

# UNIT 10

## Overview

### TOPICS

- Sports and recreation
- Vacations
- Personal experiences
- Plans for the future

### GRAMMAR

- Real conditions in the present
- Modals: *may* or *might*, *was* or *were*, and *able to* or *could*
- Gerund as subject
- Complex clauses

### COMMUNICATION GOALS

#### Listening and Speaking

- Listening for details
- Role-playing a problem situation
- Brainstorming possible solutions to a problem
- Talking about possibilities
- Role-playing giving an excuse
- Talking about future plans
- Delivering a speech

#### Reading and Writing

- Brainstorming meanings of unfamiliar vocabulary and determining meanings in picture contexts
- Reading travel ads for specific details
- Writing short dialogs
- Writing about future plans
- Writing a speech

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, and speaking

##### **Thinking Skills**

Creative thinking

Problem solving

Knowing how to learn

##### **Personal Qualities**

Responsibility

Self-management

#### ***Competencies***

##### **Information**

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

##### **Interpersonal**

Participates as a member of a team

Negotiates

##### **Resources**

Time—allocates time and prepares and follows schedules

##### **Technology**

Applies technology to task

### GENERAL COMPETENCIES / CASAS\*

#### **0 Basic Communication**

0.1.2 Identify or use appropriate language for informational purposes

0.1.3 Identify or use appropriate language to influence or persuade

0.1.4 Identify or use appropriate language in general social situations

0.2.1 Respond appropriately to common personal information questions

0.2.4 Converse about daily and leisure activities and personal interests

#### **2 Community Resources**

2.6.1 Interpret information about recreational and entertainment facilities and activities

2.6.2 Locate information in television, movie, and other recreational listings

2.6.3 Interpret information in order to plan for outings and vacations

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

5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest

5.2.5 Interpret information about world geography

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

7.1.1 Identify and prioritize personal, educational, 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

7.5.6 Identify or use strategies for communicating more successfully

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

# Lesson 1

## WARM UP

- Ask your students what kinds of outdoor activities are available near your school. If necessary, prompt by asking what sports are played locally and what someone can do in your area to be around nature.
- Ask if any students participate in any outdoor activities. Elicit reasons why they enjoy these activities.

## PRESENTATION

### *Having a Good Time*

- **Set the stage.** Instruct the students to cover the conversation. Ask the class to identify the characters and describe the situation. Write the characters' names on the board (*Yumiko, Jacques, Lynn, Tony*).
  - **Personalize the situation.** Ask which of your students have gone hiking in the mountains. Where are some of the most interesting places they have hiked? Did they have any exciting adventures when hiking?
  - **Focus on selected items.** Write the following terms on the board and elicit or provide their meanings: *beach comber (a person that likes to walk on the beach, looking in the sand for shells and other interesting objects), body surfing (surfing without a surfboard), mountain biking, wind-surfing (using a surfboard that has a sail attached)*.
  - **Set the listening task.** Tell your class whether you want them to listen with the conversation covered or uncovered. Write on the board: *What does each character like to do outdoors?* Point out that some of the characters' statements are very specific, while others are more general.
- Play the cassette twice while the students listen and take notes.
- **Check the listening task.** Check the answers as a class. (Answers: *Lynn likes to keep moving. Yumiko likes to go to the beach. Jacques likes hiking and body surfing. Tony likes to do exciting things like playing soccer, mountain biking, and wind-surfing.*) Refer to the text of the conversation if necessary. Ask what Yumiko means when she says *I'm beat (I'm exhausted)*.
  - **Engage the students in group work.** Divide the class into groups of three or four. Remind them to assign group roles. Ask the groups to discuss their favorite vacation activities and find out which ones they have in common. Give the groups about ten minutes for their discussions.
  - **Circulate and monitor progress.** As you circulate, make sure that all the students are participating. Recap as a class. Ask each group which vacation activities the group members have in common. Find out if any of your students like to do surprising or unusual things on their vacations.

