# Contents

<table>
<thead>
<tr>
<th>UNIT 1</th>
<th>Lesson 1</th>
<th>Let’s keep in touch!</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lesson 2</td>
<td>I have something to tell you!</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>The Colorful Years</td>
<td>9</td>
</tr>
<tr>
<td>UNIT 2</td>
<td>Lesson 1</td>
<td>Let’s get to know each other.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>Nice to meet you, Mr. Robinson.</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>When Home Is a World Away</td>
<td>23</td>
</tr>
<tr>
<td>UNIT 3</td>
<td>Lesson 1</td>
<td>Across Generations</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>A Woman of Science</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>Nelson Mandela</td>
<td>37</td>
</tr>
<tr>
<td>UNIT 4</td>
<td>Lesson 1</td>
<td>Anatomy of an Illness</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>He said, “It’s just indigestion.”</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>Guaranteed: Instant Relief</td>
<td>51</td>
</tr>
<tr>
<td>UNIT 5</td>
<td>Lesson 1</td>
<td>Reverse Culture Shock</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>It was good to hear from Yon Mi, wasn’t it?</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>The Quality of Life</td>
<td>65</td>
</tr>
<tr>
<td>UNIT 6</td>
<td>Lesson 1</td>
<td>They think she’s too young.</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>Matchmaking around the World</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>East meets West.</td>
<td>78</td>
</tr>
<tr>
<td>UNIT 7</td>
<td>Lesson 1</td>
<td>All in a Day’s Work</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>Nine to Five</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>The Moneymakers</td>
<td>91</td>
</tr>
<tr>
<td>UNIT 8</td>
<td>Lesson 1</td>
<td>Pablo Takes the Road Test</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>Fender Bender</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>Teen Driving and Safety on the Road</td>
<td>106</td>
</tr>
<tr>
<td>UNIT 9</td>
<td>Lesson 1</td>
<td>Trying to Keep a Budget</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>Wants vs. Needs</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>The Lure of Advertising</td>
<td>119</td>
</tr>
<tr>
<td>UNIT 10</td>
<td>Lesson 1</td>
<td>Having a Good Time</td>
<td>125</td>
</tr>
<tr>
<td></td>
<td>Lesson 2</td>
<td>Let’s go somewhere romantic.</td>
<td>129</td>
</tr>
<tr>
<td></td>
<td>Lesson 3</td>
<td>But the journey has just started.</td>
<td>133</td>
</tr>
</tbody>
</table>

**Tapescripts**  
T139
<table>
<thead>
<tr>
<th>Unit Topics</th>
<th>Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moving on to New Experiences</strong>&lt;br&gt;Moving on to another class and a new teacher; goodbyes; remembering good times; life decisions; daily routine; comparing cultures; lifestyles; comparing education systems</td>
<td>Talking about things that happened in the past; ending a conversation appropriately; talking about future plans; expressing obligation; indicating necessity; expressing hope; discussing cross-cultural experiences; comparing and contrasting lifestyles across cultures; asking for an opinion; giving an opinion</td>
</tr>
<tr>
<td><strong>Meeting New Friends and Acquaintances</strong>&lt;br&gt;Meeting new classmates; beginning classes in a new program/in a new country; getting acquainted; appropriate classroom behavior; cultural differences</td>
<td>Exchanging information about personal history; talking about oneself and one's experiences; expressing understanding or lack of understanding; clarifying information; introducing oneself and others in a group; asking and talking about class rules and regulations; describing appropriate classroom behavior; discussing cultural adaptation; expressing conclusions</td>
</tr>
<tr>
<td><strong>Changing Times</strong>&lt;br&gt;The Generation Gap; four different generations in the U.S.; “the good old days;” changing times; contributions of senior citizens; traditionally male/female roles; personal goals; Nelson Mandela; goals/heroes</td>
<td>Confirming information; talking about the past; expressing one's opinions; expressing goals; writing a letter defending one's opinion; identifying the main idea; reading for specific information; arranging events in chronological order; writing a definition of a hero</td>
</tr>
<tr>
<td><strong>Illness and Health</strong>&lt;br&gt;Illness and treatment; schedules; journals; emergency care; a hospital bill; warnings on medicine labels; health insurance</td>
<td>Describing a sequence of events in the past; writing a journal entry; asking for and giving reasons; discussing a visit to an emergency room; reporting direct speech; understanding a hospital bill; demonstrating understanding of medicine labels; discussing health insurance and how it works; scanning for specific information; discussing the relationship between lifestyle and health</td>
</tr>
<tr>
<td><strong>Change for the Better</strong>&lt;br&gt;Culture shock and reverse culture shock; young people in the United States; the suburbs and the city; likes and dislikes</td>
<td>Discussing cross-cultural experiences; talking about ongoing experiences; making inferences; asking for and giving an opinion; using time expressions; stating one's opinion about information from a survey; reading for specific information; expressing observations about the surroundings and the environment; giving an opinion about an issue; asking for and giving a reason</td>
</tr>
<tr>
<td><strong>Love and Marriage</strong>&lt;br&gt;Relationships and marriage; personal ads; emotions; matchmaking; marriage customs; stages of marriage</td>
<td>Discussing relationships and marriage; expressing agreement and disagreement; giving reasons; describing emotions; comparing dating and marriage customs in different countries; expressing preferences; talking about feelings and emotions; expressing similarities and differences; expressing results</td>
</tr>
<tr>
<td><strong>The Job Marketplace</strong>&lt;br&gt;Part-time jobs related to future careers; job duties and responsibilities; work environment preferences; comparing wages; evaluating jobs</td>
<td>Giving advice; expressing obligation; discussing job searches; making suggestions; identifying personal skills and abilities; interpreting a bar graph; interpreting information on a pay stub; discussing advantages and disadvantages of job</td>
</tr>
<tr>
<td><strong>Road Safety</strong>&lt;br&gt;Ro...</td>
<td>Interpreting driving regulations; identifying traffic signs; giving advice about road safety; describing an accident to the police; calling for road assistance; filling in information on a form; expressing and accepting apologies; reading and interpreting information in a bar graph; giving advice; giving one's opinions; comparing solutions</td>
</tr>
<tr>
<td><strong>Confronting Everyday Realities</strong>&lt;br&gt;Keeping a budget; saving money; lifestyle choices; goals for the future; advertisements</td>
<td>Describing problems and their solutions; making suggestions; calculating percentages; filling in missing information on a billing statement; offering solutions and suggestions; drawing conclusions; describing feelings; reading and understanding the fine print in ads; comparing products; making polite requests</td>
</tr>
<tr>
<td><strong>Following a Dream</strong>&lt;br&gt;Sports and recreation; vacations; personal experiences; plans for the future</td>
<td>Discussing recreational activities; offering suggestions and advice; expressing enthusiasm; expressing fatigue; brainstorming possible solutions to a problem; talking about vacation plans; talking about possibilities; talking about past opportunities; talking about past abilities; giving an excuse; talking about learning from past experiences; writing and talking about future plans; writing and delivering a speech</td>
</tr>
<tr>
<td>Grammar and Pronunciation</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>• Simple past: regular/irregular verbs</td>
<td>Listen for details; describe a recent experience; listen and take notes; end a conversation appropriately; discuss important decisions; put tasks in logical order; discuss schedules; express opinions; interview a partner and take notes</td>
</tr>
<tr>
<td>• Past continuous and simple past</td>
<td></td>
</tr>
<tr>
<td>• Future tense, will and be going to</td>
<td></td>
</tr>
<tr>
<td>• Necessity: must, don’t have to</td>
<td></td>
</tr>
<tr>
<td>• Hope + future clauses</td>
<td></td>
</tr>
<tr>
<td>• Additions with too, not either, and but</td>
<td></td>
</tr>
<tr>
<td>• Contractions with will</td>
<td></td>
</tr>
<tr>
<td>• Present perfect with since, for</td>
<td>Listen to a conversation for details; listen, take notes, and compare information; give instructions; express understanding or lack of understanding; describe an embarrassing situation; make introductions; express agreement or disagreement; listen to role play a request for assistance in a problem situation</td>
</tr>
<tr>
<td>• Stress in questions and answers with can/can't</td>
<td></td>
</tr>
<tr>
<td>• Modals: can, may, should, ought to, must, must not</td>
<td></td>
</tr>
<tr>
<td>• Present perfect tag questions</td>
<td>Check for confirmation; elicit agreeing and disagreeing responses by asking tag questions; ask for and give opinions; listen for chronological order; discuss a word definition</td>
</tr>
<tr>
<td>• used to</td>
<td></td>
</tr>
<tr>
<td>• Comparison of adjectives and adverbs</td>
<td>Ask for and give reasons for certain procedures; interview a classmate; report the actual words someone said; listen for specific details in a phone call; make recommendations</td>
</tr>
<tr>
<td>• Wh- questions</td>
<td></td>
</tr>
<tr>
<td>• Tag questions: rising-falling vs. rising intonation)</td>
<td></td>
</tr>
<tr>
<td>• Complex sentences with time clauses</td>
<td>Discuss the meaning of new terms; listen to details and make conclusions; give an oral presentation in class; express opinions based on a written text; state advantages and disadvantages; give reasons for likes and dislikes; conduct an opinion survey</td>
</tr>
<tr>
<td>• Cause/effect</td>
<td></td>
</tr>
<tr>
<td>• Direct speech</td>
<td></td>
</tr>
<tr>
<td>• Comparisons with as/not as</td>
<td></td>
</tr>
<tr>
<td>• Present perfect continuous; affirmative, interrogative, and negative • Passive voice; affirmative and interrogative</td>
<td>Listen and express opinions based on the listening; compare marriage customs; express preferences</td>
</tr>
<tr>
<td>• Sense/Perception Verbs + Adjective</td>
<td></td>
</tr>
<tr>
<td>• Present continuous vs. Simple present</td>
<td></td>
</tr>
<tr>
<td>• Sentence stress and rhythm</td>
<td></td>
</tr>
<tr>
<td>• State verbs • Adjective/Noun</td>
<td></td>
</tr>
<tr>
<td>• Prepositional phrase: because of; complex sentence: because</td>
<td>Listen and express opinions based on the listening; respond to difficult situations; listen for specific details and make inferences; give advice</td>
</tr>
<tr>
<td>• Would rather, would prefer</td>
<td></td>
</tr>
<tr>
<td>• Compound sentences with and, but and so • Contractions with would rather</td>
<td></td>
</tr>
<tr>
<td>• Unreal conditions in the present/future</td>
<td>Listen and express opinions based on the listening; respond to difficult situations; listen for specific details and make inferences; give advice</td>
</tr>
<tr>
<td>• Modals: be supposed to (questions and statements)</td>
<td></td>
</tr>
<tr>
<td>• Too/ very/ enough</td>
<td></td>
</tr>
<tr>
<td>• Verb + gerund</td>
<td></td>
</tr>
<tr>
<td>• Contractions with would</td>
<td></td>
</tr>
<tr>
<td>• Had better</td>
<td></td>
</tr>
<tr>
<td>• Gerund as subject</td>
<td>Listen for details; give advice; describe a personal experience; listen and role play a similar situation</td>
</tr>
<tr>
<td>• Gerund after preposition</td>
<td></td>
</tr>
<tr>
<td>• Questions with How</td>
<td>Describe problems and their solutions; offer solutions and suggestions; discuss the meaning of new expressions; listen for specific details (numbers) and draw conclusions; compare products; make polite requests; role play a situation</td>
</tr>
<tr>
<td>• It is + adjective + infinitive</td>
<td></td>
</tr>
<tr>
<td>• Syllable shift</td>
<td></td>
</tr>
<tr>
<td>• If/ clauses with modals</td>
<td></td>
</tr>
<tr>
<td>• Participial adjectives</td>
<td></td>
</tr>
<tr>
<td>• Verb + infinitive</td>
<td></td>
</tr>
<tr>
<td>• Comparison of nouns</td>
<td></td>
</tr>
<tr>
<td>• Modals: requests</td>
<td></td>
</tr>
<tr>
<td>• Intonation</td>
<td></td>
</tr>
<tr>
<td>• Real conditions in the present</td>
<td>Listen for details; role play a problem situation; brainstorm possible solutions to a problem; talk about possibilities; role play giving an excuse; talk about future plans; deliver a speech</td>
</tr>
<tr>
<td>• Modals: may/might; was/were able to/could</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to VOYAGES. This five-level course gives adult and young-adult learners a comprehensive set of communication skills in the English language. Throughout each level, language is natural and authentic, and contextualized in lively, interesting situations with which your students can easily identify. The lessons in VOYAGES presuppose that its users are motivated by factors typical of adults, making the series appropriate for students who are high school age and older. Each lesson challenges students by capitalizing on what they know or have learned, and by encouraging them to stretch just a little beyond their current stage of language development. With each new step, students are given a firm grammatical basis on which to build their communication skills.

**THE COMPONENTS OF VOYAGES**

Each of the five levels of VOYAGES includes four components to make your students’ learning experience interesting and successful.

1. The **Student Books** consist of ten units each. Each unit is divided into three separate lessons. Lessons 1 and 2 introduce new language through dialogs, readings, conversation practice, and task-based activities. Grammar is treated inductively as students first use new structures to complete simple communication tasks, and subsequently have their attention drawn to those structures. Lesson 3 integrates and expands the functions and structures taught in Lessons 1 and 2, and directs the students toward a more personalized use of English. At the end of each unit all grammar, vocabulary, and communication skills are summarized. Each level provides enough activities for approximately sixty class sessions of 50 minutes each. The material can be extended to ninety class sessions by using corresponding Workbook exercises and activities suggested in the Teacher’s Resource Manuals.

One of the innovative features of VOYAGES is a series of exercises called “Strategies for Success,” found at the end of each unit in Books 1 through 4. These sections are designed to encourage students to:

- do something on their own, beyond the classroom, to improve their skills;
- become aware of some of the techniques that successful language learners have used to achieve their highest potential;
- work with another student, a learning partner, in a cooperative venture to practice English and reflect on their learning; and
- write entries in a personal journal to reinforce their English skills, and, starting in Book 2, to reflect on their learning styles, their strategy use, and their progress in English.

Your encouragement and guidance of your students is an important factor in making the “Strategies for Success” exercises doable and practical. Research has found that if students are simply told to do these exercises *if they want to*, only a very small number of students will do so. So what is needed is your conviction that:

- students can gain significantly from performing self-help exercises outside the classroom;
- making some effort on their own—without the teacher there for every step—develops students’ autonomy and pride in their accomplishments;
- doing the exercises in a low-risk setting with a learning partner will increase their motivation to learn English;
- writing in a personal journal helps to reinforce language skills.

In other words, if you convey your own positive outlook on strategy training and help your students to get started, they will be interested and challenged to perform the exercises.

2. The **Teacher’s Resource Manuals** provide clear procedures for teaching each page of the Student Book. First, an overview lists the topics, grammar, and communication skills covered in each unit. Then, step-by-step instructions for delivering classroom lessons are given. Also included are explanations of grammar points, pronunciation pointers, information on cultural topics, tapescripts, answers for each exercise, optional activities for further practice, and specific suggestions for implementing the “Strategies for Success” modules.

Each Teacher’s Manual for levels 1–4 includes a set of tests: one mid-term (covering units 1–5) and one
final (covering units 1–10). Each test is accompanied by directions to the teacher for administration and scoring. A unique feature of the Student Placement and Evaluation Test is that it includes sections on spontaneous oral and written production.

The Teacher’s Resource Manuals are designed so that teachers new to the field will find all the information they need to become immediately successful in the classroom. More experienced teachers will find a wealth of suggestions to add to their repertoires.

3. The Workbooks include a variety of exercises to be used either for homework or for extra classroom practice. The exercises strengthen the students’ competence in English and provide additional interest and motivation. The answers to the Workbook exercises are provided at the end of each unit of the Teacher’s Resource Manual.

4. The Audio Programs contain recordings of dialogs, listening-comprehension exercises, and other exercises for which hearing examples and models can enhance students’ learning. Exercises are recorded at normal conversational speed, using a variety of native speakers of English, so that students can build their listening skills and practice correct pronunciation. Recorded exercises are indicated in the Student Book with a symbol.

5. The Companion Website is an online feature new to the VOYAGES program. Ten online units accompany the Student Book. Each unit consists of clearly stated activity “Objectives”; “Web” activities that facilitate exploration of unit themes within a multisensory learning environment; “E-mail” activities that prompt students to “talk” about unit themes by corresponding to a pen pal, encouraging students to use unit vocabulary and grammatical structures in a meaningful context; “Grammar” activities that feature instant scoring and feedback so students will recognize their strengths and weaknesses immediately. The site also features a “Teacher Notes” section, which includes Vocabulary, Wrap Up, and Putting It Together sections, and additional links to help facilitate student learning. The entire Teacher’s Resource Manual is available online for download. Navigating through the website is simplified through easily identified buttons. The “Preferences” button helps to manage student performance by having students e-mail all of their answers to the teacher and to themselves for follow-up activities. The “Help” button provides support to the companion website. The “Feedback” button allows for better maintenance of the site through teachers’ and students’ feedback. Online activities are indicated in the Student Book with a symbol.

FEATURES OF THE VOYAGES

STUDENT BOOK

Each lesson opens with an attractive illustration and a presentation of an authentic conversation or reading.

- Exercises provide students with varied, interesting tasks that are authentic, creative, and interactive.
- New vocabulary in the unit is systematically practiced in a section called “Word Bag.”
- Sections called “Hear It. Say It.” focus on pronunciation.
- Special new sections labeled “Strategies for Success” show students how to use learning strategies outside the classroom.
- Another new feature, an “Online” section, introduces students to simple Internet activities.
- Sprinkled through the units are various cultural notes and information pieces.
- The “Wrap Up” exercise is a personalized activity that culminates each unit.
- Two new self-check sections at the end of each unit help students to evaluate their learning (“Checkpoint”) and to think about their learning modalities (“Learning Preferences”).
- Summary pages at the very end of each unit summarize the vocabulary, grammar, and communication skills covered in that unit.

FEATURES OF THE VOYAGES

TEACHER’S RESOURCE MANUAL

- A Unit Overview listing (a) topics, grammar, and communication skills and (b) skills standards using CASAS and SCANS competencies.
- Step-by-step, explicit instructions for taking students through each exercise.
- An Answer Key for each exercise.
- Tapescripts for all audiotaped material.
- Answers to Workbook exercises.
• All the materials for the mid-term test (see Unit 5) and for the final test (see Unit 10). These include:
  (a) photocopy-ready student test pages
  (b) complete directions for administration
  (c) tapescripts for listening comprehension sections
  (d) instructions for scoring and a scoring summary sheet
  (e) answer sheets and answer keys.

BACKGROUND ON SCANS AND CASAS

The SCANS and CASAS skill standards are career and vocational goals advocated by the federal government and by the State of California to prepare students for the demands and challenges of the workplace. These skills standards constitute a progressive series of levels of proficiency in language and communicative functions, as well as a general introduction to the technological and interpersonal demands of the international workplace.

In 1990 the Secretary of Labor appointed a group called the Secretary’s Commission on Achieving Necessary Skills (SCANS) to determine the skills people need to succeed. The commission was composed of 30 representatives of education, business, labor, and state government. It was charged with defining a common core of skills that constitute job readiness in the current economic environment.

Under separate auspices, the State of California appointed an advisory committee in 1983 to help improve education in its primary and secondary school system. In 1988 the state superintendent of public instruction broadened the scope of this initiative, appointing an adult education advisory committee as well. Their report, entitled Adult Education for the 21st Century: Strategic Plan to Meet California’s Long-Term Adult Education Needs, extends California’s educational mandates to include ESL programs for adults. The criteria in the Strategic Plan form the foundation of English-as-a-second-language Model Standards for Adult Education Programs.

The Comprehensive Adult Student Assessment System (CASAS) is a widely used system for assessing adult basic skills within a functional context. It has been approved and validated by the U.S. Department of Education in the area of adult literacy. CASAS provides a framework for implementing quality programs with a built-in standardized accountability system for reporting results. The assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family.

Each VOYAGES Teacher’s Resource Manual displays a Skill Standards Overview at the beginning of every unit so that educators and administrators can determine at a glance which competencies and skill standards are addressed within a particular unit of the Student Book.

THE VOYAGES APPROACH

VOYAGES features the best of what has come to be known as “communicative language teaching,” including recent developments in creating interactive, learner-centered classrooms. VOYAGES provides students with natural, meaningful contexts in which to practice the communicative functions of the language. As such, it emphasizes the internalization of language structures and functions through practice in using the language from the very first day. VOYAGES deemphasizes the use of grammar rule memorization, overlearning, translation, and teacher-centered activities. When grammar practice and explanations occur, they are kept simple and are always embedded in real, communicative contexts.

VOYAGES emphasizes practice in all four language skills. In the process of helping students to acquire their new language, the teacher acts as a facilitator and guide in a student-centered classroom. The ultimate goal of this series is to provide students with the fluency needed to use English in unrehearsed situations outside the classroom. How is this goal achieved?

1. By presenting language in meaningful, communicative, and functional contexts

VOYAGES emphasizes using language functions in meaningful, communicative contexts and not using individual structures, forms, or sounds in isolation. Dialogs are used not for rote memorization, but for adaptation to pair and small-group work. And rather than focusing on
mastery through memorization, “overlearning,” and drilling. **VOYAGES** places emphasis on students’ attempts to communicate spontaneously, even if those attempts have errors in them. Students are encouraged to take risks and to use a trial-and-error approach as they try out their new language. Class work is learner-directed so that students gain confidence and eventually attain fluency and accuracy in the language.

Grammatical structures have their place in **VOYAGES** too, but not as isolated patterns for analysis and rule memorization. Instead, all structures are taught within a functional and communicative context. As students progress through units that are grammatically sequenced, they practice functional language that enables them to accomplish specific communication goals. In this way, students have a chance to use the language at the same time as they learn about its structures and functions.

Each unit helps students do things with the language they are learning—to use the natural functions of language in familiar, meaningful contexts. For example, they may learn to greet someone (“Hello. How are you?”), to ask for information (“What time is it?”), to make a suggestion (“Let’s go to a movie tonight”), to give an opinion (“I think he’s happy because he doesn’t have to get up early”), and so on.

**VOYAGES** provides a wide range of opportunities for English language practice. This is achieved through student/teacher interaction and a great deal of pair and small-group work in which students expand on structural and functional models and thus gradually learn to express themselves creatively.

**2. By encouraging the integration of all four language skills**

Certain language teaching methods defer teaching reading and writing until speech is mastered. **VOYAGES** advocates the use of all four language skills—listening, speaking, reading, and writing—from the very first lesson. Each unit includes activities in each of these skills areas. Emphasis is placed on listening activities as one of the main sources of comprehensible input for the student; therefore, tape recordings and tapescripts with meaningful and communicative contexts are provided for every lesson. The natural interrelationship of the four skills is exploited and developed. For example, a spoken answer follows a spoken question, a written response may follow the reading of a letter, and so on.

**3. By focusing on student-centered learning with the teacher as facilitator**

**VOYAGES** encourages teachers to be more the facilitators of the students’ language acquisition process and less the directors of a language class—to be less directive, but no less effective. This means motivating students to grasp the language through their own involvement in a meaningful and communicative process, which necessarily involves risk-taking and trial and error.

**VOYAGES** is a student-centered series; it focuses on student “ownership” of the English they are learning from the very first lesson. Once students have been initially exposed to correct language models, they are expected to take the lead in using them. For example, in the *Teacher’s Resource Manual*, the students, not the teacher, ask the questions, write the answers on the board, give the dictations, and so on. Exercise instructions frequently specify that students work in pairs or small groups not only to practice a given conversation pattern but also to expand on it creatively. The teacher’s role is generally that of a facilitator and monitor of the language learning and acquisition process. Of course, you are expected to be in charge of the overall syllabus and how it flows, but you need not direct all the activities at all times.

