comedies, they ought to buy season tickets to Playhouse in the Park.
- If you want to impress Ana on your first date, you should take her to a romantic French restaurant.
- If your nephew is interested in astronomy, he might want to join the Star Gazers Club.

### Exercise 4

- to come
- to live
- to do
- to have
- to see
- to find
- to give
- to tell

### Exercise 5

Answers will vary.

# WORKBOOK UNIT 9 ANSWER KEY

## Lesson 2, pp. 77–79

### Exercise 1

Answers will vary. Possible responses:

- |   |   |   |
|---|---|---|
| 2. The Nguyens should see a more entertaining movie.<br>They should try to find a less disappointing movie. | 3. Heejung and Gita should get a more charming friend.<br>They should eat lunch with someone less embarrassing. | 4. Carmen should try to find a more stimulating job.<br>She should choose a less boring career. |
|---|---|---|

### Exercise 2

Answers will vary.

### Exercise 3

Change *satisfying* to *satisfied*.  
Change *excited* to *exciting*.

Change *bored* to *boring*.

Change *cooking* to *cooked*.

### Exercise 4

- |               |                |               |
|---------------|----------------|---------------|
| 1. annoyed    | 3. embarrassed | 5. shocking   |
| 2. distracted | 4. surprised   | 6. frustrated |

### Exercise 5

Answers will vary.

# WORKBOOK UNIT 9 ANSWER KEY

## Lesson 3, pp. 80–83

### Exercise 1

2. Would you show me some of the features of this model?
3. Could you please tell me the assignment again?
4. Could you please send an extra towel to Room 308?
5. Can you tell me where the post office is?
6. Will you tell me when the light turns green?
7. Would you mind turning the TV down a little?
8. I'm late for my flight. Can you drive faster?

### Exercise 2

Wording will vary.

1. Excuse me, could you please give me a map of the city?
2. Pardon me, could you help me with my luggage?
3. Could you please ask the people in the room next to mine to be quieter?
4. Can you please tell me how to make a long-distance call from my room?
5. Would you please call me a taxi?
6. May I pay with a check?

### Exercise 3

2. could you send up some towels?
3. can you give me some hangers?
4. and I need three extra pillows.
5. Please send up a hot water bottle.
6. Why don't you send someone to the drugstore to get one?

### Exercise 4

Answers will vary.

### Exercise 5

Answers will vary.