## 1 If I have some free time, I go hiking.

► Reading ► Writing

- Ask volunteers to read the example sentences aloud. Elicit that the statements are real conditionals. Ask why the simple present is used in the result clause (*to describe habits*). Write *go + gerund* on the board. Point out that this structure is often used when describing activities, especially sports activities.
- **Pair.** Have the students complete the sentences. Instruct them to use *go + gerund* in their responses. If they have time, the students can complete the sentences using other structures as well. Check by asking for volunteers to write the completed sentences on the board. For each item, elicit other ways to complete the statements.

### Answers

(Note: *go + gerund is more common than the alternative wordings, although the alternatives are also correct.*)

If the waves are high, *he goes surfing.*  
(alternative: . . . *he surfs.*)

If Ivan has the time and the money, *he goes skiing.* (alternative: . . . *he skis.*)

If it isn't too hot, *they go golfing.*  
(alternative: . . . *they golf/play golf.*)

*She goes shopping* if she has an afternoon free. (alternative: *She shops*)

## 2 If she's interested in Hollywood, take her to Universal Studios.

► Listening ► Reading

- Read the instructions aloud. Elicit or provide descriptions of the San Diego Zoo, Sea World, or Universal Studios in Hollywood. (*The San Diego Zoo is in San Diego, in southern California. Sea World is a marine-life attraction in southern California, and Universal Studios is a movie studio that offers tours, rides, and other attractions.*)
- Ask the students to listen to Yumiko's conversation and mark the places that she thinks her aunt would like to visit. Point out that the

Tourist Bureau representative mentions all of the places, but some of them don't interest Yumiko. Play the cassette twice, then check as a class. If necessary, replay the cassette, pausing each time Yumiko gives her opinion of one of the activities.

### Answers

Yumiko thinks her aunt will enjoy going to Sea World and Universal Studios.

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### 3 Word Bag: Expressing Enthusiasm and Fatigue

► *Speaking* ► *Writing*

- **Pair.** Read the instructions aloud. Before the pairs complete the activity, read the expressions aloud and practice saying them as a class. Use appropriate intonation (expressions of fatigue will have significant falling intonation and will generally be pitched lower than normal speech).
- After the students have completed the activity, check as a class. If you wish, practice the

expressions of enthusiasm again by asking for volunteers to use them to describe one of their favorite activities.

#### Answers

*(Accept all possible answers.)*

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### 4 Who do you talk to if you have a problem?

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

- **Pair.** Read the instructions aloud. Ask for volunteers to read the example question and response aloud. Encourage the students to use complete sentences to answer, as in the example. Give the students five to seven minutes to complete the activity, then recap as a class. Encourage a variety of responses to each question.
- **Group.** Read the instructions aloud. Clarify that each group only needs to discuss one problem. They should think of several different solutions and then select one or more solutions to include

in their role-play. Instruct the groups to prepare their role-plays without writing their lines first. Divide the class into groups. Suggest that each group assign a Manager and Time-keeper (the other group roles are not needed for this activity). Give the groups about fifteen minutes for their discussion and role-play preparation.

- Ask each group to perform. After each role-play, ask the class for other solutions to the group's problem.

## 5 I have a lot of energy when I exercise.

► Speaking ► Reading ► Writing

- Read the instructions aloud. Ask for volunteers to read the first statement in each box. (*I have a lot of energy when I exercise. When I don't exercise, I feel tired.*) Elicit that the order of the clauses could be reversed in both of these sentences. (*When I exercise, I have a lot of energy. I feel tired when I don't exercise.*) Make sure that each answer beginning with a condition clause has a comma after the first clause. Answers beginning with a result clause should not contain commas.
- Direct the class's attention to the next sentence in the **Negative Impact** column (*If I don't get enough sleep, I don't think clearly.*). Point out that when we use real conditionals to describe habits or statements of general truth, the condition clause can begin either with *when* or with *if*.
- **Pair.** Have the students work in pairs to fill in the missing statements in the activity box. Ask for volunteers to write their responses on the board. Elicit other possible answers. Point out or elicit the punctuation differences.

### Answers

(Answers will vary.)

**Positive Impact:** I can think better if I get enough sleep. I feel happy if I get out of the house and visit my friends.

**Negative Impact:** When the days are short in the winter, I often feel sad. I don't feel good when I eat unhealthy foods.