Above all, **VOYAGES** encourages students to communicate creatively. Lesson 3 of every unit has student-centered activities that motivate the students to integrate and apply in an original manner the skills and content they’ve learned in Lessons 1 and 2. For example, exercises have students “Write a postcard . . .,” “Interview a classmate . . .,” and so on.

**4. By assigning a secondary role to structural information and a minor role to translation**

In *Getting Started*, structural (communicative) information is summarized at the end of each unit because research has demonstrated that students should first receive meaningful and communicative practice in the target language. Translation of vocabulary items or whole phrases and structures into a student’s native language should be resorted to only if other means, such as paraphrasing,
gesturing, and using visuals and diagrams, have failed to get the message across. In this way, students won’t come to depend on their native language as a crutch. Research shows that frequent or excessive translation can markedly slow students’ progress.

GUIDELINES AND SUGGESTIONS FOR USING VOYAGES

The following are some guidelines and suggestions for using VOYAGES by skill area, with additional notes on grammar and vocabulary. More specific tips on classroom activities in all of these areas are provided in the Teacher’s Resource Manuals.

Listening

All of the listening activities in VOYAGES are recorded on cassette, with tapescripts in the Teacher’s Resource Manual. As a general rule, use the following procedure for listening exercises.

1. Preview the context of the listening exercise by discussing where the conversation takes place, who the speakers are, and the purpose of the conversation. You might write new vocabulary items on the board and check to see if your students understand them. It is important, though, to remind students that the usual goal of a listening activity is to remember not the specific words or structures, but the main idea(s).

2. Make sure that students know exactly what they are expected to listen for: grammatical cues, particular vocabulary items, specific information, overall meaning, or all of these? Before you begin, be sure to give students an opportunity to ask you any questions about the exercise.

3. Play the cassette or read the tapescript (in a normal, conversational tone) as many times as you think necessary. Students often gain “comprehension confidence” through repetition of material.

4. Allow the students time to give their responses to a listening activity. The recordings leave ample pauses for this purpose. Students respond by writing the answers in their books, on separate paper, or on the board, or by answering orally.

5. Sometimes it’s necessary to play the cassette or read the tapescript one more time after students have completed all aspects of the exercise. In this way, students can check or verify their answers.

Speaking

There are many different kinds of speaking activities in VOYAGES. They range from choral repetition and other forms of teacher-student practice, to student-student practice, to free, creative conversation. In each case, the Teacher’s Resource Manual provides detailed suggestions on how to proceed.

As a rule, follow these general guidelines for all speaking activities.

1. Make sure your students understand what they are saying. This means that you may need to preview vocabulary, grammar, or context cues. In some cases, students will be practicing phrases whose component parts they may not completely understand. For example, in Unit 1, Lesson 1, they are taught to use “How are you?” as a formula, without necessarily understanding question formation or verb inversion. At the beginning of the book, the main thing is that they understand what they are asking when they say “How are you?” One way of ensuring that they understand meaning is to allow for or provide a native language translation of the question.

2. Know how and when (if at all) to correct pronunciation and grammar errors. You do not need to correct every single error that a student makes. If you overcorrect, your students will become discouraged and will stop trying to make an effort to speak; if you undercorrect, they may learn incorrect forms of language. Your job is to find the optimal point in between. Here are some points to bear in mind.

Focus on errors that affect meaning, not on those that only affect form. For example, a student who pronounces the word that so that it sounds like “dat” will still be perfectly understood when he or she says, “Dat’s all right.” Likewise, a student who says, “They always walks home from school” will be perfectly understood. Research shows that most errors of this type are eliminated by the student over time through natural exposure to the correct forms.

Give students a chance to discover and correct their own errors. For example, if a student says “Eats good” for “It’s good,” you might say, “You’ve made a slight mistake. Try it again.” If the student still can’t discover the error, then simply point it out for him or her by saying “What’s good? Tell me again.”
Never stop a student in mid-conversation to correct an error; instead, repeat or rephrase correctly what the student has said. For example, if the student says, “I need a pain to fry this,” you might say, “Right! A pan is just what you need.”

3. Pronunciation is specifically addressed in each unit in sections labeled “See It. Hear It.” Explicit directions for teaching these pronunciation exercises are given in the Teacher’s Resource Manual. Here are some general guidelines for teaching pronunciation.

- Pronunciation is a psychomotor skill, so students need plenty of practice to improve their pronunciation. Don’t be afraid to have them do this practice in the form of drills, both choral and individual. But keep these drills “short and sweet”—if they go on too long, pronunciation exercises become boring!

- Feel free to use the audiotape for pronunciation exercises. Even if your own English is very good, it gives students another voice to listen to.

- Some students might be afraid to speak out and do pronunciation exercises. You will need to encourage these students and praise them even for little attempts to speak. Don’t ever scold or make them feel ashamed of their own pronunciation.

- You can do little unplanned pronunciation drills (for just a few seconds at a time) when an English sound or an intonation, stress, or rhythm pattern needs to be worked on. Don’t save all your pronunciation teaching for the “Hear It. Say It.” sections.

- Finally, remember that 99 out of 100 adult learners of English will retain a bit of an accent even when they become “advanced” learners. So, ultimately your students’ goal in pronunciation should be clear, comprehensible articulation, even if a little of their own accent still remains. In this day of international varieties of English, there are many different acceptable standards of pronunciation.

Reading

Reading is an important part of communication in a new language. Through reading, students receive language input in the form of vocabulary and grammar. They are able to use the new words and structures thus acquired when they speak, listen, and write. In this series, readings are frequently combined with listening exercises: students read along in their books as the teacher plays a cassette or reads a passage aloud.

Once students have learned the alphabet and basic sound-symbol relationships, learning to read means learning to comprehend increasingly more complex structures and new vocabulary. The readings gradually increase in length and complexity from book to book. They range, for example, from single words and phrases on a sign, to postcard messages, to newspaper articles.

Here are some guidelines and suggestions for conducting reading activities.

1. Help students use pre-reading techniques, such as making predictions about what they are about to read, guessing at main ideas and unknown words and phrases, and mapping out the ideas in graphic form. Where appropriate, summarize the passage for the students before they actually read it.

2. Have students relate the main idea and other topics in the reading to their own experiences and surroundings.

3. Emphasize that students should read by phrases and larger word groups rather than just word by word.

4. Discourage students from looking up every new word in their dictionaries. Instead teach them how to get the meaning from the surrounding context. Other ways of providing meanings are through visuals, gestures, and realia, or through peer information exchanges. You can also rephrase unknown concepts in more familiar terms.

5. Show students how to scan reading passages for specific information and how to skim for general or main ideas.

6. Explain that different reading passages may require different reading strategies. For example, reading a sequence of information, such as a recipe, requires slower reading than scanning a short letter.

Writing

This series leads students from the early stages of mechanical writing to the expression of their own ideas on paper. Writing activities include copying,
filling in blanks, dictations, sentence transformations, answering questions, and controlled-to-free paragraph writing. Many of the writing exercises are linked to listening tasks—students write down parts of conversations or discourses that they hear.

Bear in mind these points when you teach writing.

1. During the early stages of writing practice, provide a standard model of cursive writing for the students to imitate. If all class members shape and connect their letters in a similar fashion, it will be easy for you to recognize and correct their work and for them to read each other’s writing.

2. When students are expected to write based on a spoken stimulus, make sure that what they hear is audible and repeated until everyone has had ample opportunity to complete the exercise.

3. When students are required to produce words, phrases, or sentences in written form, provide examples on the board and answer any questions they may have about the process.

4. Model and help students identify key elements used in writing sentences and paragraphs, such as sentence subject + verb + object, the paragraph topic, and supporting sentences. Make sure that students include these key elements when they write their own sentences and paragraphs.

5. Encourage students to write on their own. Have them keep separate notebooks or journals in which they can write down new words, events, ideas, or questions as they arise. Students’ entries can include the following:
   - Lists of new words and idiomatic expressions. When students encounter items whose meanings they don’t know, they can jot them down and then search for the definitions, either by asking someone who knows (the teacher) or by looking in a dictionary. Then they can write down the definitions for later study or reference.
   - Simple descriptions. Students can write down their personal descriptions of objects, people, scenes, and events they encounter.
   - Diary entries. On a daily basis, students can record events, for example, something they do to improve their English. (This should probably be an event other than the usual English class.) They can also record their feelings, for example, about learning English.

6. As students begin to write actual discourse, guide them through a pre-writing stage. For example:
   - Discuss the topic to be written about. Include brainstorming to generate ideas about the topic.
   - Gather visuals and other information about the topic from sources such as magazines or encyclopedias.
   - If possible, read over a model of the topic with them. For example, if they are supposed to write a paragraph describing someone, read a description of a famous person from a magazine or encyclopedia.
   - Have students take notes about the topic. Then help them plan and write an outline of the discourse.

7. Point out to students that risk-taking and trial and error are important in the writing process, just as they are in speaking. Have them write drafts that focus on ideas rather than on the language itself. Remind them that at this stage they should not worry about being perfect in grammar, spelling, or punctuation. For input in the revising process, have them share their drafts with each other and with you. Be careful not to overcorrect. Follow the same general principles for correcting students’ errors as mentioned earlier in Speaking.

Grammar

In this series, grammar has an ancillary or subordinate role to the communicative functions of language. As the students progress through units that are grammatically sequenced, they are actually practicing functional language that enables them to accomplish specific communication goals. Grammar is not the primary goal; communication is. Of course, grammar plays a necessary part in achieving that goal. Students absorb grammatical principles inductively. Conscious attention to grammatical forms comes only after students have practiced these forms in a meaningful or communicative context.

Some points to bear in mind:
   - It is important to point out to your students that in this program rule memorization is not important and that their ability to apply grammar rules will come automatically as they practice communicating in English.
• Avoid using a lot of grammatical terminology. A few useful labels for students to know after they have practiced certain forms are terms such as “sentence,” “phrase,” “subject,” “object,” and “noun.”

• If you do give grammatical explanations, use simple charts or boxes to illustrate a given point. Feel free to use the students’ native language to explain grammar.

• Do not test students on their ability to verbalize rules; test them, rather, on their use of the language to express meaning and to communicate.

Vocabulary

The acquisition of vocabulary is a key to language development. Knowing the meanings of words enables students to attempt and succeed at communicating ideas. Vocabulary is the key to communication when we speak, listen, read, or write. All exercises and activities in the series focus on students’ recognition and production of vocabulary. Through reading and listening activities, students acquire receptive vocabulary. Through speaking, writing, and grammar activities, they learn to use vocabulary productively.

Here are some suggestions and guidelines for teaching vocabulary.

• Discourage your students from memorizing lists of isolated and unrelated words. Rather, have them practice new words in meaningful contexts.

• Don’t teach each and every word in a lesson; encourage students to guess the meanings of unknown words or to try to determine the meanings from the surrounding context.

• Explain unknown words with words already understood by the students or with gestures, mime, realia, and visuals such as photos, pictures, graphics, and diagrams.

• Allow students to consult with peers to compare and share word meanings.

• At this point, have students use dictionaries for word meanings they still don’t know.

• For terms students still do not understand, allow for native language translation.

• As suggested in the Teacher's Resource Manual, play vocabulary games with your students. Crossword puzzles, Hangman, and other games are enjoyable activities for learning vocabulary.

• Test students’ knowledge of and ability to use vocabulary only within a context. For example, don’t simply have them match unrelated words with definitions or write definitions for unrelated words.

Internet Skills

Using the Internet is a skill that needs to be learned in today’s technological society. English students greatly benefit from this multisensory environment, especially with the use of the Web and e-mail. The VOYAGES Companion Website provides unit-specific, student-directed activities that will propel them into using the English language. Although it is possible for students to work independently on the activities, all of the activities are designed for supervised work.

Managing student work is accomplished with the “Preferences” option. When clicking on the “Preferences” button, students have the option to select people to whom their completed assignments will be mailed, i.e., the teacher and themselves. It is most efficient for students to send their grammar answers to you, and their e-mail and Web answers to themselves.

Grading student work is done differently among the three types of activities. The Web activities involve many open-ended answers, so assignments are designed to be concluded with a wrap-up discussion and a culminating activity; both are provided in the “Teacher Notes” section of each unit. Student participation is stressed.

E-mail activities are best managed by having students create a portfolio of their messages. Create grading criteria for your students’ work, and make those standards clear to them. Meet regularly with students to review their progress. Students will be graded against their own past work, rather than against the work of their classmates. Grammar activities are scored online and students are encouraged to go back to the unit when they answer incorrectly.

Prior to initiating student activities, familiarize yourself with the Companion Website. All of the Internet activities and the Teacher Notes are online.
and can be accessed using the Prentice Hall URL http://www.prenhall.com/brown_activities. Help is provided online.

Once you feel comfortable with the companion website, conduct an online orientation for students to learn how to navigate the website. Provide instruction on how to use e-mail and the Web, and introduce necessary Internet vocabulary (See Unit 1 online Teacher Notes).

During the orientation, have students choose their assignment preferences by clicking on the Preferences button.

**Here are some tips for integrating the online activities into your classroom.**

1. Review the lesson objectives and directions with students prior to each unit activity. Upon completion of the online activities, students must send their work to their chosen preferences.

2. Conclude the online activities by reviewing student answers and discussing any concerns as a class. Answers should also be written on the board. Tie the discussion to and follow up with the “Putting It Together” activity.

Exploring a new language is an exciting journey for students and teacher alike. Best wishes to you and your students as you open up for them new vistas of meaning and understanding in their linguistic voyages to effective communication across international borders.
### Key to Pronunciation

#### PHONETIC SYMBOLS

<table>
<thead>
<tr>
<th>Consonants</th>
<th>Vowels</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/ pen</td>
<td>/i/ be</td>
</tr>
<tr>
<td>/p/ lamp</td>
<td>/i/ street</td>
</tr>
<tr>
<td>/b/ bag</td>
<td>/i/ in</td>
</tr>
<tr>
<td>/b/ job</td>
<td>/i/ big</td>
</tr>
<tr>
<td>/t/ teacher</td>
<td>/e/ age</td>
</tr>
<tr>
<td>/t/ light</td>
<td>/e/ space</td>
</tr>
<tr>
<td>/d/ do</td>
<td>/ɛ/ desk</td>
</tr>
<tr>
<td>/d/ bed</td>
<td>/ɛ/ bread</td>
</tr>
<tr>
<td>/k/ clock</td>
<td>/æ/ add</td>
</tr>
<tr>
<td>/k/ talk</td>
<td>/æ/ fast</td>
</tr>
<tr>
<td>/g/ go</td>
<td>/ə/ but</td>
</tr>
<tr>
<td>/g/ egg</td>
<td>/ə/ rug</td>
</tr>
<tr>
<td>/f/ fix</td>
<td>/a/ clock</td>
</tr>
<tr>
<td>/f/ off</td>
<td>/a/ father</td>
</tr>
<tr>
<td>/v/ very</td>
<td>/u/ you</td>
</tr>
<tr>
<td>/v/ live</td>
<td>/u/ school</td>
</tr>
<tr>
<td>/θ/ thank</td>
<td>/u/ book</td>
</tr>
<tr>
<td>/θ/ bath</td>
<td>/u/ would</td>
</tr>
<tr>
<td>/ð/ the</td>
<td>/o/ coat</td>
</tr>
<tr>
<td>/ð/ together</td>
<td>/o/ code</td>
</tr>
<tr>
<td>/s/ sit</td>
<td>/ɔ/ bought</td>
</tr>
<tr>
<td>/s/ false</td>
<td>/ɔ/ long</td>
</tr>
<tr>
<td>/z/ zip</td>
<td>/ai/ smile</td>
</tr>
<tr>
<td>/z/ please</td>
<td>/ai/ nice</td>
</tr>
<tr>
<td>/ʃ/ show</td>
<td>/oi/ boy</td>
</tr>
<tr>
<td>/ʃ/ wash</td>
<td>/oi/ oil</td>
</tr>
<tr>
<td>/ʒ/ pleasure</td>
<td>/au/ town</td>
</tr>
<tr>
<td>/ʒ/ beige</td>
<td>/au/ out</td>
</tr>
<tr>
<td>/ʃ/ chair</td>
<td>/au/ watch</td>
</tr>
<tr>
<td>/ʃ/ watch</td>
<td>/ʃ/ age</td>
</tr>
<tr>
<td>/ʃ/ jacket</td>
<td>/ʃ/ light</td>
</tr>
<tr>
<td>/ʃ/ light</td>
<td>/ʃ/ fall</td>
</tr>
<tr>
<td>/ʃ/ fall</td>
<td>/ʃ/ room</td>
</tr>
<tr>
<td>/ʃ/ room</td>
<td>/ʃ/ for</td>
</tr>
<tr>
<td>/m/ man</td>
<td>/ʃ/ home</td>
</tr>
<tr>
<td>/m/ home</td>
<td>/ʃ/ news</td>
</tr>
<tr>
<td>/m/ news</td>
<td>/ŋ/ clean</td>
</tr>
<tr>
<td>/ŋ/ spri</td>
<td>/ŋ/ spring</td>
</tr>
<tr>
<td>/ŋ/ spring</td>
<td>/ŋ/ spring</td>
</tr>
<tr>
<td>/w/ we</td>
<td>/w/ we</td>
</tr>
<tr>
<td>/w/ you</td>
<td>/w/ million</td>
</tr>
<tr>
<td>/h/ hand</td>
<td>/h/ hand</td>
</tr>
</tbody>
</table>

#### STRESS AND INTONATION

**Statement:** Hello. My name’s Tony.

**Yes/No question:** Are you a new student?

**Information question:** Where are you from?

**Statement with emphasis:** That’s right!
**First Names**

<table>
<thead>
<tr>
<th>Name</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice</td>
<td>ələs</td>
</tr>
<tr>
<td>Ana</td>
<td>ánə</td>
</tr>
<tr>
<td>Betty</td>
<td>bəti</td>
</tr>
<tr>
<td>Danielle</td>
<td>dænyəf</td>
</tr>
<tr>
<td>David</td>
<td>dəvɪd</td>
</tr>
<tr>
<td>Elaine</td>
<td>ilɛn</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>ɛlɪzəbɪθ</td>
</tr>
<tr>
<td>Gina</td>
<td>jɪnə</td>
</tr>
<tr>
<td>Greg</td>
<td>greg</td>
</tr>
<tr>
<td>Hamid</td>
<td>hɛmtd</td>
</tr>
<tr>
<td>Han</td>
<td>han</td>
</tr>
<tr>
<td>Heidi</td>
<td>hædi</td>
</tr>
<tr>
<td>Henry</td>
<td>hɛnri</td>
</tr>
<tr>
<td>Ivan</td>
<td>ívən</td>
</tr>
<tr>
<td>Jacques</td>
<td>jæk</td>
</tr>
<tr>
<td>Jerry</td>
<td>jəri</td>
</tr>
<tr>
<td>Jim</td>
<td>jɪm</td>
</tr>
<tr>
<td>Linda</td>
<td>lɜndə</td>
</tr>
<tr>
<td>Lynn</td>
<td>lɪn</td>
</tr>
<tr>
<td>Margaret</td>
<td>mágrɪt</td>
</tr>
<tr>
<td>Mark</td>
<td>márk</td>
</tr>
<tr>
<td>Martin</td>
<td>mɑrtɪn</td>
</tr>
<tr>
<td>Mina</td>
<td>mɪnə</td>
</tr>
<tr>
<td>Natalie</td>
<td>nɛtəlɪ</td>
</tr>
<tr>
<td>Natasha</td>
<td>natəʃə</td>
</tr>
<tr>
<td>Nelson</td>
<td>nɛlsən</td>
</tr>
<tr>
<td>Nicole</td>
<td>nɪkəl</td>
</tr>
<tr>
<td>Omar</td>
<td>əmər</td>
</tr>
<tr>
<td>Oscar</td>
<td>əskər</td>
</tr>
<tr>
<td>Pablo</td>
<td>pəblo</td>
</tr>
<tr>
<td>Parker</td>
<td>pɑrkər</td>
</tr>
<tr>
<td>Ricky</td>
<td>rɪki</td>
</tr>
<tr>
<td>Sophia</td>
<td>sɔfɪə</td>
</tr>
<tr>
<td>Stella</td>
<td>stɛlə</td>
</tr>
<tr>
<td>Steve</td>
<td>stɪv</td>
</tr>
<tr>
<td>Susan</td>
<td>sʊzən</td>
</tr>
</tbody>
</table>

**Tony**  | tóni         |
**Tracy** | trési         |
**Vicky** | vɪki          |
**Vito**  | víto          |
**Yon Mi** | yan mɪ      |
**Yumiko** | yumɪko       |

**Last Names**

<table>
<thead>
<tr>
<th>Name</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brennan</td>
<td>brɛnən</td>
</tr>
<tr>
<td>de Klerk</td>
<td>da klɛrk</td>
</tr>
<tr>
<td>Fortier</td>
<td>fortiyɛ</td>
</tr>
<tr>
<td>Goldman</td>
<td>ɡɒldmən</td>
</tr>
<tr>
<td>Gorki</td>
<td>ɡɔrki</td>
</tr>
<tr>
<td>Henry</td>
<td>hɛnri</td>
</tr>
<tr>
<td>Lei</td>
<td>lɪ</td>
</tr>
<tr>
<td>Loudon</td>
<td>lɑudən</td>
</tr>
<tr>
<td>Mandela</td>
<td>mændələ</td>
</tr>
<tr>
<td>McGuire</td>
<td>mægwəɪər</td>
</tr>
<tr>
<td>Meyer</td>
<td>mæɪər</td>
</tr>
<tr>
<td>Miller</td>
<td>mlər</td>
</tr>
<tr>
<td>Poggi</td>
<td>pójɪ</td>
</tr>
<tr>
<td>Robinson</td>
<td>ræbɪnson</td>
</tr>
<tr>
<td>Sato</td>
<td>sɑto</td>
</tr>
<tr>
<td>Tanori</td>
<td>tənʊri</td>
</tr>
<tr>
<td>Wang</td>
<td>wɑŋ or wæŋ</td>
</tr>
<tr>
<td>West</td>
<td>west</td>
</tr>
<tr>
<td>Wright</td>
<td>rait</td>
</tr>
<tr>
<td>Yu</td>
<td>yu</td>
</tr>
</tbody>
</table>

**Places**

<table>
<thead>
<tr>
<th>Name</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>ələska</td>
</tr>
<tr>
<td>Argentina</td>
<td>ɑrjəntɪnə</td>
</tr>
<tr>
<td>Australia</td>
<td>ɑstrəlɪə</td>
</tr>
<tr>
<td>Bali</td>
<td>bəli</td>
</tr>
<tr>
<td>Brazil</td>
<td>brazɪl</td>
</tr>
<tr>
<td>California</td>
<td>kælɪfrɔnɪə</td>
</tr>
<tr>
<td>Canada</td>
<td>kɛnədə</td>
</tr>
<tr>
<td>Chicago</td>
<td>ʃɪkəɡo</td>
</tr>
<tr>
<td>China</td>
<td>چاینو</td>
</tr>
<tr>
<td>Egypt</td>
<td>ıfɪpt</td>
</tr>
<tr>
<td>France</td>
<td>frɑns</td>
</tr>
<tr>
<td>Germany</td>
<td>ɟɔrmɔnɪ</td>
</tr>
<tr>
<td>Hawaii</td>
<td>həwəi</td>
</tr>
<tr>
<td>Indonesia</td>
<td>ɪndənɪzə</td>
</tr>
<tr>
<td>Iran</td>
<td>rən</td>
</tr>
<tr>
<td>Italy</td>
<td>ɪtəlɪ</td>
</tr>
<tr>
<td>Japan</td>
<td>jəpɛn</td>
</tr>
<tr>
<td>Kenya</td>
<td>kɛnəyə</td>
</tr>
<tr>
<td>Korea</td>
<td>korɪə</td>
</tr>
<tr>
<td>Mali</td>
<td>ɡáli</td>
</tr>
<tr>
<td>Manhattan</td>
<td>mænhɛtn</td>
</tr>
<tr>
<td>Mexico</td>
<td>mɛksɪko</td>
</tr>
<tr>
<td>Middle East (the)</td>
<td>mɪdl ɪst</td>
</tr>
<tr>
<td>Midwest (the)</td>
<td>mɪdwɛst</td>
</tr>
<tr>
<td>Minneapolis</td>
<td>mɪniæpolɪs</td>
</tr>
<tr>
<td>Minnesota</td>
<td>mɪnəsətə</td>
</tr>
<tr>
<td>New Jersey</td>
<td>nu ɟærzi</td>
</tr>
<tr>
<td>New York</td>
<td>nu yørk</td>
</tr>
<tr>
<td>Paris</td>
<td>pɛrɪs</td>
</tr>
<tr>
<td>Riverside</td>
<td>rɪvəςɔːd</td>
</tr>
<tr>
<td>Rome</td>
<td>rʊm</td>
</tr>
<tr>
<td>San Francisco</td>
<td>sən frɑnsɨsko</td>
</tr>
<tr>
<td>Seattle</td>
<td>siətl</td>
</tr>
<tr>
<td>Seoul</td>
<td>sɔl</td>
</tr>
<tr>
<td>South Africa</td>
<td>sɔuθ ɛfriko</td>
</tr>
<tr>
<td>Spain</td>
<td>spɛn</td>
</tr>
<tr>
<td>Taiwan</td>
<td>tæiwən</td>
</tr>
<tr>
<td>Thailand</td>
<td>tɑlənəd</td>
</tr>
<tr>
<td>Turkey</td>
<td>tɛrki</td>
</tr>
<tr>
<td>United States (the)</td>
<td>yʊnɪdɪd  stɛts</td>
</tr>
<tr>
<td>Venezuela</td>
<td>vənəzweɪə</td>
</tr>
<tr>
<td>Nationalities and Languages</td>
<td>American</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>əmərɪkən</td>
</tr>
</tbody>
</table>
TOPICS
• Moving on to another class and a new teacher
• Good-byes
• Remembering good times
• Life decisions
• Daily routine
• Comparing cultures
• Lifestyles
• Comparing education systems

GRAMMAR
• Simple past: regular/irregular verbs
• Irregular verbs: present and past forms
• Past continuous and simple past
• Future tense, will and be going to
• Necessity: must and don’t have to
• Hope + future clauses
• Additions with too, not either, and but

COMMUNICATION GOALS
Listening and Speaking
• Listening for details
• Describing a recent experience
• Listening and taking notes
• Ending a conversation appropriately
• Discussing making important decisions
• Putting tasks in logical order
• Discussing schedules
• Expressing opinions
• Interviewing a partner
• Taking notes

Reading and Writing
• Reading an article for details
• Guessing meaning from context
• Writing a note
• Filling in a questionnaire
• Setting up a personal journal
## 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**
- 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

**Resources**
- Time—selects goals and relevant activities, ranks them, allocates time, and prepares and follows schedules

**Technology**
- Applies technology to task

---

### GENERAL COMPETENCIES / CASAS*

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Basic Communication</td>
</tr>
<tr>
<td>0.1.2</td>
<td>Identify or use appropriate language for informational purposes</td>
</tr>
<tr>
<td>0.1.4</td>
<td>Identify or use appropriate language in general social situations</td>
</tr>
<tr>
<td>0.2.1</td>
<td>Respond appropriately to common personal information questions</td>
</tr>
<tr>
<td>0.2.4</td>
<td>Converse about daily and leisure activities and personal interests</td>
</tr>
<tr>
<td>2</td>
<td>Community Resources</td>
</tr>
<tr>
<td>2.7.2</td>
<td>Interpret information about ethnic, cultural, and language groups</td>
</tr>
<tr>
<td>2.7.3</td>
<td>Interpret information about social issues</td>
</tr>
<tr>
<td>7</td>
<td>Learning to Learn</td>
</tr>
<tr>
<td>7.1.1</td>
<td>Identify and prioritize personal, education, and workplace goals</td>
</tr>
<tr>
<td>7.1.2</td>
<td>Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks, and setting and following an effective schedule</td>
</tr>
<tr>
<td>7.1.4</td>
<td>Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists</td>
</tr>
<tr>
<td>7.2.3</td>
<td>Make comparisons, including differentiating, sorting, and classifying items, information, or ideas</td>
</tr>
<tr>
<td>7.4.1</td>
<td>Identify or utilize effective study strategies</td>
</tr>
<tr>
<td>7.4.9</td>
<td>Identify personal learning style</td>
</tr>
</tbody>
</table>

* See Introduction, page viii, for additional information on SCANS and CASAS.
Lesson 1

WARM UP

- Tell the students that they will learn about their classmates by interviewing a partner and then telling the class something interesting or unusual about that person. Elicit questions they can ask their partners. Write the responses on the board. Be sure to include questions about the past, such as What did you do last year? or Where did you study English before this?

- Put the students in pairs. If some of your students have been classmates previously, pair them with students who are new to your class or program. Give the students five to seven minutes for their interviewing. Ask the pairs to introduce each other to the class and share something interesting about their partners. Encourage the class to ask follow-up questions if time allows.

PRESENTATION

Let’s keep in touch!

Note: You may wish to give your students large index cards to cover the conversations during the preparation and/or listening tasks. They can keep the cards in their books.

- Set the stage. Instruct the students to cover the conversation and look at the picture. Ask them to describe the situation and what the people are doing. Prompt them with questions as needed. Direct the students’ attention to the title. Elicit or provide the meaning of Let’s keep in touch (Let’s stay in contact). Ask the students to guess what kind of party this is (an end-of-class or going-away party).

- Personalize the situation. Ask the class if they keep in touch with old friends. Encourage the students to give details such as where they met these friends, how they keep in touch, and what they talk about when they write or speak to each other. Ask the students why they think it’s important to stay in contact with old friends.

- Focus on selected items. Tell the students that they will hear a conversation that takes place at a party between school terms. The speakers are former classmates (Oscar, Nelson, and Yumiko) and their teacher (Mrs. Brennan). Write the speakers’ names on the board and ask the class to predict what they will talk about.

- Set the listening task. Write the listening questions on the board: (1) What happened to Nelson during the exam? Why did this happen? (2) Who is going away? Play the cassette once or twice while the students, with the conversation still covered, listen and take notes.

- Check the listening task. Ask the students for their answers and write them on the board. Tell the class to read along while they listen again and check their answers. Elicit additional information that can be added to the answers on the board.

Note: For all listening activities, play the cassette a third or fourth time if the students are having difficulty. If the tasks are too easy, do not allow students to read along when they check their answers.

- Play or read the conversation aloud with pauses. Have the students listen and repeat each line using natural speed and intonation. If time allows, the students can practice the conversation in groups and perform for the class.

- Engage the students in pair work. Ask a volunteer to read the discussion questions aloud. In pairs, the students discuss their best friends and prepare to report their partners’ answers to the class.

- Circulate and monitor progress. Prompt the students to include follow-up questions in their interviews. Model the activity by briefly interviewing a student and making notes on the board. In class discussion, ask several students to report what their partners told them. Encourage discussion of similarities and differences in the students’ friendships.
**1 What happened last semester?**

- Read the title aloud. Ask whether the question refers to the past, present, or future (*past*). Elicit which tense we use to talk about completed actions in the past (*simple past*).

- Make two columns on the board labeled **Regular Past Tense** and **Irregular Past Tense**. Direct the students’ attention to the example boxes in the activity. Elicit the general rule for regular past tense verbs (*add -ed*) and write it on the board in the *Regular* column. Elicit the spelling rule for verbs ending in *-y* (*change the -y to -i and then add -ed*). Ask the class for other examples of regular past tense verbs and add them to the column.

- Remind the students that many English verbs have irregular past tense forms, which must be learned individually. Direct the students’ attention to the irregular verbs in the example box. Ask for volunteers to read the examples in the book. Elicit additional irregular past tense verbs and write them on the board in the *Irregular* column.

- **Pair.** With a partner, the students complete the sentences using verbs from the example boxes. After they have completed the sentences, tell the students to ask about the people in the pictures using the questions in the book. Remind them to focus on clear pronunciation of the past tense forms.

- Ask the class each question in the activity, and have volunteers read their completed sentences. Practice saying the sentences as a class, focusing on the pronunciation of past tense verbs.

### Answers

1. studied; fell
2. bought or ate; felt
3. sat; gave

- **Pair.** Ask the students to take turns asking and answering questions about the situations in the activity. Encourage them to add details to their explanations. For example: *Why did Nelson fall asleep? He stayed up late.* Circulate and help with pronunciation and verb forms as needed.

- **Pair.** Read the discussion questions aloud. Emphasize the question *What did you learn from the experience?* Give the students a few moments to think about something interesting or embarrassing that happened to them recently. Tell the students they have ten minutes for their discussions. Remind them that this is a listening and speaking activity, and it is not necessary to write down everything their partners say.

- Recap by asking for volunteers to tell the class their own stories. Following each story, ask the class what past tense verbs they heard. If you wish, you can write these in the *Regular* and *Irregular* columns on the board. It can be quite revealing for students to see what a large percentage of common English verbs are irregular.
2 What were you doing at 7 o’clock last night?  

- Preview the activity by telling the students what you were doing at 7 o’clock the night before (I was reading a book and drinking tea). Ask your students what they were doing, and write several of the responses on the board.

- Tell the students that they will hear a conversation between Mrs. Brennan and her students. Write on the board: What did Mrs. Brennan find at her house last night? Who left it there? Play the cassette once or twice. Ask the class for their responses (a present or a plant; her husband).

- Write the expression I bet on the board, and ask what Oscar means when he says: I bet it was your husband (I’m sure it was your husband). Point out that I bet is an informal way to say I’m sure.

- Play the cassette again while the students listen and complete the activity. Ask volunteers to write the completed sentences on the board. If some students have different answers, play the cassette again, pausing after each speaker provides an answer.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. e</td>
</tr>
<tr>
<td>2. c</td>
</tr>
</tbody>
</table>

3 Where were you at 7 o’clock last night?  

- Pair. Read the instructions aloud. Ask the students to complete the notes using the information from Exercise 2. If the students do not remember the information, play the cassette again while they complete the notes.

- Elicit or explain that this tense describes a continuous action in the past. You may wish to illustrate this idea with a timeline on the board. Elicit how to form the tense (past tense of be + present participle).

- Ask two students to read the example sentences. Point out that using while to combine past continuous clauses indicates that the two actions were taking place at the same time.

- With a partner, the students use while with the past continuous to describe the friends’ activities. Circulate and monitor for the correct use of the target forms. Recap by asking several students to tell the class about the friends’ activities.

4 What were you doing when it started to rain?  

- Read the instructions aloud. Ask a volunteer to read the first sentence of Yon Mi’s letter (On Saturday Lynn and Gina were visiting me when it began to rain). Elicit that the letter will describe events in the past. Elicit that the rain began during the time that Lynn and Gina were visiting. Remind the class to consider the sequence of events in order to choose the correct tense. Give the students five to seven minutes to complete the letter.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note: Some of your advanced students may generate the alternate answers shown.</td>
</tr>
<tr>
<td>1. were running</td>
</tr>
<tr>
<td>2. tripped</td>
</tr>
<tr>
<td>3. fell</td>
</tr>
<tr>
<td>4. got up</td>
</tr>
<tr>
<td>5. hurt/was hurting</td>
</tr>
<tr>
<td>6. were helping</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
5 Word Bag: Ending a Conversation

- Ask two students to read the sample dialog aloud. Explain that it is important to know how to end a conversation correctly. Certain expressions tell the listener that you want to end the conversation. Also, using these expressions correctly is a way to show respect in formal situations. Demonstrate the importance of these expressions by beginning a conversation with a student and then abruptly saying Good-bye and walking away. Elicit more polite ways to end the conversation.

- Ask for volunteers to read the expressions in the example box aloud. Practice as a class, focusing on rhythm and intonation. Point out that formal expressions can be used any time, but it is not polite to use an informal expression in a formal situation.

- **Pair.** In pairs, the students decide whether each situation is formal or informal, then choose an appropriate expression to end the conversation. When the students have completed the activity, ask for volunteers to role play each scenario. Following each role-play, ask the class whether the situation was formal or informal. Elicit other expressions that would be appropriate to the situation.

### Answers

1. Thanks for your time. It’s been a pleasure meeting you.

2.–4. Responses will vary. Conversation 3 is informal. Conversations 2 and 4 may be formal or informal, depending on the degree of familiarity between the two speakers.

- **Pair.** As a class, read the scenarios aloud. Briefly brainstorm other scenarios that the students can discuss. Then instruct pairs to decide whether each situation is formal or informal and what they can say to end each conversation appropriately. After the students discuss the situations, they choose one and create a brief role-play. If possible, have all the students perform for the class.

**Additional Activity** See Unit 1 Appendix.

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

**WARM UP**

- As a class, brainstorm the kinds of important decisions people make in their lives. Write the responses on the board and leave them there for reference.

- Ask the class: How would each of these decisions change a person’s life? What new things would be possible after the decision? What are some things a person could not do after making the decision?

**PRESENTATION**

*I have something to tell you!*

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Point out Yon Mi and Mrs. Brennan. Tell the students that Yon Mi is discussing an important decision with Mrs. Brennan.

- **Personalize the situation.** Ask the students if they think it’s important to ask for advice about important decisions. Find out who they ask for advice when they have to make a decision.

- **Focus on selected items.** Remind the students that Yon Mi was one of Mrs. Brennan’s students. Elicit what kind of decision Yon Mi might be discussing with her.

- **Set the listening task.** Tell the students to listen, keeping the conversation covered. Put the following questions on the board: What question does Yon Mi ask Mrs. Brennan? What did Yon Mi decide to do? Play the cassette once or twice while the students take notes.

- **Check the listening task.** Ask the students for their answers to the listening questions. (If Mrs. Brennan was 100 percent sure when she married Mr. Brennan. To go back to Korea and marry her fiancé, Han.) If necessary, play the cassette again as the students read the conversation. Ask what Yon Mi’s friends’ reaction was when she told them about her decision. Encourage the students to refer to specific lines of the conversation.

- **Engage the students in pair work.** Ask for a volunteer to read the discussion questions aloud. In pairs, the students give their opinions about Yon Mi’s decision. Remind the students to support their opinions with reasons. After they have discussed Yon Mi’s decision, the partners tell each other about their own most important decisions.

- **Circulate and monitor progress.** As the students express their opinions, encourage them to ask each other for their reasons. Also encourage them to ask follow-up questions about their partners’ decisions. As a class, recap the discussion about Yon Mi. Ask volunteers to tell the class about their own decisions. Inquire whether other students have had to make similar decisions.
1 Yon Mi is getting ready to leave.  

- Read the instructions aloud. Ask volunteers to read the list of things that Yon Mi needs to do before she leaves. Write and ask What is Yon Mi going to do first? Elicit She’s going to buy a plane ticket. Write the response on the board. Then ask what she is going to do next. (Answers will vary.) Point out that there are many possible answers. Write the students’ suggestions on the board.

- **Pair.** Read the instructions aloud. Within each pair, assign one student to be Student A and the other to be Student B. Tell all Student A’s that they will schedule the first four items on Yon Mi’s list. Tell Student B’s to schedule the last four items on Yon Mi’s list.

- Tell the students to decide when Yon Mi will do each of the tasks, and to fill in the calendar accordingly. Point out that they will have to consider the logical order in which these tasks might occur. Remind them not to show their calendars to their partners. Circulate and monitor the task.

2 I’ll get the traveler’s checks.  

- Read the instructions aloud. Ask for volunteers to read the sample sentences. Tell the class that you will play the cassette twice. Suggest that they just listen first, then take notes when you replay the cassette. Stress that they do not have to write complete sentences while they listen.

- Play the cassette twice (or three times if necessary). Give the students time to complete their notes before going over the answers as a class. If they missed some of the information, play the cassette again and let them add to their notes.

**Answers**

(Wording may vary.) Mrs. Brennan will pick up the plane tickets, label everything for the garage sale, and call the telephone company to stop service. Mr. Brennan will go to the doctor for a physical, renew his passport, go to the bank to buy traveler’s checks and close their accounts, and go to the bookstore to buy books about the Middle East.

- **Pair.** Read the instructions aloud. Tell the students that they will now compare the information on their calendars by asking and answering questions about Yon Mi’s schedule. Ask two students to model the activity by reading the example question and answer aloud. Point out that the students’ answers should include the date as well as the day of the week.

- Remind the students to use their listening and speaking skills to accomplish the task and not to show their calendars. Point out that they may need to change their calendars based on their partner’s information.

- Circulate and monitor for correct use and pronunciation of is going to. Recap by having the pairs tell the class about Yon Mi’s plans. (Example: First, she’s going to buy a plane ticket on Monday, September 18. Then she’s going to buy gifts and return her books to the library on Tuesday, September 19.) Note: Answers will vary but should not contain logical inconsistencies.

**Grammar Note:** Both will and be going to can be used to make predictions about the future. In statements about future actions, be going to is used for general plans, while will indicates a willingness or a strong promise to do something.

**Expansion:** In class or as homework, ask the students to write one or two paragraphs describing their plans for the coming weekend. Encourage them to provide as many details about their plans as possible, such as who they will be with and where they will be.
3 You must take off your shoes!

- Tell the students that you might visit their countries one day. Ask what you have to do if you visit someone’s home in their countries. Also elicit things that you must not do when visiting. Invite comparison of different social norms. In a monocultural class, elicit what things visitors should know about polite behavior when visiting a private home in their country.

- Choose three students to read the sample sentences aloud. As each sentence is read, elicit its meaning. Ask individual students which rule is true in their countries. Direct the students’ attention to the illustrations of social behaviors, and ask a few students about each behavior: Yuichi, what about taking off my shoes when I visit someone in Japan? (You must take off your shoes.) Check for understanding of the modal phrases as necessary: When I visit Yuichi’s house, will I have to take off my shoes?

Note: Have to and must both indicate an obligation or required behavior. Don’t have to is used for behaviors that are acceptable, but not required. Must not refers to a behavior that is forbidden. If necessary, review and practice the meaning of these modals before continuing with the activity.

- Group. Divide the class into groups of three or four. If possible, each group should be made up of students from the same country or countries with similar social customs. Read the instructions aloud. Instruct them to write a rule about each social behavior in the illustrations. Tell them to also write three or four additional rules that a visitor should know.

- If possible, have each group write its rules on the board and label them with the name of the country or countries they pertain to. Each group should then present its rules to the class. Give the class a chance to ask follow-up questions about the rules of that country.

4 Hear it. Say it.

- Write I’ll make many friends on the board. Ask the class what the contraction I’ll means (I will). Point out that it is common to use this contraction in spoken English.

- First, ask the students to listen as you play the cassette once. Then, ask them to repeat each phrase after they hear it. (Play the cassette, stopping after each sentence, or read the sentences aloud while the students repeat.)
5 I hope I’ll make many friends.

• Read the title aloud. Elicit the meaning of hope (want something to happen). Write the example sentences on the board. Read them aloud, asking the class to repeat each one. Help with the pronunciation of I’ll as necessary. Remind the class that it is perfectly acceptable to say I will, but native speakers usually say I’ll.

• Underline I’ll and I won’t in the example sentences on the board. Elicit the meaning of each phrase (I will; I will not). Cover the words I hope in the example sentences and ask the students what tense the remaining clause is (future tense: I’ll make a lot of friends; I won’t fail the class). Point out that one way to use the word hope is with a complete clause in future tense.

• Pair. Read the instructions aloud. Elicit the meaning of waste my time (use my time poorly). In pairs, the students decide which things they hope they will and will not do during the semester. Each pair should add two things to the list, indicating whether they hope they will or will not do them.

• Recap by asking the class about some of the items in the activity. Then ask the class what other things they hope for.

6 I hope you’ll be lucky together.

• Read the instructions aloud. Ask individual students to read each of the notes to Yon Mi. Write I hope on the board, and ask the class which sentences on the card begin with I hope. As they answer, write each of these sentences on the board. Elicit the patterns of the sentences (I hope + subject + future; I hope + subject + can + verb; I hope + infinitive). Draw the students’ attention to Ivan’s sentence I hope to see you again soon. Ask the class: Who is the person that will see? (Ivan) Point out that when we use hope with an infinitive, the person who hopes is the same person who will do the action in the future.

• Pair. In pairs, the students write three more farewell sentences using hope. If you wish, you can instruct them to use each of the sentence patterns once. Ask each pair to write one or two of their sentences on the board. If corrections are necessary, elicit them from the class.

Expansion: Have the students write a short essay about their hopes for the future. You can specify the time frame or let the students decide it individually. Prior to collecting the essays, have the students read their essays aloud to the class or in small groups. Encourage the other students to ask follow-up questions for more information.

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

• Ask the class how they use English in their daily lives: Do you speak English when you go shopping? On the telephone? Do you listen to the radio in English? Write their responses on the board.

• As a class, brainstorm ways the students could use English more frequently in their everyday lives. Remind the students that “using English” doesn’t just mean speaking English. Elicit ways the students could integrate more English reading, writing, and listening into their lives.

PRESENTATION

The Colorful Years

• Set the stage. Instruct the class to look at the picture and describe the situation. Encourage them to describe the specific activities that the students are involved in.

• Personalize the situation. Ask your students whether any of them use computers at school, at home, or at work. Ask for specific details of what they use computers for. Write their responses on the board.

• Focus on selected items. Write the following on the board and elicit their meanings: the Internet, e-mail, online magazine, computer application, global village.

• Set the reading task. Write on the board: What is “The Colorful Years”? How do the students at Lincoln High School use technology? How does this help them improve their language skills? Ask the students to read the article and write down specific information in note form for each question. Encourage the students to read the article without using their dictionaries. Reassure them that after they read, they will have a chance to ask about unfamiliar vocabulary.

• Check the reading task. Elicit or provide meanings for any unfamiliar vocabulary. Whenever possible, help the students guess the meaning of unknown words or expressions using contextual clues. Ask the students for their responses to the reading comprehension questions. Write them on the board.

• Engage the students in pair work. Read the discussion questions aloud. In pairs, the students talk about different ways that they learn language.

• Circulate and monitor progress. Encourage the students to think about which ways of learning are most effective. Recap the discussion as a class, writing the students’ ideas on the board. Ask the class which of the language-learning strategies they have tried or would like to try.
1 He gets up at 6 o’clock and goes to school at 7 o’clock.

- **Pair.** Instruct each partner to be Partner A or Partner B. Read the activity instructions aloud. Elicit the meaning of *weekday* and *weekend*. Reinforce that all Partner As will ask about Martin’s weekday schedule, and all Partner Bs will ask about Martin’s weekend schedule.

- Ask two pairs of students to read the sample questions aloud. Elicit other questions that the students can ask. (*What does Martin do in the evening? Does he watch TV on the weekend?*)

- Instruct the students to take notes about Martin’s schedule as they talk to their partners.

2 Martin gets up at 6, and I do too.

- **Pair.** Tell the students to compare their schedules with their partners’ schedules and make statements that describe the differences and similarities. Recap with a class discussion.

- Instruct the students to write sentences comparing their schedules with Martin’s. Recap by asking each student to write one sentence on the board. You may also wish to collect their papers for review and comment.

**Expansion:** Ask the students to write a short essay comparing their lifestyles with Martin’s. Elicit adjectives that could describe Martin’s lifestyle and write them on the board. You may also want to review the comparative forms of adjectives. Depending on your class, you may want to review paragraph structure, including topic sentences, details, and support. This essay could be two paragraphs (*Martin’s lifestyle; my lifestyle*) or four (*introduction; Martin’s lifestyle; my lifestyle; conclusion*).
3 High school enrollment is compulsory. ▶ Listening ▶ Speaking ▶ Reading

• Read the instructions aloud. Ask volunteers to read each statement aloud. Elicit the meaning of each statement. Write new vocabulary words, their parts of speech, and their definitions on the board (attend, verb; middle school, noun; enrollment, noun; compulsory, adjective). Practice pronouncing the new vocabulary.