- **Group.** Ask each pair to join another pair to discuss the habits or activities that give them energy. Ask each group to assign roles. Point out that this is a quick brainstorming session, and the secretaries should not write complete sentences. Allow seven to ten minutes for the task, then discuss the results as a class. Note each group's responses on the board.

## 6 You should try mountain climbing.

► Listening ► Speaking ► Reading

- **Group.** Ask the students to remain in the same groups for this activity. Read the instructions aloud. Point out that one reason for doing this task in groups is to share knowledge. Encourage the students to help each other with unfamiliar vocabulary instead of using their dictionaries. Give the students about ten minutes to complete the activity. Check as a class.

### Answers

(Accept all possible answers.)

- **Pair.** Read the instructions aloud. Model by making suggestions to a few of your students. (*Satoshi, let's go horseback riding! Karina, I think you should try kick boxing.*) Encourage the students to respond to your suggestions.
- To make this a more energetic activity, have the students circulate and make suggestions to several classmates instead of just speaking with one partner. Recap by asking several students about the most interesting suggestions they received. Ask whether they would like to try those activities.

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

# Lesson 2

## WARM UP

- If possible, have a world map available for reference throughout this lesson.
- Ask the students to tell about their most exotic or interesting vacations. Prompt them to explain where they went and why it was such an interesting place to visit. Note their responses on the board and, if you have a map, ask the students to point out each location. Encourage others who have been to that place to add information.
- Look at the information on the board and tell the class which place you would like to visit and why. Ask which of the places on the board the students would visit if they could.

## PRESENTATION

### *Let's go somewhere romantic.*

- **Set the stage.** Read the instructions aloud. Direct the students' attention to the two ads. Ask the class what two places the friends are thinking about visiting (*Bali and Paris*).
- **Personalize the situation.** Ask the students whether they would prefer to spend a vacation in a warm island setting or in a major international city. Which do they think is more enjoyable: a relaxing vacation or an exciting vacation?
- **Focus on selected items.** Ask the class what information they need to know in order to plan a vacation (*destination, mode and cost of travel, types of lodgings available, points of interest*). Write the responses in a vertical list on the board. To the right, make two column headings: **Tour A** and **Tour B**.
- **Set the reading task.** Give the students several minutes to read the descriptions of the two tours. Instruct them to look for the kinds of information listed on the board.
- **Check the reading task.** When the students have finished reading, elicit the information needed to complete the chart on the board. Write the information about each trip in the appropriate column. Elicit details about the points of interest. (Leave the chart on the board to use during Exercise 1.)
- **Set the listening task.** Write on the board: *Where is Yumiko thinking of going? What could she do there? Where is Lynn thinking of going? What advice does Yumiko give her?* Play the cassette twice.
- **Check the listening task.** Ask for the students' answers to the listening comprehension questions. If necessary, play the cassette again to check the answers. (Answers: *Yumiko is thinking about going to Bali. She could go to the beach there and do some sightseeing, too. Lynn might go to Paris. Yumiko tells her to ask Jacques about the weather.*)

## 1 Which trip would be more relaxing?

► *Speaking* ► *Reading*

- **Pair.** Have the students work with a partner to answer the comprehension questions. Encourage them to refer to the chart on the board and to the ads on page 129. Check as a class.
- **Pair.** Ask the students to tell their partners which trip they would prefer and why. Encourage them to give reasons based on what they like to do on vacations.

### Answers

1. Bali
2. Paris
3. (*any three of the following*) Notre Dame, the Louvre, Champs Élysées, Eiffel Tower, the Latin Quarter, Versailles
4. Bali
5. Bali

## 2 Lynn might want to go to Paris.

► *Speaking* ► *Reading*

- Read the instructions aloud. Ask for volunteers to read the example sentences. Instruct the students to make suggestions based on each character's vacation preferences. Point out that the responses can refer to Bali, Paris, or any other vacation destination. (Specify whether the students should write down their responses or make their statements to a partner.)
  - Recap as a class. Answers will vary. Elicit a variety of responses.
- Additional Activity** See Unit 10 Appendix.