• Ask the students to predict which country each statement refers to. Point out that a statement may apply to both Taiwan and the United States. Play the cassette twice, while the students mark their answers. Review the answers as a class, playing the cassette again if necessary.

4 My partner doesn’t study in the library, and I don’t either.

• Read the instructions aloud. Elicit the meaning of leisure activities (things you do in your free time). Instruct the students to complete the questionnaire. Circulate and help with meaning if necessary.

• Pair. Ask the students to interview a partner using the questionnaire (this is preferable to just showing each other their answers). They can take notes about their partners’ answers. After they have finished, ask a few pairs to tell the class what similarities they discovered. Then ask a few other pairs to report their differences. If possible, have all the students report at least one comparison.

Answers

Checkmarks appear in:

1. Taiwan, United States
2. United States
3. Taiwan
4. Taiwan, United States
5. United States
6. Taiwan

• Pair. If possible, ask the students to find a partner from a different country. The students compare the educational systems of their countries. Instruct them to also discuss what they like or don’t like about their systems. Remind them to support their opinions with reasons.
STRATEGIES FOR SUCCESS

1. Warm Up. Explain (for EFL/monolingual classes, in the students’ native language) that:
   a. these strategies are designed to help each person to become a more successful learner.
   b. the strategies help students to practice certain techniques outside of the classroom.
   c. in this unit, the techniques are:
      (1) practicing a grammar point meaningfully;
      (2) linking culture and language;
      (3) setting personal goals.

2. Help each student find a Learning Partner. If you are using your classroom time for this, you can simply pair students as usual. If the students do this after class, then the Partner should be someone who can meet at a mutually agreed-upon time for fifteen to thirty minutes.

3. For Exercise 1, explain the importance of conveying real information while monitoring for a selected grammatical form. Tell them this is an exercise to help them use correct verb forms when talking about real things or events. Give the students a few examples using the past tense of verbs. Demonstrate how partners can correct each other when they make a mistake in grammar or pronunciation.

4. For Exercise 2, explain that sometimes it’s helpful to practice a conversation without thinking specifically about a grammar point. This kind of practice helps students to become more fluent. Tell them this conversation may take about five to ten minutes, and that they shouldn’t worry about grammar mistakes. Emphasize that they should be focusing on their partner’s ideas.

5. For Exercise 3, explain that a journal is like a personal diary, and that it’s not always necessary to have perfect grammar in a journal. Make sure the students each have a notebook that is easy to carry. Then, point out the
suggestions of possible goals that they might write down in their journals.

6. Encourage the students to copy their goals onto a brightly colored card or Post-it™ that they can then put on a bulletin board or some other place as a visual reminder.

7. **Follow up.** Encourage the students to report briefly on their success in following these strategies when they return to class. Save some time for selected reports and questions in the next class.

---

**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.
• 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. Ask the students to each write three sentences about themselves or their classmates using the simple past tense. Recap by having the students read their sentences aloud. Repeat this process with the future tense.

• Next, tell the students to find a partner and exchange their lists of sentences with their partner. Instruct the students to ask their partners questions based on those sentences. The questions can be Wh- questions or Yes/No questions. The partners can answer using either long or short answers. For example, if Student A writes I’m going to go to New York this weekend, Student B can ask Where are you going to go this weekend? Student A then answers I’m going to go to New York.

• Other grammar points in the 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 1, Exercise 5 (p. 4)

I’ll see you around!

- After the students complete Exercise 5, brainstorm other expressions that they can use to end conversations. Examples: I’ll give you a call. (Informal) I’ve enjoyed meeting you. (Formal) Write the students’ responses on the board, making corrections as necessary. Practice the expressions as a class, focusing on rhythm and intonation. Make sure the students understand the expressions and whether they are formal or informal. Tell the students to write down the expressions in their notebooks.

- Tell the students that, as an out-of-class activity, they will use at least three of the expressions to end conversations in English. They should make brief notes that include who they spoke to, whether the conversation was formal or informal, and which conversation-ending expressions they used. Some students may also want to note the expression that the other person used, but do not require this part of the activity. You can provide a handout for the students to use for their notes, or they can write their notes on a piece of paper.

- To model the activity, ask two students to role play meeting in the library or other common area, greeting each other, having a short conversation, and then ending the conversation. After they have finished, model the note-taking procedure on the board by asking the class to dictate notes about the conversation. Tell the students how long they have to complete the assignment and whether you will collect their notes.

- When the students have completed the assignment, they meet in groups to compare their experiences using these expressions. Recap with a brief class discussion.

Expansion: Develop similar activity cycles for other conversational strategies, such as beginning a conversation with a stranger, asking for clarification, or interrupting. Each cycle should focus on a single conversational strategy and should include five stages: presenting or brainstorming specific phrases, role-play in class, out-of-class use, note-taking, and reporting back to the class.
Lesson 1, pp. 1–3

Exercise 1

1. T
2. F (Miguel’s family went to live in Spain while he was in high school.)
3. F (Miguel moved back to Venezuela after he graduated from college.)
4. T
5. T
6. T

Exercise 2

1. was attending
2. were walking
3. walked
4. were waiting
5. started
6. didn’t want
7. was taking
8. had

Exercise 3

Answers will vary.

Exercise 4

Answers will vary.

Exercise 5

Answers will vary.
Exercise 1
Wording will vary.
2. They hope they’ll buy a house.  
3. His mother hopes he’ll get better.  
4. Mary hopes she’ll be famous.  
5. The man hopes he’ll find a job.  
6. The girl hopes she won’t fail the test.

Exercise 2
Wording can include either am going to or will.
1. I will use a monolingual dictionary.  
2. I’m going to read novels and magazines in English.  
3. I’m going to keep a daily journal in English.  
4. I will speak more in class.  
5. I am going to find a pen pal.  
6. I will make a list of new words.  
7. I’m going to do all of my assignments.  
8. (Answers will vary.)

Exercise 3
Answers may vary. Preferred responses:
Yes, I am. I’m going to speak English to classmates who are from my country.  
No, I’m not. I’m not going to write the meaning of new words in my native language.  
No, I’m not. I’m not going to be quiet in class.  
No, I’m not. I’m not going to try to memorize all the grammar rules.

Exercise 4
Answers will vary.
3. They don’t have to ship their furniture.  
4. They have to learn Turkish.  
5. They must buy plane tickets.  
6. They have to rent a house in Turkey.  
7. They must learn about the new culture.  
8. They don’t have to sell their house.

Exercise 5
Answers will vary.
Lesson 3, pp. 7–9

Exercise 1

Answers will vary.

1. gets up
2. takes
3. eats/has
4. reads
5. leaves
6. walks
7. lives
8. goes to
9. studies
10. ate/had
11. rang
12. called/was calling
13. talked
14. missed
15. arrived
16. went
17. looked

Exercise 2

2. Martin doesn’t learn correct pronunciation by looking up the phonetic symbols in the dictionary.
3. Martin doesn’t write the words he wants to remember in a notebook and then look at them whenever he has a spare moment.
4. Martin takes an active role in class. He asks questions, takes risks, and is prepared to try new things.
5. Martin organizes his vocabulary lists by topic.
6. Martin doesn’t translate everything into his native language.

Exercise 3

Answers will vary.

Exercise 4

3. and Buena Vista doesn’t either.
4. but the Golden Palace and the Gondola do.
5. and Buena Vista does too.
6. but the Gondola doesn’t.
7. and the Golden Palace and the Gondola do too.
8. but Buena Vista does.
9. but the Golden Palace and Buena Vista don’t.
10. and the Gondola doesn’t either.
UNIT 2

Overview

TOPICS
• Beginning classes in a new program and a new country
• Getting acquainted
• Appropriate classroom behavior
• Cultural differences

COMMUNICATION GOALS
Listening and Speaking
• Listening to a conversation for details
• Listening, taking notes, and comparing information
• Giving instructions
• Expressing understanding or lack of understanding
• Describing an embarrassing situation
• Making introductions
• Expressing agreement or disagreement
• Listening to and role-playing a request for assistance in a problem situation

Reading and Writing
• Writing a paragraph
• Writing a dialog for a role-play
• Making inferences and drawing conclusions about pictures
• Making and posting a list of helpful classroom behaviors

GRAMMAR
• Modals: can, may, should, ought to, must, and must not
• Present perfect with since and for
<table>
<thead>
<tr>
<th><strong>WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS</strong></th>
<th><strong>GENERAL COMPETENCIES / CASAS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals</strong></td>
<td><strong>0 Basic Communication</strong></td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
<td>0.1.2 Identify or use appropriate language for informational purposes</td>
</tr>
<tr>
<td>Reading, writing, listening, and speaking</td>
<td>0.1.4 Identify or use appropriate language in general social situations</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td>0.1.5 Identify or use appropriate classroom behavior</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>0.1.6 Clarify or request clarification</td>
</tr>
<tr>
<td>Problem solving</td>
<td>0.2.1 Respond appropriately to common personal information questions</td>
</tr>
<tr>
<td>Seeing things in the mind’s eye</td>
<td>0.2.4 Converse about daily and leisure activities and personal interests</td>
</tr>
<tr>
<td>Knowing how to learn</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings</td>
<td></td>
</tr>
<tr>
<td>Self-management</td>
<td></td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td></td>
</tr>
<tr>
<td>Acquires and evaluates information</td>
<td>2.7.2 Interpret information about ethnic, cultural, and language groups</td>
</tr>
<tr>
<td>Organizes and maintains information</td>
<td>2.7.3 Interpret information about social issues</td>
</tr>
<tr>
<td>Interprets and communicates information</td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td></td>
</tr>
<tr>
<td>Participates as a member of a team</td>
<td>7 Learning to Learn</td>
</tr>
<tr>
<td>Teaches others new skills</td>
<td>7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks, and setting and following an effective schedule</td>
</tr>
<tr>
<td>Exercises leadership</td>
<td>7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists</td>
</tr>
<tr>
<td>Applies technology to task</td>
<td>7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize</td>
</tr>
<tr>
<td><strong>7 Learning to Learn</strong></td>
<td>7.2.5 Evaluate a situation, statement, or process, including assembling information, providing evidence, making judgments, examining assumptions, and identifying contradictions</td>
</tr>
<tr>
<td><strong>7.4.1 Identify or utilize effective study strategies</strong></td>
<td>7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</td>
</tr>
<tr>
<td><strong>7.5.6 Identify or use strategies for communicating more successfully</strong></td>
<td></td>
</tr>
</tbody>
</table>

* See Introduction, page viii, for additional information on SCANS and CASAS.
Lesson 1

WARM UP

- Ask the class what they did when they first came to your school. If they came from another country, how did they get to your school? How did they find housing? Were there special welcoming activities for new students?
- Divide the class into groups of three or four, mixing new students with returning students if possible. Ask them to write down four or five suggestions for new students. Encourage them to give specific advice about things new students should do, places they should go, and activities they should participate in. Have each group write its suggestions on the board and read them aloud.

PRESENTATION

Let’s get to know each other.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the location and to guess who the people in the illustration might be. Tell the class that they will hear a conversation between Tony, a returning student, and Jacques and Sofia, new students at the World Language Center.
- **Personalize the situation.** Ask the class how they meet new people. Have they met new people at your school? How and where did they meet them? Write their responses on the board.
- **Focus on selected items.** Prior to doing this section, listen to the cassette to familiarize yourself with how the expressions are pronounced in context. Point out that this conversation contains many short expressions that native speakers use in casual conversation. Write the following expressions on the board and pronounce them with the students: Excuse me; Oh, yeah; Uh-huh; So; Huh?; Sure; By the way; Not bad; Hey. Ask the class to guess the meanings or functions of these expressions. Write their responses on the board. If the students are not familiar with the expressions or are unsure of the meanings, reassure them that listening to the conversation will help them understand the expressions.
- **Set the listening task.** Write the following on the board: How long has Tony been a student at the Center? What does he say about his English skills? What does he say about the school program? Specify whether the students should listen with the conversation covered or uncovered. Play the cassette twice, while the students listen and take notes.
- **Check the listening task.** Ask the students for their answers to the listening questions. Write their responses on the board. Inquire whether Tony likes or dislikes the World Language Center. Ask the students how they know what his opinion is.
- **Play or read the conversation aloud with pauses.** Focus pronunciation practice on using correct intonation and pausing with the expressions you discussed previously. As you practice each expression, review its meaning or function, adding to the notes on the board if necessary. Have the students practice the conversation in pairs (one student can play both Jacques and Sofia). Circulate and help with pronunciation.
- **Engage the students in pair work.** Read the pair discussion questions aloud. Emphasize that these questions pertain to the students’ own cities. In pairs, the students compare their experiences starting conversations with strangers.
- **Circulate and monitor progress.** As the students answer the discussion questions, encourage them to provide specific details of their experiences. Recap the discussion as a class.
1 Haven’t I seen you somewhere before?  

• Read the listening instructions aloud. If you have a world map in your classroom, ask for volunteers to point out each of the countries in the activity. Elicit the kind of notes that the students might write on the chart (native country; has never visited; has visited). Play the cassette two or three times while the students listen and take notes.

• Pair. Tell the students that they will check their answers by asking and answering questions about Tony and Jacques. Ask for volunteers to read the example questions and answers. Elicit the meaning of Has he ever . . . ? (Did this happen at any time in his life?) Elicit the name of this tense and how it is formed (present perfect; have/has + past participle). Remind the students to use their speaking skills to compare their answers instead of showing each other their notes.

• While the students are checking their answers, draw the chart on the board. Ask each pair to tell you one fact about Tony or Jacques. If necessary, replay the conversation.

Answers

Tony: has never visited Venezuela; was in Argentina when he was a baby; has never been to France; has visited his mother’s family in Spain.

Jacques: has visited Venezuela; has never visited Argentina; his native country is France; has been to Spain.

• Pair. The partners then tell each other about their own travels. Ask two students to model the activity by reading the example questions and answers aloud. Elicit that one way we use present perfect (Have you ever . . . ?) is to ask whether an event ever occurred at any time in the past (when it occurred is not important). When we give details about the event, we use the simple past. Following the discussion, ask several students to tell the class about their partners’ travels.

2 We’ve got a lot in common.

• Pair. Read the instructions aloud. Elicit the meaning of to have something in common (to have the same experience). Read the cues aloud, and elicit the meaning of octopus and the location of Australia.

• Model the activity by directing the class’s attention to the first cue. Ask several students Have you ever made a snowman? Elicit both positive and negative responses (Yes, I have/Yes, I have made a snowman; No, I haven’t/No, I have never made a snowman). Write the responses on the board.

• Remind the students to use the past participles of verbs when they write their additional questions in the chart. Circulate and help with these forms as necessary.

• Pair. Ask the students to interview their partners and mark the items that they have in common. Ask each pair of students to tell the class what they have in common. Encourage them to use the structures they learned in Unit 1, Lesson 3. Elicit or provide example sentences of and . . . too and and . . . not either using present perfect. (I have traveled in Australia, and Marco has too. I have never eaten octopus, and Tom hasn’t either.)
Sofia has lived in the United States for about a year.

- Ask for volunteers to read the example sentences in the first column. Ask the class what verb tense is used in these sentences (simple past). Ask the class what the time expressions in these sentences are (in June; one month ago; last spring). Write simple past on the board and list these expressions below it. Elicit that each sentence uses simple past because it describes a completed action that happened at a specific time in the past. It does not continue to the present. Draw a diagram to illustrate:

```
<table>
<thead>
<tr>
<th>bought a car</th>
</tr>
</thead>
<tbody>
<tr>
<td>one month ago</td>
</tr>
</tbody>
</table>
```

- Practice simple past with time expressions by asking several students questions beginning with when: When did you come to this country? When did our class begin today?

**Grammar Note:** There are several uses for the present perfect. In Exercises 1 and 2, it is used to describe completed actions that occurred at an unspecified time in the past. Exercise 3 uses present perfect to describe actions that began in the past and continue up to the present moment. Draw a diagram to illustrate:

```
<table>
<thead>
<tr>
<th>has had a car</th>
</tr>
</thead>
<tbody>
<tr>
<td>one month ago</td>
</tr>
</tbody>
</table>
```

- Ask for volunteers to read the example sentences in the second column. Ask what tense is used (present perfect). Ask what the time expressions are (since June; for one month; since last spring). Write present perfect on the board and list these expressions below it. Elicit that these sentences refer to a period of time that began in the past and continues up to the present time. Draw a diagram to illustrate:

```
<table>
<thead>
<tr>
<th>has had a car</th>
</tr>
</thead>
<tbody>
<tr>
<td>one month ago</td>
</tr>
</tbody>
</table>
```

- Practice present perfect with time expressions by asking the students: How long have you been a student? How long have you worn glasses?

- Direct the students’ attention to the sentences Sofia bought a car one month ago and Sofia has had a car for one month. Point out that many times both simple past and present perfect can express a particular meaning, but the correct time expression must be used.

- **Pair.** Read the instructions aloud. Ask for volunteers to read the time expression in each cue. Tell the students that they must use either simple past or present perfect, depending on the time expression. The students can either write their sentences together, or write individually and then compare their sentences.

- Ask several students to write their answers on the board. Compare the time expressions in answers 2 and 5. Point out or elicit that since can be used with a noun phrase (since last year) or with a complete past tense clause (since she arrived in Riverside).

**Answers**

2. Sofia has not seen her parents since last year.
3. Sofia moved to California last spring.
4. Sofia has lived with her aunt and uncle for four months.
5. Sofia has met new friends since she arrived in Riverside.

**Grammar Note:** A time expression beginning with for (for four months) can also be used with simple past if the time period began and ended in the past. In this activity, the meaning of sentence 4 is that Sofia is still living with her aunt and uncle at the present time, so present perfect must be used in the answer.
4 I have owned my car for a few years.

- Direct the students’ attention to the first picture. Ask for volunteers to read the cue and the two example sentences. Elicit that both sentences use present perfect. Ask what the time expressions in the sentences are (for a few years; since 1998). Elicit that we use for with a period of time and since with a specific time or point in time. Brainstorm other time expressions that begin with for and since (for five minutes, for a week, since 3:00, since last year). Write the responses on the board.

- Read the instructions aloud. Remind the students to write two present perfect sentences: one using for and one using since.

- Ask for volunteers to write their sentences on the board. Check the answers as a class. Ask if any of the students have different answers. If so, ask them to read their answers aloud.

**Answers**

*(Wording may vary,)*

2. Yumiko has had a camera for (three) months. Yumiko has had a camera since last spring.

3. They have been married for two months. They have been married since May.

4. He has had a puppy for three days. He has had a puppy since (Monday).

---

5 Word Bag: Expressing Understanding

- With the students’ books closed, introduce the topic by reminding the class that part of being a good conversation partner is knowing how to express whether you understand what the other person is saying. Point out that it is also important to find out whether the other person understands you.

- Ask the students how they can tell someone that they understand what he or she is saying. Write their responses on the board. Then brainstorm expressions that the students can use to show that they don’t understand. Also write these on the board. Finally, elicit questions that the students can ask to find out if another person understands what they mean or what they are saying.

- Ask the students to open their books. Draw their attention to the example box and explain that many times we use idioms to talk about understanding. Practice the expressions as a class, focusing on natural rhythm and intonation. Point out that we use these expressions frequently during a conversation, especially when someone is explaining something to us. It is typical not to wait until the end of the conversation to use these expressions. In fact, expressing understanding during a conversation is one way to show interest in what the other person is saying, and it is not considered an interruption.

- **Pair.** Read the pair work instructions aloud. As you explain the activity, use the expressions for checking understanding and elicit appropriate responses from the class. Give the students a moment to think of the topics they want to discuss with their partners. Ask for two volunteers to model the activity.

- Circulate and observe while the students complete their conversations. Recap the activity by telling the class specific ways you observed them successfully checking understanding and expressing understanding or lack of understanding. Ask the students when they can use these expressions in their daily lives *(in class, asking for directions, explaining a problem)*.

---

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

- Ask your class what they think the qualities of a good student are. Also brainstorm a few characteristics of a good teacher. Keep this preliminary discussion brief, so that the students will have ideas left to share with their groups.

- Divide the class into groups of three or four. Tell half the groups to write down the qualities of a good student. The other groups list the qualities of a good teacher. This is a quick brainstorming session, and the students should just make brief notes, not complete sentences. After the groups have brainstormed, they write the five most important qualities from their lists on the board. Compare the lists as a class.

PRESENTATION

Nice to meet you, Mr. Robinson.

- Set the stage. Direct the students’ attention to the illustration. With the class, identify Nelson, Lynn, and Ivan. Tell the class that the World Language Center students want to meet their new teacher before class starts.

- Personalize the situation. Ask the class whether they met any of their teachers before classes started. What did they or their teachers say when they introduced themselves? Did the teachers introduce themselves with titles such as Dr., Ms., or Mr. and a family name, or did they give their first names?

- Focus on selected items. Elicit the expressions that people use to introduce themselves. (My name is . . . ; I’m . . . ) Ask the class what they should say when people introduce themselves. (It’s nice to meet you; How do you do?) Finally, elicit ways to introduce one person to another. (I’d like you to meet . . . ; This is . . . ) Write examples of each type of expression on the board.

- Set the listening and reading task. Write the listening questions on the board: Why does Ivan apologize? What does Mr. Robinson say? (Because he said Mr. Robinson was “old.” He says, “Don’t worry about it.”) Instruct the class to read along while they listen to the conversation. Play the cassette twice.

- Check the listening and reading task. Ask the class for their responses to the listening questions. Write their responses on the board. Ask the class how Ivan felt when he realized his mistake.

- Read selected phrases aloud. Point out that this conversation contains many expressions of introduction. As a class, practice the section of the conversation that contains these expressions (from I’m Jerry Robinson through Well, nice to meet you all). Concentrate on natural intonation. Then have the students practice this part of the conversation in groups of three. If possible, have each group perform for the class. (Ask a volunteer from another group to play the part of Lynn, who does not speak during this excerpt.)

- Engage the students in pair work. Read the discussion questions aloud. Remind the students to provide specific details during their discussions.

- Circulate and monitor progress. As you circulate, make mental notes of the various types of situations that the students are describing. After the pairs have finished their discussions, make a list on the board of the types of situations the students encountered (breaking cultural rules unintentionally, not understanding signs in public places, etc.). Ask for volunteers to tell the class about their embarrassing moments and what they did afterwards. Encourage the class to discuss what they would do in similar situations.
1 My name’s Mr. Robinson.  

- Read the instructions aloud. Ask the students what information the chart provides about each student and what they will need to listen for (example: One student is from Brazil, but we don’t know his name or what he likes to do). Remind the class that they have “met” these students before. Elicit any information that they might remember (allow them to refer to previous activities in the book). Tell them to fill in this information in the chart, and to check their answers as they listen for the other missing information.

- Tell the students that they will hear the conversation three times. Suggest that they just listen during the first listening and take notes during subsequent listenings. Elicit that taking notes means writing down only the most important information, not complete sentences. Tell the students not to worry about how to spell the characters’ names; they can guess the spelling based on what they hear. Between listenings, give the students a few minutes to finish writing their notes.

- Draw the chart on the board or use a transparency to go over the answers as a class. If necessary, play the cassette again to verify the answers.

**Answers**

Tony Silva, loves parties and adventures; Sofia Mansoor, Syria; wants to improve her English and enter a university; Nelson Balewa; France, likes camping and hiking and being out in nature; Russia; Oscar Garcia, likes to read and loves soccer, likes to walk on the beach; Gina Poggi, Italy.

**Group.** Ask a volunteer to read the group work instructions aloud. Divide the class into groups of three so that they can take turns introducing themselves and each other. The students should stand during these introductions and use appropriate expressions. They can also shake hands if they wish. Ask a few groups of students to perform their introductions for the class.

2 You shouldn’t eat in class.  

- Ask for volunteers to read the instructions and classroom rules aloud. Remind the students to explain why they agree or disagree with a rule.