## 3 Have you ever been to Hawaii?

► *Listening* ► *Speaking*

- Read the instructions aloud. Ask for volunteers to read the name of each country. Assist with pronunciation as needed. Also ask the students to locate each country on the map.
- Play the cassette twice while the students mark the countries that Yumiko has visited. Check as a class, replaying the cassette if necessary.
- **Pair.** Read the discussion questions aloud. Have the students answer the discussion questions in pairs. Recap with a class discussion. Focus on how your students communicated with people whose language they did not speak. Note these techniques on the board.

### Answers

Of the countries listed, Yumiko has visited Canada, Mexico, and Brazil.

## 4 They were able to visit the Great Wall.

► Listening ► Speaking ► Reading

- Direct the students' attention to the box. Remind them that most modals have several uses and meanings. This exercise focuses on *was/were able to*, which indicates past ability.
- Ask two volunteers to read the example dialog aloud. Explain that when we say *They were able to see the Great Wall*, it means that they actually did see the Great Wall.
- **Pair.** Have the students create short conversations based on the model dialog and the cues provided. Recap by asking one or more pairs to perform each of the conversations.
- Ask the students to tell their partners about their vacations. Remind them to use *was able to* or *were able to* when they talk about what they did.

### Answers

1. **A:** Where did your nephew go on vacation?  
**B:** He went to Mexico.  
**A:** What was he able to see?  
**B:** One thing he was able to see was the Mayan ruins.
2. **A:** Where did you and your friends go on vacation?  
**B:** We went to Rome.  
**A:** What were you able to see?  
**B:** One thing we were able to see was the Coliseum.
3. **A:** Where did your neighbors go on vacation?  
**B:** They went to Thailand.  
**A:** What were they able to see?  
**B:** One thing they were able to see was the Temple of the Emerald Buddha.

## 5 I couldn't get a later flight.

► Listening ► Speaking ► Reading ► Writing

- Direct the students' attention to the example box. Ask for volunteers to read the statements aloud. Point out that both *couldn't* and *wasn't/weren't able to* can be used to refer to a *specific past inability*. To describe a *specific past ability*, such as the ability to visit a specific place or complete a specific task, only *was/were able to* can be used. Demonstrate by rewriting the two example sentences in the affirmative. (*I was able to get an earlier flight. She was able to find a babysitter.*) Point out that *could* cannot be used in these sentences because *could* is only used to refer to *general past ability*, not specific past ability. Demonstrate by writing on the board: *Simka could read when she was three years old.* Elicit that this refers to general past ability, not ability in a specific situation.
- **Pair.** Have the students in pairs complete the dialogs with the excuses from the box. When finished, they should write their own short dialogs including excuses or explanations using *couldn't* and *wasn't/weren't able to*. Give the students ten to fifteen minutes to complete the task.
- Check the answers by asking three pairs of students to perform the dialogs in the book. As each group finishes, write the excuse they used on the board. Elicit whether this excuse is appropriate to the conversation. Then ask several other pairs to perform their own dialogs.

### Answers

I couldn't get an earlier flight; She wasn't able to find a babysitter; I couldn't get a later flight.

## 6 I couldn't hear the music very well.

► Reading ► Writing

- Remind the class that both *couldn't* and *wasn't/weren't able to* describe past inability. Both *could* and *was/were able to* can be used to describe *general* past ability. However, when describing *specific* past ability, only *was/were able to* can be used.
- **Pair.** Have the students work in pairs to complete the paragraph with the appropriate forms of the modals. Point out that there is more than one correct answer for some items.
- Check as a class. If possible, use a transparency. Otherwise, write the answers on the board. Be sure to include all possible answers.

**Grammar Note:** An exception to the rule regarding *could* and specific past ability occurs with verbs that express sensory perception (*see, hear, feel, taste, smell*): *It was so cold last night that I*

*could see my breath.* Therefore, item number 9 in the exercise allows both *was able to* and *could*. Depending on the level of your class, you may or may not wish to discuss this fine point.