- **Group.** Divide the class into groups of three or four. Remind them to decide who will be the Manager, Secretary, Reporter, and Time-keeper. Give the groups a time limit for their discussion of classroom rules.

- Recap the activity by going over the rules one at a time. Ask all the groups to comment on one rule before moving on to the next rule. If you don’t have time to go over each rule with each group, you can poll the groups by asking for Reporters to raise their hands.
3 Can we speak our native language in class?

- Read the instructions aloud. Elicit the meaning of *appropriate classroom behavior* (things that are okay to do in the classroom). Ask for volunteers to read the example sentences aloud. Prompt each reader with either *can* or *may*. Elicit the meanings of *can/may* (it is permitted), *can’t/may not* (it is not permitted, it is forbidden), and *should* (very strong advice).

- Give the students a few minutes to read the prompts and then add two of their own. Invite the class to ask you about appropriate classroom behavior and classroom rules. Allow the students to take the initiative in this discussion, as if they were interviewing you. If some of the students are reluctant to participate in the question-and-answer process, invite them to ask questions based on the prompts they wrote for numbers 9 and 10.

- Pair. Read the instructions aloud. Tell the pairs to check their understanding of what you said by asking each other questions. Following the pair activity, ask the class what additional questions they have about your expectations. Check for comprehension by asking the students about specific classroom behaviors.

4 A good English teacher ought to . . .

- Remind the class that they discussed the qualities of good students and teachers during the Warm Up of this unit. In this activity, they will continue that discussion. They will also write a brief paragraph explaining their opinions.

- Draw the students’ attention to the illustrations. Ask them to describe what each illustration tells them about Mr. Robinson. Ask whether they think these characteristics are important for a good teacher.

- Pair. Read the pair work instructions aloud. Demonstrate by asking one student which characteristic he or she thinks is the most important. Write 1 on the board, followed by the characteristic. Ask the same student which characteristic is the next most important. Write 2 on the board, followed by the characteristic. Emphasize that only one characteristic will be number 1, only one will be number 2, and so on. Tell the students that they do not have to agree with their partners’ opinions about the characteristics. They should, however, give reasons for their own opinions.

- Recap the discussion as a class. Take a class vote for the three most important characteristics.

- Read the writing activity instructions aloud. Ask several students to say which characteristic they think is most important and why. Encourage the use of the target structures *should/ought to* and *because + clause*.

- Tailor the specifics of the writing assignment to the needs and abilities of your students. Review paragraph structure (indentation, sentence placement, etc.) as needed. If your class is academically oriented, you may want to extend this assignment to include writing preliminary and final drafts. If this is a short, in-class activity, you can have the students read their paragraphs aloud in small groups prior to handing them in.
5  Hear it. Say it.

- Draw the students’ attention to the questions and answers. Elicit that each question and answer contains either can or can’t. Tell the class that using correct stress is the most important way to let a listener know which of these words you are saying, since the t in can’t is often impossible to hear.

- Tell the class to listen to each question or answer and mark the syllables that have stress. Demonstrate by writing the first question on the board. Play the recording of the first question two or three times. Ask which syllables are stressed and mark them on the board using your preferred method (I, checks). Direct the students to mark the same stress in their books. Practice pronouncing the question as a class. Use physical motions such as tapping pencils to reinforce the stress patterns.

- Play the cassette as many times as necessary while the students mark the stressed syllables. Go over the answers as a class.

- Ask the class to describe the rules for when can and can’t are stressed or unstressed. (Can’t is always stressed. Can is unstressed, pronounced as [kən], except in short answers such as Yes, I can.) Practice pronouncing the questions and answers, using physical motion (such as clapping hands) to emphasize the stress.

**Answers**

*(Stressed words are in boldface.)*

1. Can I have some new checks?
   I can only give you three.

2. Can’t I have more?
   I can’t give you more than three.

3. Can you tell us where to find him?
   Yes, I can.

4. Can you tell us the new teacher’s name?
   I can’t remember right now.

5. What can I do for you?
   You can tell us where our new classroom is.

- Pair. Have the students practice the questions and answers in pairs.

6  May I help you?

- Read the instructions and the list of items aloud. Elicit the meaning of change (coins). Play the cassette two or three times as the students listen and complete the activity. Go over the answers as a class (Sofia has a driver’s license and a dollar bill). Ask the class if they remember how Sofia asked for change. (Can you break this dollar bill for me?) Write this idiomatic expression on the board and practice as a class.

- Pair. Read the pair work instructions aloud. As a class, describe Sofia’s problem. In pairs, the students describe similar experiences that they have had and how they resolved them. Recap the discussion as a class.

7  Role-play

- Pair. Read the instructions aloud. Ask two students to read the example dialog. Remind the class that these role-plays should focus on a problem situation and resolving the problem. Remind the students to use correct stress with can and can’t.

- Ask each pair to tell the class the setting of the role-play before they perform it. Ask the class what other solutions could be found for some of the problem situations.

**WORKBOOK** Assign Workbook Lesson 2 for homework, or do in class.
Lesson 3

WARM UP

• Draw the students’ attention to the lesson goals. Elicit the meaning of cultural adaptation (becoming accustomed to a new culture).

• Ask the students what cultural traditions or behaviors are surprising to people who come to their countries for the first time. Note their responses on the board. If your students are from many different countries, organize the students’ observations by country.

PRESENTATION

When Home Is a World Away

• Set the stage. Instruct the students to cover the conversation. Ask them to look at the illustration and describe the situation. Ask them to guess what cultural difference Nelson might have experienced. Explain that the students will hear Mr. Robinson and Nelson discuss this cultural difference the day after the dinner party.

• Personalize the situation. Ask the students what some of the food-related cultural “rules” are in their countries. If necessary, prompt them by asking questions: In your country, is it polite or impolite to offer food to someone if they say they’ve eaten enough? In your country, should I refuse a second serving of food even if I’m still hungry?

• Focus on selected items. Direct the students to the illustration of Nelson getting food out of his own refrigerator. Write the expression raiding the refrigerator on the board and elicit its meaning.

• Set the listening task. Tell the students that they will listen for specific information about what happened at the dinner party. Write on the board: What did Nelson refuse? Why? Why did Mr. Robinson’s behavior confuse Nelson? Suggest that the students just listen the first time you play the cassette, and then take notes during the second listening. Play the cassette twice.

• Check the listening task. Ask the students to compare their notes with those of a partner in order to briefly check their answers. Go over the answers as a class. Ask the class to check their answers against the conversation in the book.

• Engage the students in pair work. Read the pair work questions aloud. Remind the class to give specific details, opinions, and supporting reasons when they tell their partners about their experiences.

• Circulate and monitor progress. Encourage the students to ask follow-up questions as they listen to their partners’ experiences. Recap the discussion as a class, asking for volunteers to tell the class about interesting or difficult experiences they have had with cultural adaptation.
1 The Whole Picture

- **Pair.** Read the instructions aloud. Tell the students not to turn to the answer page (page 25) until the class has had a chance to discuss the picture. Give the pairs a few minutes to make guesses about the picture.

- As a class, guess what the picture might be about. Instruct the class to turn to the page 25 for the solution (*the worker is a woman*). Read the discussion questions aloud. Brainstorm a list of jobs that are traditionally held by men. Write the responses on the board. Ask the students what they think about women holding these jobs. Encourage a variety of opinions, but require the students to provide reasons for their opinions. Remind the class that ideas about “men’s jobs” and “women’s jobs” change with time. For example, in the past, only men were secretaries. Later, secretaries were usually women. Now it is a job that is shared by both men and women.

2 He must not be very happy.

- **Pair.** Read the instructions aloud. Elicit the meaning of *must not* in this sentence (*It is not allowed*). Explain that the modals *must* and *must not* have several different meanings and that this activity introduces an additional use of *must*. Direct the students’ attention to the first picture in the activity. Ask a volunteer to read the caption and example answer aloud. Elicit the meaning of the sentence (*We know that Nelson is not happy*). Ask the class why they know that he is not happy (*He got a 55 on his English test, and he looks very unhappy*).

- **Pair.** Read the instructions aloud. Elicit the meaning of conclusion (*a decision you make based on what you know*). Draw the students’ attention to the adjective cue in each box. With a partner, the students decide whether each conclusion requires *must* or *must not*, and write a sentence using the adjective cue and the correct modal. Recap by asking for volunteers to write their sentences on the board and read them aloud.

**Answers**

*(Answers may vary slightly.)*

1. She must be tired.
2. She must be tired.
3. They must not be interested.
4. She must be homesick.
5. He must not feel well.
6. He must be lost.

**Expansion:** Ask the students what word they can use to combine the cues and responses in Exercise 2 (*so*). Point out that *so* expresses a logical conclusion or result. Write the first pair of sentences on the board with the word *so* between them. Point out that a clause beginning with *so* is a dependent clause and cannot stand alone. Elicit the punctuation and capitalization changes that are needed when the two clauses are combined (*Nelson got a 55 on his English test, so he must not be very happy*). Ask the students to take out a piece of paper and write down the remaining combined sentences. Remind them to use correct punctuation and capitalization. Ask for volunteers to write the combined sentences on the board.
3 They must like jazz.

- **Group.** Ask two volunteers to read the instructions and example sentences aloud. Point out that the students will make logical conclusions based on what they observe. Ask the class how to combine the example sentences using *so* (*There are two empty pizza boxes on the table, so they must like pizza*). Divide the class into groups of three or four to complete the activity. Remind each group to assign roles of Manager, Secretary, Reporter, and Time-keeper.

- **Recap as a class,** asking the Reporters to read their groups’ sentences aloud. As a variation, you can have each group write its sentences on the board. Make sure that the dependent clauses are not written as separate sentences. (Example of an incorrect answer: *There are a lot of empty pizza boxes. So they must like pizza.*)

**Note:** For instructions for *The Whole Picture*, refer to Exercise 1.
5 Wrap Up

- Read the instructions aloud. Direct the class’s attention to the caption When in Rome, do as the Romans do. Point out that this is a very famous English expression. Elicit the meaning (If you are in a different culture, act the way the people of that culture act).

- Group. In groups, the students discuss the meaning of the caption and the problem that the man is having (He doesn’t feel comfortable taking off his shoes). Circulate and encourage the students to give detailed answers regarding what they would do if they were in the man’s place. Recap the discussion as a class.

Encourage the students to make general suggestions about what people should do if they find themselves in confusing situations due to cultural differences.

**Additional Activity** See Unit 2 Appendix.

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

---

1. **Warm Up.** Review the purpose of the Strategies for Success activities (see Unit 1, page T12). Point out the three different activities for this unit: practicing communication strategies, identifying behaviors for successful language learning, understanding cultural stereotypes.

2. For Exercise 1, remind the students that good language learners help themselves to learn by discovering and developing their own habits as they learn. They go beyond just what their teacher and textbook tell them to do, and they find what works best for them. Point out that the students have already practiced some useful communication strategies, such as expressing understanding, in this unit. Tell them to make a list of some more useful phrases. Give some more examples if necessary.

3. For Exercise 2, point out the classroom behaviors that the students have already looked at in this unit. Now, they will add behaviors that should make them better language learners in the classroom. The students should write these behaviors in their journals. Encourage them also to write their lists on cards or colorful Post-its™ and place them where they can be reminded of them often. If time permits, have the students report back to the whole class. Tell everyone to add to their list any items that were new and that they especially liked. Emphasize the importance of looking at their lists often and making sure that they actually do the things they listed.

4. For Exercise 3, remind the students that this activity is a practical follow-up to Exercise 1 (in which they made a list of useful phrases to show or check for understanding). Make sure the students know what a stereotype is by offering some examples familiar to them. Tell them that each partner needs to make sure that he or she understands the other by acknowledging and by asking for clarification.
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.
Draw the students’ attention to the summaries of the forms and skills they have learned in this unit. Remind them that they can use these summaries to review and practice what they learned.

Briefly model how to review using the Grammar Summary. Direct the students’ attention to the summary boxes for modals of permission and advice. In a round-robin discussion, the students ask each other about classroom behavior or rules using *can, may, or should*. See page T10 for an explanation of the round-robin discussion.

To practice expressing conclusions, ask each student to write a statement about him- or herself. Model by writing your own statement on the board: *I have to go to the dentist next week.* Ask the students what they can conclude from your statement. (*You must have a toothache. It must not be an emergency.*) In turn, the students read their statements aloud and the class makes statements of conclusion using *must* or *must not*.

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 3, Exercise 5 (p. 26)

Dear Cultural Ambassador . . .

• In this activity, the students write and respond to questions about cultural differences in the form of an imaginary advice column, The Cultural Ambassador.

• Tell your students that many newspapers have advice columns where people can write to the paper and get help with their problems. Inquire whether the students have ever read an advice column. Elicit the kinds of problems people ask about in an advice column.

• Tell the students that they will write letters asking for advice about problems with cultural differences. Point out that these can be real experiences that the students have had, or they can be imagined experiences. The letters should not be long, but they should describe the problem clearly. Tell the class that their letters should begin with Dear Cultural Ambassador. Elicit that people who write to advice columnists usually do not sign their real names. Instead they sign their letters with expressions like Lovesick, In need of help, or Confused.

• Ask the students to choose a partner. Tell them that each pair will write one letter asking for advice about a cultural problem. Remind the students to sign their letters with an invented name that relates to their problem.

• Collect the letters and redistribute them so that each pair of students has a letter from another pair. Instruct the pairs to write a response to their new letters, giving helpful advice to the writer. Elicit that the students should start their letters with the writer’s invented name and should sign their responses Cultural Ambassador. Circulate and assist the students with understanding their classmates’ letters if necessary.

• Ask each pair to present its problem and advice to the class. One partner should read the letter they received; the other partner should read the response. If time allows, ask the class for additional advice about each writer’s problem.
### Lesson 1, pp. 10–12

#### Exercise 1

**Wording may vary.**

<table>
<thead>
<tr>
<th>Annie and Tammie have been to Norway.</th>
<th>Jean has visited El Salvador.</th>
<th>Uzma has been to China.</th>
<th>Annie and Tammie (Norway)</th>
<th>Jean (El Salvador)</th>
<th>Uzma (China)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bertha and Juan have traveled to Indonesia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Exercise 2

**Answers will vary.**

#### Exercise 3

1. have caused
2. have searched
3. destroyed
4. have managed
5. have lowered

#### Exercise 4

**Answers will vary.**

#### Exercise 5

1. were (have been)
2. have experiencing (have experienced)
3. has walked (was walking)
4. has not come (did not come)
5. have tying (tie)
6. have use (use)
Exercise 1

Wording may vary.

1. Hello, Gina. How are you?
   Fine, thank you.
2. My name is Sofia Mansoor.
   How are you?
   Fine, thank you.
3. Yeah, it was great to meet you too.

Exercise 2

1. Can/May can/may
2. can
3. Can
4. can’t can
5. Can/May can’t/may not can/may
6. Can may
7. may
8. Can/May can’t

Exercise 3

Wording may vary.

1. May I have one of those bottles of ketchup, please?
2. Can I leave a message for her?
3. May I help you?
4. Can you please give me change for a dollar?
5. May I leave class early today?

Exercise 4

Responses to questions may vary.

2. Should he wear a cap in class?
   No, he shouldn’t.
3. Should we translate every new word?
   No, we shouldn’t.
4. Should he sit on the table?
   No, he shouldn’t.
5. Should they wear uniforms to school?
   Yes, they should.
6. Should she put makeup on in class?
   No, she shouldn’t.

Exercise 5

1. The ideal English class should have special characteristics.
2. First of all, our teacher ought to let us eat whenever we want.
   Next, everyone should get good grades for the effort they put into the work.
   Finally, we should be able to have fun in our classroom.

Exercise 6

Answers will vary.
Lesson 3, pp. 17–19

Exercise 1
Answers will vary.
1. Alicia Carbajal
2. Mia Jun
3. Giorgio Varsani
4. Wei Li

Exercise 2
2. must think
3. must not respect
4. must not love
5. must not like

Exercise 3
2. It must be painting A.
   It must not be painting B.
3. It must be painting B.
   It must not be painting A.

Exercise 4
Answers may vary.
2. She must be sick.
3. He must not be single.
4. He must be nervous.
5. Her car battery must be dead.
6. He must be late.

Exercise 5
2. f  must
3. h  must not
4. a  must not
5. g  must
6. b  must
7. e  must not
8. c  must
UNIT 3

Overview

TOPICS
• The generation gap
• Four different generations in the United States
• “The good old days”
• Changing times
• Contributions of senior citizens
• Roles that are traditionally male or female
• Nelson Mandela

COMMUNICATION GOALS

Listening and Speaking
• Checking for confirmation
• Eliciting agreement and disagreement by asking tag questions
• Asking for and giving options
• Listening for chronological order
• Discussing a word definition

Reading and Writing
• Reading for specific information
• Determining the meaning of new vocabulary from context
• Identifying main ideas
• Making inferences
• Writing an opinion letter
• Writing a definition
• Writing a biographical paragraph

GRAMMAR
• Present perfect tag questions
• Used to
• Comparison of adjectives and adverbs
• Wh- questions
# Skill Standards

## Workplace Fundamentals and Competencies / SCANS*

### Fundamentals

**Basic Skills**
- Reading, writing, listening, and speaking

**Thinking Skills**
- Decision making
- Problem solving
- Knowing how to learn

**Personal Qualities**
- Self-esteem
- 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
- Negotiates

**Technology**
- Applies technology to task

---

## General Competencies / CASAS*

<table>
<thead>
<tr>
<th>0 Basic Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1.2 Identify or use appropriate language for informational purposes</td>
</tr>
<tr>
<td>0.1.3 Identify or use appropriate language to influence or persuade</td>
</tr>
<tr>
<td>0.1.4 Identify or use appropriate language in general social situations</td>
</tr>
<tr>
<td>0.1.6 Clarify or request clarification</td>
</tr>
<tr>
<td>0.2.1 Respond appropriately to common personal information questions</td>
</tr>
<tr>
<td>0.2.4 Converse about daily and leisure activities and personal interests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Community Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7.2 Interpret information about ethnic, cultural, and language groups</td>
</tr>
<tr>
<td>2.7.3 Interpret information about social issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4 Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8.7 Identify and use effective approaches to working within a multicultural work force, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5 Government and Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1.6 Communicate one’s opinion on a current issue</td>
</tr>
<tr>
<td>5.2.3 Interpret information about world history</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7 Learning to Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2.4 Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize</td>
</tr>
<tr>
<td>7.2.5 Evaluate a situation, statement, or process, including assembling information, providing evidence, making judgments, examining assumptions, and identifying contradictions</td>
</tr>
<tr>
<td>7.2.6 Generate ideas using divergent (brain-storming) and convergent (focus) approaches, and also through creative imagination</td>
</tr>
<tr>
<td>7.4.2 Take notes or write a summary or an outline</td>
</tr>
<tr>
<td>7.5.1 Identify personal values, qualities, interests, abilities, and aptitudes</td>
</tr>
</tbody>
</table>

* See Introduction, page viii, for additional information on SCANS and CASAS.
Lesson 1

WARM UP

• Ask the class whether it is important for young people to have older people in their lives. Encourage them to give reasons for their opinions. Ask the students who these important older people might be (relatives, friends, teachers, elders in the community).

• Instruct the students to take out a piece of paper and write the name of one older person who has been important to them. Point out that this should be someone they have known personally.

Also ask them to write down that person’s relationship to them (example: grandfather, local artist, neighbor). Next, tell the students to brainstorm for five minutes and write down why the person is important to them. Remind them that it is not necessary to write complete sentences when they brainstorm.

• As a class or in small groups, the students tell their classmates about the important older people in their lives.

PRESENTATION

Across Generations

• Set the stage. Instruct the students to cover the conversation, look at the illustration, describe the scene, and identify the characters that they know (Mr. Robinson, Gina, and Tony).

• Personalize the situation. Tell the class that Gina is telling Tony and Mr. Robinson about some problems she’s having with her parents. Inquire whether your students have ever had problems with their parents. If so, what kind of problems did they have? Write their responses on the board.

• Focus on selected items. Read the activity title aloud. Elicit or provide the meaning of generation (a part of the population that is approximately the same age). Ask the class how many different generations are represented in your classroom (be sure to include yourself).

• Set the listening task. Write the listening questions on the board: What problems is Gina having with her parents? What is the Generation Gap? Tell the students to listen to the cassette with the conversation covered. They may take notes if they wish. Play the cassette twice.

• Check the listening task. Elicit responses to the listening questions (Gina’s parents think she spends too much time on the telephone and too much money on clothes; when different generations don’t understand each other). Make notes on the board. Tell the class to uncover the conversation and scan for information to add to the notes on the board. Check for understanding of the expression Generation Gap.

• Engage the students in pair work. Read the discussion questions aloud. Explain that when someone is able to understand and communicate with a person of another generation, we say that they bridge the Generation Gap. Write this expression on the board. Tell the students to answer the discussion questions with their partners. Encourage them to provide examples from their own lives.

• Circulate and monitor progress. After the pairs have answered the discussion questions, ask them to share their opinions with the class. Ask the class what Mr. Robinson means when he says By the time I reached 20, however, I was amazed how much the old man had learned! (By the time Mr. Robinson was 20, he had matured enough to appreciate his father.)

Cultural Note: Some Americans may affectionately refer to their fathers as “the old man.” It does not necessarily mean that the father is very old.
1 Senior citizens value hard work.

- Read the title and instructions aloud. Elicit the meaning of the verb value (believe that something is important).
- Ask for volunteers to read the captions aloud. Clarify vocabulary as necessary. Ask the students which generation they belong to.
- Pair. Read the pair work questions aloud. Pair the students with someone from another country. Request that the students translate the names, if any, of the generations in their countries. Circulate and assist with word choice if necessary.
- Ask each pair to tell the class the names and characteristics of different generations in their countries. Make notes on the board and label them by country.

2 Gina, you haven’t been shopping again, have you?

- Read the title aloud. Elicit the name of this type of question (tag question). Remind the students that we usually use tag questions to check for confirmation.
- Ask for volunteers to read the sentences in the example box. Elicit the full forms of the contractions (we’ve experienced = we have experienced; she’s used = she has used). Point out that we almost always use contractions in tag questions.
- Write the sentences from the right column of the example box on the board. (She’s used a computer before, hasn’t she? He hasn’t used one, has he?) Elicit the patterns affirmative statement + negative tag and negative statement + affirmative tag. Label the example sentences accordingly. You can label these +statement, -tag and -statement, +tag if you wish.
- Remind the class that the speaker expects agreement with the statement. Elicit agreeing responses and write them on the board (Yes, she has; No, he hasn’t). Next, elicit disagreeing responses and write them on the board (No, she hasn’t; Yes, he has). Practice disagreeing with a negative statement + positive tag by asking students questions they will have to disagree with: You haven’t studied English before, have you? (Yes, I have!) You aren’t wearing shoes, are you? (Yes, I am!)

Grammar Note: Tag questions and responses require different auxiliaries, depending on the verb in the statement. If the main verb is be or a verb form that has be as its auxiliary, use be in the tag. If the verb form requires the auxiliary have, use have in the tag. All other verbs use do in the tag. (Have as a main verb can take have as an auxiliary, but in the United States do is more common). When there is a modal in the statement, the tag uses the modal itself or its auxiliary, depending on the modal. Auxiliaries must agree with the subject in number, and the tags must follow the patterns affirmative + negative or negative + affirmative.

- Group. Read the instructions aloud. Ask two students to read the example questions and answers. Ask the class whether the responses show agreement or disagreement (first: disagreement; second: agreement). As a class, brainstorm topics the students would like to ask each other about. In groups of three or four, have the students practice asking and answering tag questions about these topics. The members of each group should help each other with the forms as necessary.
- Recap briefly as a class. Have the students ask and answer tag questions. Following each answer, ask the class whether the response showed agreement or disagreement.
3 Hear it. Say it. 

- Remind the class that we generally use a tag question for confirmation when we are fairly sure of the answer. Ask the class three or four tag questions where you are sure of the response. (It’s a beautiful day, isn’t it? We’ve learned a lot in class, haven’t we?) Use falling intonation on the tag. Elicit that tag questions that expect agreement use falling intonation. Write one of your questions on the board and draw a downward arrow to illustrate the intonation. Practice the intonation pattern as a class.

- Point out that tag questions can also be used to get real information when the speaker is unsure of the answer. Ask the class a few tag questions using rising intonation. (You have a brother, don’t you? You haven’t forgotten your homework, have you?) Elicit that these “unsure” tag questions use rising intonation. Write an example question on the board with an upward arrow to illustrate. Practice as a class.

- Draw the students’ attention to the tag questions in the activity. Read the instructions aloud. Elicit that a “sure” speaker will use falling intonation and an “unsure” speaker will use rising intonation. Play the cassette twice while the students mark their answers. Check the answers by playing the cassette a third time, stopping after each question. Ask the students to indicate their answers by a show of hands. Verify the answers, then practice pronouncing the questions as a class.

4 The Good Old Days

- Ask the students to cover the conversation and look at the title and illustration. Ask the students to make guesses about the age of the photo and provide support for their opinions (the style of clothing, no television).

- Write the questions on the board: Where did Mr. Robinson grow up? About what year was it? (in a small town in the Midwest, near Chicago; about 1950) Ask the students to read along as you play the tape again. Following the second listening, ask the students to answer the questions with a partner. Encourage them to think about how Mr. Robinson might feel when he thinks about “the good old days.”

- Ask each pair to report to the class. As a class, brainstorm other differences between life in the 1950s and today.
5 Families used to live in one place for a long time.

- Ask for volunteers to read the title and example sentences aloud. Elicit or explain that *used to* refers to a situation that no longer exists or a habitual action that no longer occurs. Practice the form by asking the students *What did you use to do when you were a child?* (I used to pretend I was a teacher.)

- Ask the students to describe the activities and people in the illustration. Provide vocabulary as needed (*hula hoop, skateboard*).

- **Pair.** Read the instructions aloud. Point out that some of the sentences can take either simple past or *used to* with little difference in meaning. *Used to* specifically refers to the habitual past or things that people did in the past but that they don’t do in the present. In pairs, have the students complete the paragraph using the correct forms.

- Go over the answers as a class. If possible, use a transparency of the passage and fill in the students’ responses. If more than one answer is possible, show both answers. Alternatively, ask the students to write their completed sentences on the board.

- **Group.** Divide the class into groups of three or four. (You may choose to group students from the same country together.) Read the instructions aloud. Elicit what tenses the students will use in each part of the discussion (*used to, simple past, simple present, future*). Remind the students to assign group roles. Following the discussion, ask each group to report to the class. After all the groups have reported, ask the class how life in different countries was similar in the 1960s.

**Answers**

*Some variation is possible.*

2. used to stay
3. take
4. didn’t use to move
5. did
6. played
7. had
8. wore
9. criticized

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

- Ask your students what their present jobs are, or what jobs or careers they would like to have. Write their responses on the board in two columns: those from male students and those from female students. Do not label the columns. If both male and female students give the same response, be sure to write it in both columns.
- As a class, compare the two lists of careers. Are the types of jobs in each group similar or is one group of jobs more professional or higher paying than the other? Do the jobs in both groups require the same amount of education?
- Ask the class to guess why you divided the jobs into these groups (jobs suggested by men and by women). Tell the class that in this lesson they will discuss whether men and women can do the same kinds of jobs.

**PRESENTATION**

**A Woman of Science**

- **Set the stage.** Tell the class that they will hear an interview with a scientist, Dr. Mina Goldman. Draw the students’ attention to the illustration. Ask them to describe Dr. Goldman and to guess what kind of person she is (healthy, intelligent, likes the outdoors).
- **Personalize the situation.** On the board, write scientist and elicit or provide the meaning. Ask if anyone in the class is a scientist or if they know any scientists. If so, ask how they became interested in science and what education someone needs in order to be a scientist.
- **Focus on selected items.** Point out that there are many kinds of scientists. Elicit the names of different types of scientists (biologist, chemist). Write the responses on the board under the heading Person. Make another column and label it Field. As a model, point out that a scientist works in the field of science. Ask the students what field each kind of scientist works in (biologist/biology; chemist/chemistry). Add their responses to the Field column.
- **Set the listening and reading task.** Write the questions on the board: Why did Dr. Goldman become a scientist? Does Dr. Goldman think boys are naturally better at science than girls? What does she think about a woman having both a career and a family? Instruct the students to read along as they listen to the interview. Play the cassette twice.
- **Check the listening and reading task.** Tell the students to cover the interview or close their books. As they answer the listening questions, note their responses on the board. Then ask them to reread the interview and check their answers. Prompt for corrections or additions to the information on the board.
- **Engage the students in pair work.** Read the discussion questions aloud. Encourage the students to be very specific when explaining the reasons why some fields are traditionally male or female. Remind them that they are describing traditional beliefs; if they disagree with those beliefs, they should explain their reason for their disagreement.
- **Circulate and monitor progress.** Encourage the students to provide in-depth analysis of why particular fields might be considered “women’s work” or “men’s work.” Recap the discussion as a class, comparing the beliefs of different countries with regard to gender and work.
1  Senior citizens participate more actively.  

- Read the instructions aloud. Ask the class how old Dr. Goldman is (82). Ask volunteers to read each statement aloud. Elicit definitions of unfamiliar vocabulary. Instruct the students to mark the column for the country that they think each statement best describes.

- Go over the students’ responses by asking questions based on the statements, for example: Where do seniors participate more actively in family life, in your country or in the United States? Write on the board: Seniors participate more actively in family life in . . . than in . . . . The students should give their answers using complete comparative sentences: Seniors participate more actively in family life in Italy than in the United States. Ask the students for examples to support their statements.

Expansion: Assign a writing project based on this activity. Ask the students to look at their answers and decide whether life is better for seniors in their countries or in the United States. Tell the students to write a short essay explaining why life is better in that country.

- Each essay should include a short introduction stating the student’s opinion. The subsequent paragraphs should have topic sentences based on statements in the activity. Point out that the students do not need to use all of the statements. Remind them that each paragraph should contain specific examples to support the topic sentence. There should also be a short concluding paragraph at the end of each essay.

2  Are boys less cautious than girls?  

- Read the instructions aloud. Elicit the meaning of generalization (a statement about an entire group of people). Ask the class whether generalizations are always true (no).

- Write the word adverb on the board and elicit the meaning (a word that modifies a verb or an adjective). Ask the class to look at Exercise 1 and identify each adverb and the verb that it modifies (e.g., participate actively). Ask what words can be added to a verb and adverb to make a comparative statement (more or less). Elicit that the usual pattern is verb + more/less + adverb (participate more actively). Write this pattern on the board.

- Draw the students’ attention to the first pair of sentences in Exercise 2. Ask a volunteer to read the first sentence. Elicit that decisive is an adjective. Ask the students to circle more or less according to their opinion. Ask another student to read the second sentence. Elicit that decisively is an adverb and modifies make decisions. Instruct the students to circle more or less according to their own opinions. Check for comprehension of the instructions by asking several students: Who makes decisions more decisively, boys or girls?

- Elicit that adverbs are often formed by adding -ly to an adjective. Ask the students to complete the activity, circling more or less in each sentence and providing the correct adverb.

- Class. Ask for volunteers to read their answers aloud. Assist with clear pronunciation of the adverbs. After each pair of sentences is read, ask the class whether they agree or disagree with the speaker. Encourage them to provide specific reasons for their agreement or disagreement.
3 Word Bag: Expressing Opinions

- **Pair.** Read the instructions aloud. Ask for volunteers to read the example questions and answers. Assist with natural intonation and pausing with *personally* and *actually*. Elicit that *What do you think about . . .* and *What’s your opinion of . . .* are followed by noun phrases. *In your opinion, . . .* is followed by a complete question.

- Elicit other topics that the students can ask their partners about. These topics should relate to the general lesson topic of men and women, work, and generational differences.

- Remind the students to use the expressions in the example boxes and to give reasons for their opinions. Recap the discussion by having individual students ask the class one of the questions in the activity. Allow several students to answer each question.

4 I would like to be more patient than I am now.

- **Pair.** Ask for volunteers to read the instructions and example sentences aloud. Elicit that the example sentences on the left contain comparative adverbs related to the comparative adjectives in the sentences on the right.

- Ask for a volunteer to read the caption beneath the first illustration. Elicit that the comparative adjective in the sentence is *more careful*. Ask another volunteer to read the example answer. Elicit that this sentence uses the comparative adverb *more carefully*. Point out that the writer has also chosen an appropriate verb and a clause beginning with *than*.

- Instruct the students to work with their partners to write sentences describing the characters’ goals. Recap by asking three pairs to write their sentences on the board. Check the answers as a class.

**Answers**

2. Dr. Goldman wants to speak more clearly.
3. Pablo wants to speak more honestly.
4. Ivan would like to study more seriously.
Is Mina Goldman inspiring or irresponsible?  

- Read the instructions aloud. Elicit that the letters have been written to the editor of the magazine where the article about Mina Goldman appeared. Ask the class if it is common for people in their countries to express their opinions by writing letters to the editors of newspapers or magazines.

- Point out that each letter contains one sentence that expresses the writer’s main idea. Instruct the students to read the first letter silently. After the students have finished reading the letter, read it aloud. Ask what the purpose of the first sentence is (It introduces the topic of the letter). Review what the purpose of the second sentence is (It states the writer’s main idea). Elicit the purpose of the third sentence (It provides support for the main idea).

- Pair. Read the pair work instructions aloud. Ask the students to read the second letter silently. After they finish reading, they should decide which sentence gives the main idea and underline it. Then instruct them to compare answers with their partners.

- Read the letter aloud and ask which sentence expresses the main idea (It’s wrong to let young women think that they can be good mothers and successful scientists at the same time). Elicit the purpose of the other sentences in the letter (The first sentence introduces the topic; the last two sentences provide support for the main idea).

Expansion: Ask your students to write a letter to the editor about the interview with Dr. Goldman. Give the students time to reread the interview. Engage the students in a brief discussion of their opinions of the article. Encourage them to support their opinions. You may want to put an outline on the board (topic, main idea, support). Give the students a time limit for writing their letters or have them write their letters for homework. Ask the students to read their letters to the class or in small groups. Allow time for follow-up discussion of the students’ opinions.

WORKBOOK  Assign Workbook Lesson 2 for homework, or do in class.
Lesson 3

WARM UP

- Write the word *hero* on the board and elicit the meaning. Tell the students that in this lesson, they will discuss different kinds of heroes: those who are world leaders and those who are heroes in smaller ways.

- As a class, brainstorm the characteristics and actions that make someone a hero. Write the students’ responses on the board. Ask the class who some famous heroes are. Encourage the students to tell the class about heroes from their native countries. Ask if the students know any songs or poems about these national heroes.

PRESENTATION

*Nelson Mandela*

- **Set the stage.** Write *Nelson Mandela* on the board. Ask the students who Nelson Mandela is. Write the students’ responses on the board. Tell the students that this article is a biography of Nelson Mandela. Elicit the meaning of *biography* (true story of someone’s life).

- **Personalize the situation.** Ask the class if they (or someone they know) have ever been in a situation where they were treated differently because of their ethnic background, social status, or religion. Ask what they (or the other person) did or felt in that situation.

- **Focus on the reading task.** Remind the students that it is important to know the purpose of their reading. They may be reading to find specific details, to get the general idea of a passage, or for pleasure. Tell the students that after they read, you will ask them to make a timeline showing the most important events described in the passage. Demonstrate with a timeline of your own life that shows four or five major events. Elicit that this task requires reading for details. Instruct the students to mark the article wherever a date or time expression occurs. Play the cassette twice while the students read along.

- **Check the reading task.** Ask the students what dates are mentioned in the article. Write these dates on the board. Also ask what other time expressions are in the passage (*when he was 7, two years later, etc.*). Remind the students to use all of these dates and time expressions in their timelines. Before the students begin their timelines, clarify the meaning of any unfamiliar vocabulary.

- **Engage the students in pair work.** If possible, provide large sheets of paper and markers. Tell the students to work with a partner (or in groups of three or four, if you wish) to create a timeline of Nelson Mandela’s life. Each date or period of time should have a brief, three- or four-word description of the event that occurred at that time.

- **Circulate and monitor progress.** Post the timelines around the classroom. Ask the students to circulate and decide which group has the most informative timeline.
1 What did Nelson Mandela fight against?

- Draw the students’ attention to the example box. Point out that, in order to find out a specific piece of information, they must ask a question using the correct Wh-word. Ask the students what other questions they could ask in order to find out Mandela’s birthdate. (What was Mandela’s birthdate? On what date was Mandela born?)
- Instruct the students to write Wh-questions to ask about each piece of information in the chart.

Listening ➤ Speaking ➤ Reading ➤ Writing

Remind them that there may be more than one correct answer for each cue.

- Class. Go over the answers by asking individual students to pose their questions to the class. After the class has answered a question, elicit other ways to ask for the same information.

Answers
(Answers will vary.)

2 Nelson Mandela was a hero.

- Explain to the class that this activity will help them further understand the details of what they have read. Point out that when the students read each statement, they should refer to the biography. Remind the students that the context (the sentences before and after the given statement) will help them understand the statement.
- Demonstrate the process that the students should use to complete the activity. Ask a volunteer to read the first statement aloud. Instruct the class to find that statement in the biography. Read the first four sentences of the biography aloud. Elicit that the word there in the statement refers to at the missionary school. Ask the class whether sentence a or b is true, based on this section of the reading (b is correct). Students may point out that the biography does not explicitly say that Mandela’s first name was Rolihlahla, but explain to them that this inference is reasonable, and the other part of the statement is from the text.
- Pair. With a partner, the students complete the rest of the activity. Recap by asking volunteers to read each statement aloud, followed by the sentence with the same meaning. Ask the class to explain why particular answers are correct and others are not.

Answers
1. b
2. b
3. a
4. a

Additional Activity See Unit 3 Appendix.
3 Ordinary heroes live among us. 

- Remind the class that although many heroes are famous public figures, many other people are heroes in smaller ways. Tell the students that they will listen to a story about an everyday hero. Direct the class’s attention to the illustrations. Point out that the pictures are not in order. Ask the class what the story will be about and who the hero of the story will be. Elicit the word alligator and write it on the board.

- Write the following on the board: What is the boy’s first name? What is the girl’s first name? Tell the class that they will hear the story twice. First, they should listen for the children’s names and to get the general idea of the story. During the second listening, they should listen for details about the order of events in the story. Tell them that after the second listening they will work with a partner to number the pictures in the correct order.

- After the first listening, ask the class what the boy’s name is (Parker) and what the girl’s name is (Jerry). Write these names on the board. Play the cassette again, while the students listen for plot details.

- Pair. In pairs, the students number the pictures in the order in which the events occurred.

- Go over the answers by asking individual students to indicate which picture comes first, second, and so on. Play the cassette again to verify their answers. Finally, ask the class to retell the story, using the illustrations as prompts.

**Answers**

The pictures should be numbered 4, 5, 2, 3, 1, 6, 7.

- Class. Ask the students what they would do if they had been in a similar situation as a child. What would they do in that situation as adults?
5 Wrap Up

- Direct the students’ attention to the definition of a hero. Read the definition aloud. Ask which parts of the definition apply to Nelson Mandela and Parker Stratt.

- **Group.** Ask for volunteers to read the discussion questions aloud. Divide the class into groups of three or four. Remind the groups to assign group roles of Manager, Secretary, Reporter, and Time-keeper. Tell the students how much time they have to discuss the three questions. Tell the students that the Secretaries will take notes about the first two questions, and the Reporters will tell the class what the groups’ opinions are on these questions. Each person in the group should be prepared to tell the class his or her response to the third question.

- Recap by having the Reporters tell the class what their groups’ opinions were. Then ask volunteers to tell the class about their personal heroes.

**Expansion:** Ask the students to write a one- or two-paragraph essay in response to question 3, either in class or as homework.

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

---

**STRATEGIES FOR SUCCESS**

1. **Warm Up.** See Unit 1 for your introduction.

2. Introduce Exercise 1 by presenting a controversial current topic on which you are sure the students have a variety of opinions. Elicit several opinions about the topic from the class. If possible, try to solicit contrasting or differing opinions. List them on the board in a continuum. Review the words and statements they learned for expressing opinions and brainstorm a few more with the whole class. Write these on the board. Ask students to volunteer restatements of the opinions on the board using one of the expressions. Pairs can continue discussions on the topics listed here or pick their own. The point is to practice stating one’s opinion using the expressions from the unit.

3. For Exercise 2, remind the students that this is an extension of some of the writing they have already been doing in this unit. If necessary, provide a model of what an autobiographical sketch should look like. Refer students to the vocabulary list at the end of the unit. Review note-taking and paragraph formats as necessary.

4. For Exercise 3, remind the students that good language learners believe in themselves and need to recognize the things they do well. If many students can’t imagine what to write about in their journal, ask selected students to volunteer some ideas, and add your own. Tell them that successful learners know their own strengths (and weaknesses) well.
**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.
Draw the students’ attention to the summaries of the forms and skills they have learned in this unit. Remind them that they can use these summaries to review and practice what they learned.

Briefly model how to review using the Grammar Summary. Direct the students’ attention to the summary boxes for present perfect tag questions. Ask the students to write down the names of three of their classmates. Then ask them to write a present perfect tag question for each of the three classmates. Have the students circulate in a mixer, moving around the classroom, asking each other their questions. The students should answer using short forms (Yes, I have; No, I haven’t). Encourage the students to ask each other follow-up questions for additional information.

Direct the students’ attention to the review box of comparative adjectives and adverbs. Ask the students to write three statements about how they would like to improve themselves, using comparative adverbs. Circulate and assist with vocabulary and spelling, if necessary. Ask each student to read his or her goals aloud. Alternatively, ask the students to share their goals in groups of three or four, then ask the students to tell the class about each other’s goals.

Practice Wh- questions using past tense by having the students interview each other, either as a class or in small groups. Model by allowing the class to ask you Wh- questions about your past.

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 3, Exercise 2 (p. 38)

Our Hero!

- In this activity, the students prepare class presentations about important political or historical figures that they consider to be heroes.

- There are several ways to group the students for this activity. Either instruct the students to work in groups of three or four, or allow them to decide individually whether they want to work alone, with a partner, or in a small group. If the students work in groups, remind them that each group member must participate in the preparation of the presentation and must give part of the presentation.

- As a class, brainstorm a list of people that the students could research. These should be political or social heroes (as opposed to popular figures in music and cinema). Elicit various audio-visual aids that the students can use (magazine pictures, drawings, maps, charts, transparencies, timelines, or recordings of music). Discuss where the students can find information about their heroes (books, magazines, newspapers, encyclopedias, videos, or the Internet).

- Provide class time for the students to work on their presentations. If possible, provide materials such as craft paper, markers, and transparencies. Divide the project into stages: (1) planning (deciding the topic and assigning responsibilities), (2) out-of-class research, (3) preparation (organizing the information and creating visual or auditory aids), and (4) practice (rehearsing the presentation). As a class, briefly discuss what each stage entails. Do not provide overly detailed instructions, however, since one purpose of this project is to enable the groups to create and execute their own organizational plans.

- Instruct the students to ask follow-up questions after each presentation is given. After all the presentations have been given, engage the class in a discussion about which presentation techniques were particularly effective and why.
Lesson 1, pp. 20–22

Exercise 1

2. have you? No, I haven’t.  
3. hasn’t she? Yes, she has.  
4. has he? No, he hasn’t.  
5. have I? No, you haven’t.  
6. haven’t you? Yes, I have.  
7. hasn’t she? Yes, she has.  
8. have you? No, I haven’t.  
9. has he? No, he hasn’t.  
10. haven’t they? Yes, they have.

Exercise 2

Answers will vary.

Exercise 3

The following changes are possible:

4. used to make  
5. didn’t use to let (used to not let)  
6. used to stay  
7. used to have to  
8. used to have to

Exercise 4

2. Women used to stay home to take care of their children. Now they go to work.  
3. Women used to work at traditionally “feminine” jobs. Now they work in all professions.  
4. Americans used to have large families. Now they have small ones.  
5. Most families used to live in one place for a long time. Now they move more frequently.

Exercise 5

Answers will vary.
Exercise 1

Answers may vary. Possible answers:

2. professionally
3. early
4. clearly
5. carefully
6. thoroughly
7. enthusiastically

Exercise 2

Answers will vary.

Exercise 3

Answers will vary. Possible answers:

1. The students were speaking too loudly in the library. The librarian looked at them thoughtfully. Then she walked purposefully to their table. She smiled sweetly and asked them politely to speak more quietly. They responded respectfully and lowered their voices immediately.

2. The customer was yelling angrily at the waiter and was complaining loudly about his food. Other people in the restaurant looked at him curiously. The waiter listened patiently, then took the food away. He returned promptly with the correct food and served it quickly. The customer smiled happily and began to eat.

Exercise 4

Wording may vary.

1. The music of Ali Farka Touré is exciting and appealing to all ages.
2. He is a guitarist and composer from Mali, West Africa.
3. His music is similar to American blues but has its roots in the traditional music of Mali.
4. People of all ages and backgrounds came to the concert.
5. When the audience heard the music, they moved out onto the dance floor and began to dance.
Lesson 3, pp. 26–27

Exercise 1

Wording may vary.

1. When was Dr. Chien-Shiung Wu born?
2. Where did she go to college?
3. Why did she move to the United States?
4. What is she an expert on?
5. Why is she known as the “First Lady of Physics”?
6. What national organization was she elected to?
7. What award did she receive in 1975?
8. What did she receive from Princeton?

2. How old was she when she began to learn how to speak?
3. Where did she go to college?
4. What did she do for the rest of her life?

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.
UNIT 4
Overview

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

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

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

GRAMMAR
- Complex sentences with time clauses
- Cause and effect
- Direct speech
- Comparisons
## SKILL STANDARDS

<table>
<thead>
<tr>
<th>WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals</strong></td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
</tr>
<tr>
<td>Reading, writing, listening, and speaking</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
</tr>
<tr>
<td>Decision making</td>
</tr>
<tr>
<td>Problem solving</td>
</tr>
<tr>
<td>Knowing how to learn</td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
</tr>
<tr>
<td>Self-esteem</td>
</tr>
<tr>
<td>Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
</tr>
<tr>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>Acquires and evaluates information</td>
</tr>
<tr>
<td>Organizes and maintains information</td>
</tr>
<tr>
<td>Interprets and communicates information</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td>Participates as a member of a team</td>
</tr>
<tr>
<td>Exercises leadership</td>
</tr>
<tr>
<td>Negotiates</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>Applies technology to task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL COMPETENCIES / CASAS*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>0 Basic Communication</strong></td>
</tr>
<tr>
<td>0.1.2 Identify or use appropriate language for informational purposes</td>
</tr>
<tr>
<td>0.1.3 Identify or use appropriate language to influence or persuade</td>
</tr>
<tr>
<td>0.2.1 Respond appropriately to common personal information questions</td>
</tr>
<tr>
<td><strong>1 Consumer Economics</strong></td>
</tr>
<tr>
<td>1.5.3 Interpret bills</td>
</tr>
<tr>
<td>1.7.3 Interpret operating instructions, directions, or labels for consumer products</td>
</tr>
<tr>
<td><strong>2 Community Resources</strong></td>
</tr>
<tr>
<td>2.5.3 Locate medical and health facilities in the community</td>
</tr>
<tr>
<td><strong>3 Health</strong></td>
</tr>
<tr>
<td>3.1.1 Describe symptoms of illness, including identifying parts of the body; interpret doctor’s directions</td>
</tr>
<tr>
<td>3.1.2 Identify information necessary to make or keep medical appointments</td>
</tr>
<tr>
<td>3.1.3 Identify and utilize appropriate health care services and facilities, including interacting with providers</td>
</tr>
<tr>
<td>3.2.4 Ask for clarification about medical bills</td>
</tr>
<tr>
<td>3.3.2 Interpret medicine labels</td>
</tr>
<tr>
<td>3.4.1 Interpret product label directions and safety warnings</td>
</tr>
<tr>
<td>3.5.8 Identify practices that promote mental well-being</td>
</tr>
<tr>
<td>3.5.9 Identify practices that promote physical well-being</td>
</tr>
<tr>
<td><strong>7 Learning to Learn</strong></td>
</tr>
<tr>
<td>7.5.2 Identify or use strategies to develop a positive attitude and self-image and self-esteem</td>
</tr>
<tr>
<td>7.5.4 Identify sources of stress and resources for stress reduction</td>
</tr>
</tbody>
</table>

* See Introduction, page viii, for additional information on SCANS and CASAS.
Lesson 1

WARM UP

• Introduce health as the topic of this unit. Ask if any of your students have been sick lately. Inquire what the problem was and how they treated their illness. Did they just wait for the illness to go away? Did they take any kind of medicine? Did they go to a doctor?