### Answers

1. could/were able to
2. could/were able to
3. couldn't/weren't able to
4. could/were able to
5. couldn't/wasn't able to
6. couldn't/wasn't able to
7. couldn't/wasn't able to
8. was able to
9. could/was able to

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

# Lesson 3

## WARM UP

- Ask your students whether they think it's important to mark the end of a class or a school term with some kind of ceremony or celebration. Why is it important or unimportant? What should this kind of celebration include?
- Introduce the topic of school graduations by telling the students what happens at your school to mark the end of the term. If there is no formal graduation or other ceremony scheduled, discuss whether your class would like to do something to mark the end of term. If appropriate, make specific plans for this event.

## PRESENTATION

### *But the journey has just started.*

- **Set the stage.** Ask the students to cover the text of Sofia's speech. Ask them to predict the kinds of things that she will include in her speech. Write their responses on the board.
- **Personalize the situation.** Ask the class what they would include if they were giving a graduation speech. Are there specific events that they would want to describe?
- **Focus on selected items.** Elicit ways that a formal speech is similar to a written essay (*It includes an introduction, supporting details or examples, and a conclusion*). Elicit ways that giving a speech differs from writing an essay (*Spoken language is different from written language; some expressions are acceptable in spoken English but inappropriate in a written essay*).
- **Set the listening task.** Write on the board: *How long has Sofia been at the World Language Center? What was the question that she didn't understand at the fast food restaurant?* Specify whether you want the students to listen with the text covered or uncovered. Play the cassette twice while the students listen and take notes.
- **Check the listening task.** Ask for the students' responses to the listening comprehension questions. Write them on the board. Ask if any of the students have ever had a similar experience in a fast food restaurant. If so, ask them to tell the class about it.
- **Engage the students in group work.** Read the discussion questions aloud. Divide the class into groups of three or four. (It is not necessary to assign group roles for this activity.) Give the groups about ten minutes for their discussions.
- **Circulate and monitor progress.** If necessary, prompt by asking the students if they have had problems opening a bank account, asking for directions, or getting a student ID. If they have, ask them to tell their group about it. Recap as a class.

## 1 Living in a foreign country is challenging.

► *Listening* ► *Reading*

- Read the instructions aloud. Preview the activity by asking the students which adjective in each pair best describes their own attitude toward the items listed in the exercise. (Their answers should be based on their own experiences, not on Sofia's.) Encourage them to support their opinions with details or brief anecdotes.
- Point out that Sofia uses some of the given adjectives in her speech, but in some cases the students will have to make an inference about her opinion.
- Play the cassette while the students listen and circle the adjectives that best describe Sofia's attitude. Check as a class. Encourage the students to support their answers with specific information. Refer to the speech if necessary.

### Answers

- |                |                |
|----------------|----------------|
| 1. challenging | 3. fascinating |
| 2. frustrating | 4. interesting |

## 2 Learning a second language has been a great experience.

► *Speaking* ► *Reading*

- **Pair.** Read the instructions aloud. Remind the students to provide specific examples when they describe their experiences to their partners. Give the students at least fifteen minutes to complete the activity.
- Recap the activity by asking for volunteers to tell about their experiences. As each student describes his or her experiences, encourage the other students to explain whether their experiences have been similar or different, and why.

## 3 Hear it. Say it.

► *Listening* ► *Speaking*

- Direct the students' attention to the first sentence in the activity. Elicit that *living* is a gerund that acts as the subject of the sentence. Elicit that *depressing* is a participial adjective that modifies *living*. Point out that the *-ing* ending is pronounced the same whether the word is a noun or an adjective.
- Ask the students to listen and repeat each sentence. Play the cassette once. Then instruct the students to mark the stressed syllable in each gerund or participial modifier as you replay the cassette.
- **Pair.** Have the students compare their marked syllables and then practice saying the sentences. Circulate and check the students' stress markings. Assist with pronunciation of the *-ing* ending as necessary.
- Recap by asking for volunteers to say the sentences aloud. Assist with pronunciation as necessary.

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## 4 As soon as I finish my studies, . . .

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

- Read the instructions aloud. Ask for volunteers to read Gina's two statements and the example answer. Direct the students' attention to the time clause in the example answer. Elicit that time clauses that refer to the future use present tenses, not future tenses. Remind the students that a dependent clause (such as a time clause) at the beginning of a sentence must be followed by a comma.
  - Ask the students to combine the pairs of sentences by using time clauses beginning with the expressions in the box. Point out that there are many correct ways to combine the sentences.
- Give the students about ten minutes to complete the exercise.
- Recap by asking for volunteers to write their answers on the board. Check the structure and meaning of the sentences as a class, and ask for other ways to express the same meaning.
  - **Pair.** Read the instructions aloud. Remind the students to listen carefully to their partners so that they can report their partners' plans. Give the students five to seven minutes to complete the task. Recap by asking the students to tell the class about their partners' plans.

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

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## 6 Wrap Up

- **Pair.** Read the instructions aloud. Point out that, since this is a pair activity, both partners should participate equally. Elicit the format of a speech: an introduction, some specific details, and a conclusion. Refer to Sofia's speech as a model. The questions in the exercise will help the students develop the content and structure of their speeches. Remind them that their speeches should be brief (three to five minutes is a good length). Set a time limit for the activity.
- **Class.** Review oral presentation techniques (*look up from the text, make eye contact with the audience, speak clearly and slowly*). Ask the students to divide their speeches so that both partners have a chance to speak. Encourage the class to behave appropriately as they listen (*listen attentively, don't interrupt, show appreciation at the end of the speech*).

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

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### STRATEGIES FOR SUCCESS

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1. Exercise 1 requires some advance planning and commitment on the part of the students. You will need to help coordinate the various trips in groups of four or more.  
  
Explain that the field trip is designed to give the students an opportunity to speak English in non-academic settings and in casual conversations. Make it an English-only day!
2. For Exercise 2, remind the students that good language learners not only set goals, but review them and evaluate their accomplishments. This prompts them to look over what they wrote at the beginning of the course and to decide how well their goals were achieved.
3. At the end of a course, students tend to feel that their work is done now and that they can relax. In Exercise 3, remind them that learning English goes on forever and that once they finish this course, they need to keep on trying out strategies for listening, speaking, reading, and writing. Help them to understand the importance of maintaining an intrinsic motivation to learn beyond this English course.

## 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 box for *Past ability*. Ask the students to write three sentences comparing their English skills at the beginning of the course to their skills at the present time. Provide an example by writing on the board: *Before I took this class . . . but now . . .*. Ask several volunteers to complete the sentence with real information about themselves. Encourage the students to use different time expressions when they write their own sentences.
- Ask the students to read their sentences to a partner. Then ask them to tell the class about their partners' accomplishments.
- Direct the class's attention to the box for *Suggestion: may/might*. Ask for volunteers to make suggestions about how the students can continue to work on their English after they leave your English class.
- 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 2 (p. 130)

*Let us show you around!*

- In this activity, the students create vacation package tours of the local area, keeping within specific time and money limits.
- Make two sets of index cards. The first set tells the students how long their tours can be. Write a different length of time on each card, preferably from one to seven days. The other set of cards tells the students what the per-person budget is for their tours. Write an amount of money on each card ranging from the modest (\$100 is a very modest amount, since this might need to stretch for seven days) to the fantastic (\$5,000 or more). If you are teaching outside the United States, use an equivalent amount in the local currency. There should be enough cards so that each pair (or group) of students gets one card from each set.
- Tell the class that they will create a tour of the local area and design an ad similar to those at the beginning of Lesson 2. Explain that the tours do not need to include airfare to the local area, but they should include the cost of transportation within the area. As a class, brainstorm the things that must be included (*meals, sight-seeing, entertainment, lodging for tours of more than one day, transportation, special events*). Write the responses on the board.
- Divide the class into pairs or groups. Each pair or group then draws one time card and one money card. These are the limits within which they must plan their tours. Give the students about thirty minutes to plan their tours and design their ads. If possible, provide large sheets of paper and markers for the ads. You may also want to bring in some travel magazines that students can use for photos. (If this is not possible, the groups can draw their ads on the board, use transparencies, or use regular sheets of paper and post the ads around the room for other students to look at.)
- When the students have finished the tasks, ask them to present their tours to the class. Ask them to begin by stating what their time and money limits were.

# WORKBOOK UNIT 10 ANSWER KEY

## Lesson 1, pp. 84–86

### Exercise 1

2. f

4. e

6. d

3. a

5. b

### Exercise 2

Answers and solutions will vary.