• Make three columns on the board: Illness, Symptoms, and Treatment. Elicit the meaning of each of these terms. Elicit the names of common illnesses (cold, flu, sore throat) and write them in the Illness column. Divide the class into as many groups as you have illnesses.

Ask each group to list the symptoms and possible treatments for its illness. If they do not know the word for a particular symptom, tell them that they can get help from their classmates during the class discussion.

• Recap the groups’ results as a class and write them on the board. If a group needs help with the vocabulary of symptoms, ask them to act out or explain the symptom to the class. Provide the name of the symptom if the class cannot provide it. Elicit other symptoms and treatments for each illness.

PRESENTATION

Anatomy of an Illness

• Set the stage. Direct the students’ attention to the illustrations. Ask the class how Oscar looks (sick). Tell the class that they will listen to and read the journal entries that Oscar wrote when he was sick.

• Personalize the situation. Ask the students whether they have ever kept a personal journal. (If your students are writing journals for class, you may wish to distinguish between those journals and the students’ own personal journals.) Ask what kinds of things they write about in their journals.

• Focus on selected items. Ask the students to close their books or cover the presentation. As a review, act out and elicit the following symptoms: sneeze, cough, fever, chills, sore throat, earache, headache. Alternatively, take individual students aside, tell them the name of the symptom, and have them act it out for the class.

• Set the listening and reading task. Write the listening questions on the board: Why did Oscar decide to go to the doctor? What did the doctor discover? What treatment did he prescribe? Elicit the meaning of prescribe (what a doctor tells you to do to treat an illness). Play the cassette twice.

• Check the listening and reading task. Ask the students for their answers to the listening questions. Elicit or provide the definitions of blood test, bacterial infection, and antibiotic. Ask what might have happened to Oscar if he had not gone to the doctor.

• Engage the students in pair work. Read the discussion questions aloud. Point out that they will discuss what they do on a daily basis to stay healthy as well as what they do when they’re sick. Encourage the students to ask their partners for details about unfamiliar health practices or treatments.

• Circulate and monitor progress. Prompt the students to discuss a variety of health-related practices, including those that they currently use and those that they would like to begin using. Recap with a class discussion. Find out what new or interesting things the students learned about health.
EXERCISES

1 When I got home, I fell into bed.

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

2 Dr. Lei had a busy day yesterday.

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

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

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

• Ask for volunteers to read the example sentences aloud. Elicit the meaning of cause (the reason something happens) and effect (the result or consequence). Ask what word is used to indicate a cause (because). Point out that either the cause or effect can come first in the sentence without a change in meaning. Ask the class to describe the punctuation and capitalization pattern of each sentence. Emphasize that, in formal written English, a clause beginning with because cannot stand alone; it must be part of a sentence containing an independent clause. (Note: Spoken English allows for short answers that are actually dependent clauses.)

• Pair. With a partner, have the students reread Anatomy of an Illness and find each sentence that shows cause and effect. Instruct the students to write the sentences exactly as they appear in the reading, then circle the cause in each sentence.

• Ask four students to write the sentences on the board and circle the cause in each sentence. Ask the class to tell you what the sentences would be with the order of the clauses reversed.

4 Step on the scales, please.

• Point out that in spoken English, it is possible to give an answer that consists only of a clause beginning with because. Ask two volunteers to read the example question and answer. Elicit that both are in the simple past. As a class, practice pronouncing the question and answer. Focus on falling intonation in the Wh-question and on pronouncing both syllables of wanted.

• Pair. Read the instructions aloud. Circulate and assist with pronunciation as necessary.

• Go over the answers by having the students ask and answer questions using the cues in the activity.

5 Yesterday I wasn’t feeling very well.

• Orient the students to the format of the activity. Point out that this journal entry contains many of the words and structures they have used in this lesson, including before, after, when, and because. Give the students a few minutes to preread Oscar’s journal entry.

(continued on next page)
• Instruct the students to complete Oscar’s journal while they listen. Play the cassette twice.

• **Pair.** Ask the students to compare their answers with those of a partner. Remind them to check the tenses and spelling of the verbs.

• Ask several students to each read one sentence from the journal entry. If possible, use a transparency of the activity and fill in the answers as the students provide them. Replay the cassette and check the answers as a class.

### Answers

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

---

### 6 Word Bag: Talking about Health

• Tell the class that the expressions in this activity are common English expressions that we use to talk about health. Some of them are easy to understand, but others are idioms, and the meanings must be learned. Practice each dialog chorally. Then ask for volunteers to say them aloud. Assist with pronunciation and natural intonation if necessary.

• **Pair.** Read the first pair work instructions aloud. Point out that the illustrations will help the students understand the idioms and special expressions. Encourage the students to practice each dialog several times. They should look up from their books as much as possible, so that they learn to use these expressions naturally. Remind the students to talk with their partners about the meaning of each expression.

• Ask for volunteers to come to the front of the class to act out each dialog. The actors can use classroom furniture and body language to make their dialogs more realistic. They should not use their books. After each dialog, confirm the meaning of the idioms or expressions in the dialog.

• **Pair.** Read the second set of pair work instructions aloud. Model the task by reading the first line of the conversation aloud (When is this cold going to stop?). Ask the class which expression from the conversations can replace stop in this sentence (go away). Ask for a volunteer to read the sentence with go away instead of stop. (When is this cold going to go away?) Instruct the students to work with their partners and rewrite Oscar and Lynn’s conversation.

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

### Answers

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

• Read the final pair work instructions aloud. If possible, the students should close their books and use the expressions they remember while they interview each other. Circulate and listen for use of the expressions.

• Ask several volunteers to tell the class about their partners. Following each account, ask the class which idioms or expressions the speaker used.

---

WORKBOOK  Assign Workbook Lesson 1 for homework, or do in class.
Lesson 2

WARM UP

- Inquire whether any of your students has ever had a medical emergency or been to an emergency room. Encourage the students to give details of their experiences.

- Ask the students what they should do if they have a medical emergency. If your school has specific procedures that the students should follow, distribute a handout with this information. Ask the students what documents they should carry in case they have such an emergency (medication and allergy information, identification, insurance card, name and telephone number of a person to call in case of emergency).

- Ask your students what kind of medical problems are considered emergencies. For what kinds of problems should they go to a clinic or doctor instead of to an emergency room?

PRESENTATION

*He said, “It’s just indigestion.”*

- **Set the stage.** Instruct the students to cover the conversation. Direct their attention to the illustration and read the caption aloud.

- **Personalize the situation.** Ask your students if they like people to visit them when they’re sick, or if they prefer to be alone. Encourage them to give reasons for their opinions. Ask if there are cultural rules or expectations about visiting sick friends in the students’ countries.

- **Focus on selected items.** Write the following words on the board: indigestion, prescription, physician. Elicit the definitions and write them on the board (stomachache from eating incorrectly; a doctor’s order for medicine; another word for doctor).

- **Set the listening task.** Write the listening questions on the board: What was Gina’s illness? What was her symptom? Why did she go to the emergency room instead of to her regular doctor? Elicit and review the difference between illnesses and symptoms (illnesses cause symptoms). Ask the students to listen for the answers (indigestion; stomachache; because she was in a lot of pain) and take notes. Play the cassette twice.

- **Check the listening task.** Ask the students to compare their answers with those of a partner. Recap as a class. Make sure that the students have understood the difference between Gina’s illness and her symptom. Elicit the meaning of primary-care physician (a family doctor that you see regularly).

- **Engage the students in pair work.** Read the discussion question aloud. Clarify that the question refers to whether or not the students have such things as a medical insurance plan, a national health care plan, or a personal doctor.

- **Circulate and monitor progress.** If the students have difficulty answering the question, prompt by asking questions such as Where do you go if you are sick? Do you have a doctor you can call? Do you have to pay for your medical care, or do you have insurance? Ask several students to tell the class about their partners’ medical care.
**EXERCISES**

1. **The receptionist asked, “How can I help you?”**  
   - Tell the class that they will practice reporting what another person says. Point out that there are several different ways to do this. In this activity, the students will report by using the speaker’s own words. Explain that this is called reporting direct speech and is the oral equivalent of using quotation marks. Write this expression on the board. Make sure that the students understand that this is not indirect speech.
   - Direct the class’s attention to the example sentences. Read the first sentence aloud, making sure to pause at the comma. Tell the class that it is important to pause before repeating the speaker’s words. This helps the listener understand that these are the speaker’s exact words. Practice the first sentence with the class, focusing on pausing and intonation. Point out that the words *asked* and *said* are usually on a lower pitch, and the pitch jumps up when we repeat the speaker’s words. Ask individual students to repeat the sentence. Repeat with the second sentence. Elicit that we use *asked* when we report a question and *said* when we report a statement.
   - **Pair.** With a partner, the students take turns reporting what the characters in the illustrations said.
   - To review each answer, select two students to role play the parts of the two characters. Then ask the rest of the class to report what the characters said. Assist with pronunciation and intonation if necessary.

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

2. **The doctor said, “You’ll be fine. Don’t worry.”**
   - **Pair.** Read the instructions aloud. Elicit the meanings of *pharmacist* (druggist) and *receptionist*. In pairs, the students decide who made each statement and complete the sentences. Alternatively, instruct the students to complete the exercise on their own before comparing their answers with their partners’ answers. Remind the students to add the to *doctor*, *pharmacist*, and *receptionist*.
   - Recap the answers as a class. Remind the students to pause and use correct intonation as they read their answers. If you wish, ask for volunteers to write their answers on the board.

**Answers**

<table>
<thead>
<tr>
<th></th>
<th>2. Lynn</th>
<th>6. The pharmacist</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>The doctor</td>
<td>7. Lynn</td>
</tr>
<tr>
<td>4.</td>
<td>The receptionist</td>
<td>8. The receptionist</td>
</tr>
<tr>
<td>5.</td>
<td>The doctor</td>
<td>9. The doctor</td>
</tr>
</tbody>
</table>
3 Hear it. Say it.

- Write the following on the board: The receptionist asked, “How can I help you?” Read the sentence aloud, with a natural pause at the comma. Ask the class where they hear a pause in the sentence. Mark the pause with a slash mark (/). Explain that the pause divides the sentence into two thought groups (the receptionist asked and how can I help you).

- Write on the board the term thought groups. Point out that a thought group is made up of related words (a single clause or phrase). Explain that pauses between thought groups create a natural rhythm that helps listeners understand what someone says. Tell the students that we usually use falling intonation at the end of each thought group. As a class, practice saying the first sentence with correct pausing.

- Direct the students’ attention to the sentences in the activity. Tell the students to listen to the sentences and draw a slash between thought groups. Play the cassette twice while the students mark the thought groups.

4 My Visit to the Doctor

- Read the instructions aloud. Elicit the basic facts of Gina’s trip to the emergency room. Write the students’ responses on the board.

- Ask the students to preread the journal entry before they listen. Point out that prereading for the main idea of the passage will help them when they listen to the cassette. Elicit or provide definitions for any unfamiliar vocabulary.

- Reassure the students that you will play the cassette several times. If they wish, they can just listen the first time you play the cassette, and take notes during subsequent listenings.

- Pair. Ask the students to compare their answers with those of a partner.

- Go over the answers as a class. If possible, use a transparency of the activity. Discuss any variation in answers, and replay the cassette if necessary.

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

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

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

---

Answers

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

Expansion: Have the students read the journal aloud. (Each student should read one or two sentences.) Remind the students to pause between thought groups.
5 I have some questions about the bill.  

- Ask your students whether any of them have ever received a bill that they did not understand. Ask for specific information about what made it difficult to understand. Ask the students what they should do if they receive a bill that they do not understand (immediately call customer service or the billing department).

- Read the instructions aloud. Direct the class’s attention to Gina’s hospital bill. Elicit or provide the meanings of service dates, insurance covered (the amount the insurance company pays), and deductible (the amount the patient must pay before insurance coverage goes into effect). Ask what information they will need to listen for. Point out that Gina thinks there is an error on her bill. Instruct them to make notes about this error.

- Play the cassette two or three times while the students make notes about the error and the missing information.

- Check the answers as a class. If possible, make a transparency of the bill and fill in the information as the students provide it. Then ask the students what error Gina discovered on her bill. Ask how correcting that error will change the total amount due.

Answers

Billing date: November 9
Patient ID Number: 01236
Service date: October 24
Deductible: $15.00
Error: Gina did not receive Gastril from the doctor; she received a prescription that she had filled at a pharmacy. The total due will be reduced by $15.00, leaving a balance due of $15.00.

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

- **Ask the class how they decide which medicine to take when they’re sick.** Do they only take medicine that a doctor prescribes? Do they get advice from a pharmacist? From a friend? Do they buy medicines that they see advertised on television or in magazines?

- **Inquire whether your students read the warning labels on medicines.** Elicit what kind of information medicine warning labels provide. Write the students’ responses on the board.

PRESENTATION

**Guaranteed: Instant Relief**

- **Set the stage.** Draw the students’ attention to the illustration. Tell the students that all of these medications are in the medicine cabinet.

- **Personalize the situation.** Ask the students what kind of medications they have in their medicine cabinets. What illnesses or conditions are the medicines for? Write their responses on the board.

- **Focus on selected items.** Ask for volunteers to read the names of the medications on the bottom shelf in the illustration. Write the names of the medications as column headings on the board. Ask a volunteer to read the name and description (not the warning) of the first medication (Ezsleep). Ask the class when someone should take Ezsleep *(when they can’t sleep)*. Write the response in the appropriate column. Repeat with the other two medications on that shelf.

- **Set the reading task.** Write the following on the board: *Who should not take this medicine? What kind of problems can this medicine cause?* Divide the class into groups of three or four. Remind the groups to assign group roles. Instruct the groups to read the warnings for the medications and answer the questions for each medicine. Ask them to try to use their own words for medical terms such as *overdose*.

- **Check the reading task.** While the students complete the task, add two subheadings to each column on the board: *Don’t take this medicine if . . .* and *Side effects*. Ask three groups to tell the class about one of the medicines. Ask the other groups to provide additional information or clarification. Write their responses on the board under the appropriate subheadings. Elicit the meaning of *side effects* *(something unexpected that can happen if you take this medicine)*.

- **Engage the students in group work.** Read the group work instructions aloud. Direct the students’ attention to the illustrations and descriptions of the four people in the activity. Tell the groups to decide what each person’s problem is and which (if any) of the three medications the person should take. Remind them to consider the side effects. Also encourage them to make suggestions about other medications, treatment, or lifestyle changes that could help each person.

- **Circulate and monitor progress.** Assist with unfamiliar vocabulary as needed. Recap the group discussions as a class. Write the students’ responses on the board.
1 Exercise is as stimulating as a cup of coffee.  

- Read the instructions aloud. Ask for volunteers to read each sentence aloud. Elicit the meaning of each statement. Pay special attention to statements that contain the form is not as + adjective. For example, Sitting at home is not as helpful as going for a walk means Going for a walk is more helpful than sitting at home. Also focus on statements containing as + adjective + as. For example, Exercise is just as important as a healthy diet means that healthy diet and exercise are equally important.

- Ask the students to write yes or no next to each statement to indicate agreement or disagreement.

- Class. Ask a few students their opinions of each statement and why they feel as they do. Then take a vote to see how many students agree and how many disagree with each statement. Record the votes on a transparency of the activity or on the board. For those items for which the class is evenly split, you may want to elicit reasons for each opinion.
2 Health Insurance in the United States

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

Additional Activity See Unit 4 Appendix.

3 Online (Teacher’s Notes for each Online activity can be found on the Web page for that activity.)
Wrap Up

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

- **Group.** Divide the class into groups of three or four. Remind the students to assign group roles.

**Additional Activity** See Unit 4 Appendix.

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

---

**STRATEGIES FOR SUCCESS**

1. For Exercise 1, tell the students that a good strategy for developing fluency is to talk about events that are especially memorable because they are usually more meaningful to us. If learners talk about familiar events, they may not be as tempted to monitor little points of grammar and vocabulary. Tell the students that writing helps to reinforce certain words and phrases and grammar that have been introduced.

2. The students may need some guidance finding an appropriate TV show to use in Exercise 2. The important thing is for a small group of students to go somewhere and watch the show together, trying to understand just as much as possible. Depending on the level of your class, you may want to assign specific questions, for example: *Who were the main characters? What was the plot of the story?*

3. For Exercise 3, make sure that the students know what anxiety is and how people show it in a language class. Ask them if they think anxiety is ever good for them. Remind the students that too much anxiety often has a very bad effect on successful language learning. Anxiety can often be lessened if students eliminate its sources: low self-confidence, fear of criticism, the need to always be perfect, etc. If they need hints, tell them that being able to laugh at yourself, realizing that fears are natural, giving oneself compliments, and accepting mistakes as natural all help to lessen anxiety.
**Checkpoint** 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.
• Draw the students’ attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.

• Briefly model how to review using the Grammar Summary. Direct the students’ attention to the summary of complex sentences with time clauses. Ask the students to work with a partner and use these patterns to write five sentences about today’s class (When the teacher walked in, we stopped laughing). Ask the students to read their sentences aloud.

• Ask the students to write brief sentences about their classmates. Tell them that the rest of the class will add reasons to these sentences using because. Model by writing a sentence on the board and asking the class to complete it (Maya always brings coffee to class . . .). Encourage the students to be creative when writing their sentences. Ask each student to read a sentence. Then ask the class to complete the sentence. Remind them that the clause beginning with because can be at the beginning or end of the sentence.

• Other grammar points in the Grammar Summary can be practiced in a similar manner.

• Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.
Lesson 3, Exercise 2 (p. 53)

*Health Care Around the World*

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

Lesson 3, Exercise 4 (p. 54)

*I don’t feel very well.*

- Prepare index cards with short descriptions of various health problems (*asthma, a sore back, sunburn*). Distribute the cards to the students, instructing them not to show their cards to their classmates. Circulate and assist with meaning if necessary.
- Tell each student to explain his or her health problem to the class and ask for advice. Ask the class to make three types of suggestions: *Lifestyle Changes, Professional Medical Services, and Home Remedies*. Model the procedure for the class. (Note: If your class is very large, you can ask two students to share the same health problem and allow them to speak to the class together.)
Lesson 1, pp. 28–30

Exercise 1
Answers will vary.

Exercise 2

| 2. After | 4. when | 6. When |

Exercise 3

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

Exercise 4

| 1. e | 2. c | 3. d | 4. b | 5. a |
Lesson 2, pp. 31-33

Exercise 1
Answers will vary.

Exercise 2
Answers will vary. Possible responses:

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

Exercise 3

1. How do you spell your name?
2. What year were you born?
3. Do you have a bank account?
4. What is your driver’s license number?
5. Do you have a job?

Exercise 4

3. I’m traveling to Turkey next month.
4. Are you going to Turkey for business or pleasure?
5. For business.
6. I’m going to be teaching English for a private school in Turkey.
7. Yes, I am.
8. I’m from Turkey.
9. What city are you from?
10. I’m from Istanbul.
11. That’s where I’m going.
12. What can you tell me about Istanbul?”
Lesson 3, pp. 34–36

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

Exercise 2
Answers will vary.

Exercise 3
Answers will vary.

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

Exercise 5
Answers will vary.
UNIT 5

Overview

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

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

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

GRAMMAR
• Present perfect continuous: affirmative, interrogative, and negative
• Passive voice: affirmative and interrogative
• Sense or perception verbs + adjective
• Present continuous versus simple present
**SKILL STANDARDS**

<table>
<thead>
<tr>
<th>WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*</th>
<th>GENERAL COMPETENCIES / CASAS*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals</strong></td>
<td>0</td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
<td>0.1.2</td>
</tr>
<tr>
<td>Reading, writing, listening, and speaking</td>
<td>0.1.3</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
<td>0.2.1</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>2</td>
</tr>
<tr>
<td>Decision making</td>
<td>2.7.2</td>
</tr>
<tr>
<td>Problem solving</td>
<td>3</td>
</tr>
<tr>
<td>Knowing how to learn</td>
<td>3.5.8</td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
<td>7</td>
</tr>
<tr>
<td>Sociability—demonstrates understanding, friendliness, adaptability, empathy, and exhibits self-control</td>
<td>7.1.1</td>
</tr>
<tr>
<td>Self-management</td>
<td>7.1.2</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>7.1.3</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>7.1.4</td>
</tr>
<tr>
<td>Acquires and evaluates information</td>
<td>7.2.4</td>
</tr>
<tr>
<td>Organizes and maintains information</td>
<td>7.2.6</td>
</tr>
<tr>
<td>Interprets and communicates information</td>
<td>7.4.1</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>7.5.4</td>
</tr>
<tr>
<td>Participates as a member of a team</td>
<td>7.5.5</td>
</tr>
<tr>
<td>Works with diversity</td>
<td>7.5.6</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
</tr>
<tr>
<td>Time—allocates time and prepares and follows schedules</td>
<td></td>
</tr>
<tr>
<td><strong>Systems</strong></td>
<td></td>
</tr>
<tr>
<td>Understands systems—knows how social and organizational systems work and operates effectively with them</td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Applies technology to task</td>
<td></td>
</tr>
</tbody>
</table>

* See Introduction, page viii, for additional information on SCANS and CASAS.
UNIT 5

WARM UP

- If your school is in an English-speaking country, ask your students about differences in family relationships between the English-speaking country and the students’ own countries. Encourage them to discuss differences in roles, behavior, and expectations. Ask how traditional roles are changing in the students’ countries, and elicit opinions about those changes.

- If your class is a homogeneous class in a non–English-speaking country, ask your students to describe family structure in that country. Focus on roles, behavior, and expectations of family members. Ask your students to guess how families in the United States or Canada might be different from families in their countries.

PRESENTATION

Reverse Culture Shock

- **Set the stage.** Instruct the students to look at the pictures. Ask the class to describe the two pictures. Elicit the reason why Yon Mi returned to Korea (to get married).

- **Personalize the situation.** Elicit some of the specific cultural differences that your students have experienced when traveling or living in other countries or cities. Write the students’ responses on the board. Ask if any of your students have returned to their home countries after living in another country. How did they feel when they returned home? Ask them if they felt they had changed while they were away from home, and encourage them to give details.

- **Focus on selected items.** Ask the class what they know about Yon Mi (Korean, sensitive, returned to Korea to get married, feels a bit nervous about getting married). Ask the students to guess what kind of cultural differences Yon Mi might have experienced when she returned home. How might she have changed during her time in the United States?

- **Set the listening and reading task.** Inform the class that Yon Mi is writing about the differences in parent-child relationships in the United States and Korea. Ask the students to identify these differences as they read and listen to Yon Mi’s letter. Tell the class that you will play the cassette once as they read along and then give them time to read the letter again and make notes. Play the cassette once. Clarify vocabulary as necessary, then give the students time to reread the letter.

- **Check the listening and reading task.** Ask the class what cultural differences Yon Mi discusses in her letter. Write the responses on the board under the headings Korea and The United States.

- **Engage the students in pair work.** Read the discussion questions aloud. Ask the students to answer the questions with their partners. Encourage the students to use specific examples in their discussions, as Yon Mi did in her letter.