### Exercise 3

Added commas are shown in brackets:

Jae: I get annoyed if I don't have time to practice the guitar. I hate making mistakes in class.

Jae: I guess I'm a perfectionist. If things don't go the way I plan [,] I can't work.

Jae: I think it's a good thing that I'm in accounting and you're in marketing [,] then!

Pia: Really? If I made a fool out of myself [,] I wouldn't care at all.

Pia: We're different [,] then. I get bored if I have to do things the same way twice.

### Exercise 4

Answers will vary.

### Exercise 5

Answers will vary.

# WORKBOOK UNIT 10 ANSWER KEY

## Lesson 2, pp. 87–89

### Exercise 1

Answers will vary.

Tuesday's journal:

2. couldn't
3. might
4. might/could
5. might
6. might/could

Wednesday's journal:

7. might not
8. might
9. could
10. might/could
11. might not
12. could
13. might

### Exercise 2

Either *may* or *might* is correct for all of the answers.

### Exercise 3

Wording may vary. Answers for 5 and 6 can be reversed.

3. He was able to paddle a canoe across the lake before, and he is able to do it now too.
4. He wasn't able to jump a hurdle on horseback before camp, and he still isn't able to jump it.
5. Now he is able to swim the length of the pool underwater, but before camp he wasn't able to swim it.
6. Before camp, he wasn't able to hit a bull's-eye with a bow and arrow, but now he is able to hit it.

### Exercise 4

Answers may vary. Possible responses:

2. won't be able to mow
3. Could (you) help
4. can (you) paint
5. can help
6. were (you) able to find
7. can't find
8. can't find

### Exercise 5

Errors are crossed out. Any necessary additions are bold.

There were many things I [1] ~~can't~~ **couldn't** do before I came to this school. For one thing, I couldn't [2] ~~not~~ stand up in front of a class and give a speech. I remember the first time I had to describe my country. I wasn't able [3] **to** open my mouth. My hands started to sweat, and my legs began to shake. Finally, the teacher called on another student and I could [4] ~~to~~ sit down.

Now I [5] ~~could~~ **can** take risks. I [6] **am** able to feel comfortable about doing something slightly unusual and possibly making a mistake. I can learn and enjoy the learning process at the same time. The informal atmosphere of my English class [7] ~~can to~~ **provides** a supportive atmosphere and a safe place to become comfortable with the language before trying it out in the real world. I can finally [8] ~~seeing~~ **see** how my speaking skills have really improved in this "chatty" class.

# WORKBOOK UNIT 10 ANSWER KEY

## Lesson 3, pp. 90–92

### Exercise 1

Answers will vary.

2. after we move into our new apartment.
3. I can take my family on a vacation.
4. we can get a puppy.

### Exercise 2

Added commas are in brackets.

Hi, Mama,

I have been thinking about you and Papa. As soon as we can [ , ] Jae and I will come to visit you. If we could come sooner [ , ] we would. However, Jae and I have a lot of work to do before we can leave. When Jae finishes his current project at work [ , ] he can take some time off, but I have to finish the semester at school before I can leave. That means we might not be able to come until summer. If you have plans for July and August [ , ] let me know. When I have more information [ , ] I will let you know.

Love,  
Sima

Errors are crossed out. Any necessary additions are bold.

Hi, Dear,

I got your message yesterday. I can't wait to see you either, but I understand that you are busy. Your father and I are busy too. When you [1] ~~will~~ come, however, we'll stop whatever we're doing to spend time with you and the children.

This summer, we plan to visit your Aunt Betty at her farm. If you [2] ~~will~~ come in July, you can go with us. The children will have a great time when they [3] ~~will~~ see all the animals. There will be baby animals to play with, too, if you [4] ~~will~~ come in early summer. Aunt Betty has rabbits, chickens, and sheep.

I should tell Aunt Betty when you're coming, however. After you finalize your plans, give me the dates. We can work with your schedule if you [5] ~~will~~ send it to us. I think Aunt Betty will be flexible, too.

Love,  
Your Mother

### Exercise 3

Statements 1, 2, and 5 accurately represent Mr. Anderson's speech.