- **Circulate and monitor progress.** Prompt the students with questions related to specific areas of cultural difference, such as family relationships, public behavior, and behavior in school. Recap the discussion as a class. Write on the board the meaning of culture shock and reverse culture shock. Ask for volunteers to tell the class about times they have experienced these situations.
1 I’ve been trying hard to adjust.

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

- **Pair.** With a partner, the students compare the statements in the activity with Yon Mi’s letter.

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

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

**Answers**

Stated directly: 2, 4, 5

Can be inferred: 1, 3, 6

2 Everything is new and exciting.

- Read the introductions aloud. Give the students several minutes to read the descriptions of the stages of cultural adjustment. Clarify vocabulary as necessary. Ask the students to provide examples for each stage in the chart.

- Point out that everybody goes through all of these stages of adjusting to life in a new country. Also tell the students that each stage takes a different amount of time for each person. If you are teaching students from different countries, ask the students to raise their hands to indicate which stage they are in.

- **Pair.** Tell the class that they will hear five of the World Language Center students talk about their own adjustment to life in the United States. Explain that they will hear each character’s speech twice. The students should write the number of the stage each character is experiencing.

- Play each section of the cassette twice. Allow adequate time for the students to write down their responses.

- Recap by replaying the cassette, pausing after each character speaks. Ask the class which stage of adjustment the character is in. Elicit reasons for the students’ opinions. Write the answers on the board, along with the reasons for the class’s decisions.

**Answers**

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

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

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

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

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

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

Answers
(Other answers are possible.)
1. has been experiencing
2. has been living
3. have been making
4. has been dreaming
5. has been studying
6. has been feeling

4 Lynn has been calling her parents twice a week.

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

Additional Activity See Unit 5 Appendix.

Answers
(Answers may vary.)
2. Nelson has been listening to African music once in a while.
3. Sofia has been writing in her journal since she came to the United States.
4. Tony has been having lunch with his friends once a week.
5. Oscar has been playing soccer every now and then.
6. Gina has been shopping at the mall every day.
5 Word Bag: Expressing Positive and Negative Feelings

- Direct the students’ attention to the phrases in the activity. Practice the phrases as a class by talking about studying English: *Studying English really fascinates me.* Assist with pronunciation and stress. Elicit whether each phrase is positive or negative.
- Read the instructions and topics aloud. Give the students time to complete the task.

6 Hear it. Say it.

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

<table>
<thead>
<tr>
<th>Answers</th>
<th>A.</th>
<th>B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like this culture.</td>
<td>1. I’m very confused by this culture.</td>
<td></td>
</tr>
<tr>
<td>2. I dislike this culture.</td>
<td>2. I’m really not used to this culture.</td>
<td></td>
</tr>
<tr>
<td>3. I’m crazy about this culture.</td>
<td>3. I’m really not enjoying this culture.</td>
<td></td>
</tr>
<tr>
<td>4. I’m fascinated by this culture.</td>
<td>4. I may never get used to this culture.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. have been talking</td>
</tr>
<tr>
<td>3. has been wondering</td>
</tr>
<tr>
<td>4. have adjusted</td>
</tr>
<tr>
<td>5. have been planning</td>
</tr>
<tr>
<td>6. has been reading</td>
</tr>
<tr>
<td>7. hasn’t finished</td>
</tr>
<tr>
<td>8. has read</td>
</tr>
<tr>
<td>9. has been enjoying</td>
</tr>
<tr>
<td>10. Have; set</td>
</tr>
</tbody>
</table>

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

- Inquire whether the students have any relatives who have moved to other countries and opened businesses. Ask for details about the kind of businesses they opened and where the businesses are. Ask the class what would be challenging or difficult about opening a business in another country.

- Ask the students about businesses they are familiar with that are owned by people from other countries. What kinds of businesses are they? Are the customers mostly people from the same country as the business owner, or do the businesses serve the general community?

PRESENTATION

It was good to hear from Yon Mi, wasn’t it?

- **Set the stage.** Instruct the class to cover the conversation. Read the instructions aloud. Draw the students’ attention to the picture and ask them to identify the characters (Tony, Lynn, Sofia, Mr. Robinson, and Gina). Tell the students that they will hear Gina tell her friends about her cousins Vito and Ricky.

- **Personalize the situation.** Ask whether your students have ever been to New York. Elicit details about the city. Inquire whether those details make it a good or bad place to live. Ask what the students liked best and least about New York.

- **Focus on selected items.** Explain that Gina’s cousin Vito is from a quiet Italian town and is experiencing some culture shock. Ask the class to predict what problems he might be having adjusting to life in New York.

- **Set the listening task.** Write the listening questions on the board: What is Vito’s new job? Why is Vito experiencing culture shock? Ask the students to make notes as they listen to the conversation. Instruct them to keep the conversation covered while they listen. Play the cassette twice.

- **Check the listening task.** Ask the class for their answers and write them on the board. Ask the students to uncover the conversation and check their answers. Elicit additional information that can be added to the answers on the board.

- **Engage the students in class discussion.** Read the discussion question aloud. Ask whether any of your students have had problems that are similar to Vito’s. Ask what they did in those situations.

- Point out that Vito is having difficulty adapting to a new culture. Elicit other types of changes that people experience in their lives. Ask the students what kinds of changes are difficult for them. Elicit possible ways to make those changes less difficult. Write the students’ responses on the board.

- Ask the students about businesses they are familiar with that are owned by people from other countries. What kinds of businesses are they? Are the customers mostly people from the same country as the business owner, or do the businesses serve the general community?
1 What is this Italian dish called?

- Read the instructions aloud. Then read the example question aloud and practice the question chorally, focusing on clear pronunciation of the past participle called. Repeat with the example answer.

- Pair. With a partner, the students complete the sentences with the correct form of be and the past participle. Ask for volunteers to write their answers on the board. Go over the answers by asking the volunteers to read their answers aloud.

- Underline the be verb and past participles in the sentences on the board. Elicit or explain that this construction is called the passive voice. Write on the board:

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

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

- Write on the board:

  That drink is served in a glass (by the waiter).
  RECEIVER ACTION AGENT

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

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

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

**Answers**

1. is made  
2. is covered  
3. is filled  
4. is served  
5. is closed
2 Vito was invited to come to New York.

- Draw the students’ attention to the first illustration and the example sentence. Read the sentence aloud: Vito was invited to New York. Ask whether the sentence is active or passive (passive). Ask why it is unnecessary to say that Vito was invited by Ricky (because the sentence focuses on Vito, and we already know who invited him). Elicit that the sentence uses the past tense of be because the action occurred in the past.

- Pair. Read the instructions aloud. Explain that all of the sentences in the activity describe completed activities in the past. Remind the students to complete each sentence using the passive voice in the simple past. Point out that they will need to choose the singular or plural form of be to agree with the subject of the sentence.

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

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

3 Fabulous New Italian Restaurant Opens

- Tell the class that they will read a review of Ricky and Vito’s new restaurant. Ask them to read along while you read the review aloud. (Alternatively, you can ask the students to read the review silently to themselves.) Clarify unfamiliar vocabulary as necessary.

- Class. Read the first discussion question aloud. Elicit the exact phrases that the writer used to convey this message (excellent; a joy to my taste buds; I recommend it highly). Ask what information the writer included in the review (location, price range, hours and days open).

- Read the remaining discussion questions aloud. Give the students five minutes to write notes about their favorite restaurants. As a class or in small groups, have the students tell each other about the restaurants. Remind them to give reasons for their opinions and to ask each other follow-up questions.

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

Additional Activity See Unit 5 Appendix.
4 Young People in the United States  

• Ask the class how they think young people today feel about life. Are young people happy about their lives and the future, or do they worry about what the future holds?

• Tell the class that they will read and listen to an article about the views and opinions of young people in the United States. Write on the board: According to the article, how do young people feel about themselves? What examples does the writer give to support this statement? Play the cassette twice while the students read along.

5 Young people today are given many responsibilities.

• Read the instructions and statements aloud. Clarify meaning as needed. Instruct the students to make a check mark in the appropriate box if they feel the statement is true for the United States or for their own countries. Point out that a particular statement can apply to either their own country or the United States, both countries, or neither country.

• Pair. Ask the students to compare their answers with their partners’. Remind them to support their opinions with reasons and examples. Recap the activity as a class. Use a transparency of the chart, or draw it on the board. Ask the class to raise their hands if they feel the statements are true about the United States. Record the votes on the chart. Make additional columns on the chart for the various countries represented in your class. Ask the students whether the statements are true for their countries. Record their opinions on the chart.

Expansion: Ask the students to look at the information on the chart. Ask if they can draw any conclusions about the countries represented there. For example, are there similarities between countries in a particular part of the world or countries that share the same majority religious background?

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

- Divide the class into groups. Ask them to choose their group roles.

- Tell the students to imagine that they have been offered a new job that would require them to move to a place they have never heard of. Ask them to brainstorm questions that they would want to ask about the new location. Point out that the questions should be about living in the new area, not about the job itself. Give the groups five to seven minutes to complete their task.

- Ask each group to list their questions on the board. Look for similarities and differences between the lists. Ask the groups why they think their questions are important.

PRESENTATION

*The Quality of Life*

- **Set the stage.** Instruct the students to cover the article. Ask the students to look at and describe the scenes in the pictures. Write on the board the adjectives *urban* and *suburban*. Elicit the meanings from the class (*in the city; outside of the city*). Check for comprehension by asking which picture shows urban life and which shows suburban life.

- **Personalize the situation.** Ask the students whether their family homes are in a city, a suburb, or the country. Elicit the difference between *in a suburb* and *in the country* (*Suburb refers to the area surrounding but outside of a major city; the country refers to areas farther away from big cities*). Ask students whether suburbs exist in their countries. Count how many of your students come from each living environment. Record the tallies on the board.

- **Focus on selected items.** Tell the students that they will read and listen to an article that compares the benefits of suburban life and urban life. Ask the class what they think some of the benefits are of each way of life. Write their responses on the board.

- **Set the listening and reading task.** Write on the board: *In your opinion, which is a better place to raise children, a suburb or a city? Why?* Tell the students that you will play the cassette twice. Instruct them to read along as they listen. Tell them to make specific notes about both environments, and reassure them that you will give them several minutes to make their notes after the second listening. Following the second listening, clarify any unfamiliar vocabulary.

- **Check the listening and reading task.** After the students have completed their notes, ask them to raise their hands to indicate whether they think a suburb or a city is a better place to raise children. Ask proponents of both sides to explain the reasons for their opinions. Encourage them to refer to specific information in the article (*quiet streets, cultural opportunities, etc.*).

- **Engage the students in pair work.** Read the pair work instructions aloud. Tell the students to reread the article with their partners and make their lists in note form. Then they can discuss where they would prefer to live. Remind the students that they should support their opinions with information from the article and from their own experience.

- **Circulate and monitor progress.** Circulate and ask each pair where they would prefer to live. Encourage them to explain the reasons for their opinions. Recap with a brief class discussion.
1 Touch the water.

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

**Answers**

2. I don’t like it. It looks too bright.
3. I don’t like them. They sound too loud.
4. I don’t like it. It tastes too ripe.
5. I don’t like it. It feels too cold.
6. I don’t like them. They smell too sweet.
2 Ivan is tasting the food, but the food tastes terrible.  ► Reading  ► Writing

• Ask for volunteers to read the example sentences aloud. Explain that when we use verbs that describe information received through our senses, such as *taste* and *touch*, we use the simple present or *state* form of the verb. Direct the students’ attention to the examples of state verbs (*tastes, feels*).

• Point out that many state verbs also have an active form (*is tasting, is feeling*). (If you wish, briefly act out the difference between *I am tasting* and *it tastes.*) If the verb describes an action, any tense can be used. If the verb describes a sensory perception, it is stative, and continuous tenses cannot be used. Point out that some sensory verbs, such as *hear*, do not have an active form.

• **Pair.** In pairs, have the students complete the paragraphs. Point out that the descriptions occur *now*, so the students will need to choose between simple present and present continuous. Remind them to decide whether the verb describes a state or an action.

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

**Answers**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>looks</td>
</tr>
<tr>
<td>2.</td>
<td>isn’t starting</td>
</tr>
<tr>
<td>3.</td>
<td>is tasting</td>
</tr>
<tr>
<td>4.</td>
<td>tastes</td>
</tr>
<tr>
<td>5.</td>
<td>is walking</td>
</tr>
<tr>
<td>6.</td>
<td>smells</td>
</tr>
<tr>
<td>7.</td>
<td>is smelling</td>
</tr>
<tr>
<td>8.</td>
<td>is attending</td>
</tr>
</tbody>
</table>

3 The food tastes greasy.  ► Listening  ► Speaking  ► Reading  ► Writing

• Read the instructions aloud. Direct the students’ attention to the chart. Remind them to add two items of their own to the list, and then give their opinions about the items. Circulate and assist with vocabulary as necessary. If students are unsure about how to begin, tell them to choose the verb from the box first and then think of a reason that uses the verb.

• **Pair.** In pairs, have the students complete the paragraphs. Point out that the descriptions occur *now*, so the students will need to choose the list. Alternatively, this activity can be done as a mixer, with the students asking several different classmates their opinions.

• Recap the activity by asking the students what similarities and differences of opinion they discovered. Encourage them to explain the reasons for their opinions and the opinions of their partners. If the students forget their partners’ opinions, allow them to ask again during the class discussion.
4 Online  (Teacher’s Notes for each Online activity can be found on the Web page for that activity.)

5 Wrap Up

- Elicit the meaning of questionnaire (a set of questions that collect data or information). Tell the students that they will interview each other about their preferred living environments. Then they will combine their results as a class.

- Pair. Direct the class’s attention to the chart. Point out that each question requires two answers: city, country, or suburbs, and your country or another country. Elicit the questions that the students should ask: Where are you living now, in the city, country, or suburbs? Are you living in your own country or in another country? Copy the chart onto the board or use a transparency.

Model the activity by asking one or two students about their living environments and checking off the students’ responses on the chart.

- After the students have interviewed their partners, discuss the results as a class. For each item, ask the students to raise their hands to indicate their partner’s responses. Tally the responses on the chart.

- Ask the students to make statements about their class using the information in the chart. (Most people in our class would like to live in their own countries in the future. Everyone in our class is living in the city right now.)

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

STRATEGIES FOR SUCCESS

1. Tell the students that performing a survey of others’ opinions will: (a) give them an opportunity to use English with people other than their classmates; (b) give them some good practice in framing questions; and (c) help them in any future classes they have in academic English.

The survey needs to be very brief. All questions should be able to be posed and answered quickly (i.e., in less than two minutes). Suggest that the students write their questions down so they can remember everything they need to ask. The students should ask the questions orally, in English, and not simply show them to the interviewee.

2. If necessary, suggest where students might find people to poll. Rehearse with them how to introduce themselves: Hello. My name is ____, and I’m conducting a survey for my class. Would you please take just a minute or two to answer some questions for me?

For Exercise 2, show the students how they might compile the results with three columns (yes, no, and no opinion) for each question and how to total up the numbers. Model how the students might present their results by using such sentences as: I conducted a survey of people’s opinions on air pollution. I surveyed ten people and got the following results . . . .

3. In Exercise 3, the students will need to evaluate their success in attaining the goals they listed in Unit 1. Offer an example of a goal: I will learn twenty-five new vocabulary items every week. Provide a possible response: I was successful for the first two weeks. The last three weeks I only learned ten words each week. I must try harder, but perhaps I should try only fifteen words each week.

- Review some of the strategies the students have practiced so far. List them (from the lists that appear in the Strategies sections of the first five units) on the board, then ask the students to give brief examples for each. Ask which strategies have been successful for them.
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.
• Draw the students’ attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they have learned.

• Briefly model how to review using the Grammar Summary. Draw the students’ attention to the example statement for present perfect continuous. Ask the students to write three sentences each about themselves using the present perfect continuous. Ask the students to read their sentences aloud to the class or to a partner.

• Direct the students’ attention to the examples for passive voice. Ask the students to write three or four passive sentences describing something they saw recently, such as a building, a delicious-looking dish in a restaurant, or an interesting work of art. Ask the students to share their descriptions with a partner. Ask a few volunteers to read their partners’ sentences aloud.

• Other grammar points in the Grammar Summary can be practiced in a similar manner.

• Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.
Lesson 1, Exercise 4 (p. 59)

*If you want my advice...*

- In this activity, the students work together to create a newsletter to help new students deal with culture shock. (Note: If you are teaching in an EFL setting, adapt this activity so that it addresses the culture shock that may be experienced by visitors or immigrants to the students’ country.)

- As a class, brainstorm possible components for the newsletter such as a short description of culture shock, general advice for people with culture shock, an advice column with letters and specific advice, contact information for social groups, and mental health services.

- As a class, brainstorm the characteristics of the newsletter. If your language program has a newsletter, use it as a model, or bring in newsletters from other sources, such as clubs or social organizations. Discuss what the newsletter will look like, who the audience will be, and how the newsletter will be distributed to potential readers. (If your students are in a school with other international students, the newsletter can be distributed to the other classes. If you are in an EFL setting, find a visitor center or other organization that would be willing to offer the newsletter to English-speaking visitors and immigrants.)

- Ask the students to form groups based on the component they want to work on. If a group has too few or too many members, ask for volunteers to switch groups.

- Explain the process of writing the components of the newsletter. Discuss the format of each section, its length, and whether the students can add illustrations. You may wish to include a peer review process, where the groups exchange their work and give each other feedback for possible revisions.

- Decide whether you or the students will do the final assembly of the newsletter. As much as possible, involve the students in distributing the newsletter. This can include short presentations to other classes in your school.

Lesson 2, Exercise 3 (p. 63)

*It’s a great place to eat!*

- In this activity, the students work together to create a guide to their favorite local restaurants.

- Brainstorm the kinds of information that the guide should contain. It should include the names of the restaurants, the addresses, hours, types of food, quality of service, prices, and decor of the restaurants, along with overall reviews. Elicit ways your students can find out more detailed information, such as the history of a restaurant (*by visiting or telephoning the restaurant and speaking to the owner or employees*).

- For homework, ask each student to write a review about his or her favorite restaurant near your school. Allow the students to add illustrations to their reviews if they wish. Ask them to write their reviews on unlined paper, so that you can photocopy them. If the students wish, they can also design covers for the guide. Have the class vote for the cover they want to use.

- Photocopy the reviews and cover and assemble them into booklets for each student. (If you do not have the facilities for creating booklets, ask the students to present their reviews to the class.) After the students have read or listened to the reviews, have a class vote for the three most interesting restaurants.
Lesson 1, pp. 37–39

Exercise 1
Order may vary.

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

Exercise 2
Answers will vary. Possible answers:

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

Exercise 3
Answers will vary.

Exercise 4

<table>
<thead>
<tr>
<th>1. have (’ve) been taking</th>
<th>4. How long have you been studying</th>
<th>7. have (’ve) been corresponding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. have (’ve) been working</td>
<td>5. have (’ve) been learning</td>
<td>8. haven’t been able to</td>
</tr>
<tr>
<td>3. have (’ve) been reading</td>
<td>6. Have you had</td>
<td>9. have (’ve) been working</td>
</tr>
</tbody>
</table>
## Lesson 2, pp. 40–42

### Exercise 1

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>are being given</td>
</tr>
<tr>
<td>3.</td>
<td>have</td>
</tr>
<tr>
<td>4.</td>
<td>are aimed/are being aimed</td>
</tr>
<tr>
<td>5.</td>
<td>are thinking</td>
</tr>
<tr>
<td></td>
<td>are organized/are being organized</td>
</tr>
</tbody>
</table>

### Exercise 2

Wording will vary. Possible answers:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Loud music is not permitted.</td>
</tr>
<tr>
<td>3.</td>
<td>Dogs are not allowed without a leash.</td>
</tr>
<tr>
<td>4.</td>
<td>Food and drinks are not permitted.</td>
</tr>
</tbody>
</table>

### Exercise 3

Answers will vary. Possible responses:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>His clothes are washed and folded.</td>
</tr>
<tr>
<td>2.</td>
<td>Posters of cars are hung on the walls.</td>
</tr>
<tr>
<td>3.</td>
<td>The room is organized.</td>
</tr>
<tr>
<td>4.</td>
<td>The bed is not made.</td>
</tr>
<tr>
<td>5.</td>
<td>Her clothes are thrown on the floor.</td>
</tr>
<tr>
<td>6.</td>
<td>The walls are covered with posters of rock stars and wrestlers.</td>
</tr>
</tbody>
</table>

### Exercise 4

The following answers should be marked with a check:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>My books were stolen last night!</td>
</tr>
<tr>
<td>3.</td>
<td>Mr. Drew knows the answer.</td>
</tr>
<tr>
<td>4.</td>
<td>Cattle are raised in Texas.</td>
</tr>
<tr>
<td>5.</td>
<td>Nina loves chocolate.</td>
</tr>
<tr>
<td>6.</td>
<td>Parking is not allowed here.</td>
</tr>
</tbody>
</table>

### Exercise 5

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>are being given</td>
</tr>
<tr>
<td>2.</td>
<td>have</td>
</tr>
<tr>
<td>3.</td>
<td>are aimed/are being aimed</td>
</tr>
<tr>
<td>4.</td>
<td>are thinking</td>
</tr>
<tr>
<td>5.</td>
<td>are organized/are being organized</td>
</tr>
<tr>
<td>6.</td>
<td>know</td>
</tr>
<tr>
<td>7.</td>
<td>avoid/are avoiding</td>
</tr>
<tr>
<td>8.</td>
<td>are considered</td>
</tr>
<tr>
<td>9.</td>
<td>expect/are expecting</td>
</tr>
</tbody>
</table>
### Workbook Unit 5 Answer Key

**Lesson 3, pp. 43–45**

#### Exercise 1

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>a verb: taste</td>
<td>4.</td>
<td>e verb: sound</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>d verb: look</td>
<td>5.</td>
<td>c verb: smell</td>
<td></td>
</tr>
</tbody>
</table>

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

#### Exercise 2

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>g</td>
<td>3.</td>
<td>i</td>
<td>5.</td>
</tr>
<tr>
<td>2.</td>
<td>f</td>
<td>4.</td>
<td>h</td>
<td>6.</td>
</tr>
</tbody>
</table>

#### Exercise 3

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A: look</td>
<td>B: have</td>
<td>3.</td>
<td>A: feel</td>
</tr>
</tbody>
</table>

#### Exercise 4

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>beautiful</td>
<td>4.</td>
<td>superbly</td>
<td>7.</td>
</tr>
<tr>
<td>2.</td>
<td>delicious</td>
<td>5.</td>
<td>delightful</td>
<td>8.</td>
</tr>
<tr>
<td>3.</td>
<td>terrific</td>
<td>6.</td>
<td>badly</td>
<td>9.</td>
</tr>
</tbody>
</table>
UNIT 6

Overview

TOPICS
• Relationships and marriage
• Personal ads
• Emotions
• Matchmaking

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

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Basic Communication</td>
</tr>
<tr>
<td>0.1.2</td>
<td>Identify or use appropriate language for informational purposes</td>
</tr>
<tr>
<td>0.1.3</td>
<td>Identify or use appropriate language for informational purposes</td>
</tr>
<tr>
<td>0.2.1</td>
<td>Respond appropriately to common personal information questions</td>
</tr>
<tr>
<td>0.2.4</td>
<td>Converse about daily and leisure activities and personal interests</td>
</tr>
<tr>
<td>2</td>
<td>Community Resources</td>
</tr>
<tr>
<td>2.7.2</td>
<td>Interpret information about ethnic, cultural, and language groups</td>
</tr>
<tr>
<td>7</td>
<td>Learning to Learn</td>
</tr>
<tr>
<td>7.2.3</td>
<td>Make comparisons, including differentiating, sorting, and classifying items, information, or ideas</td>
</tr>
<tr>
<td>7.2.5</td>
<td>Evaluate a situation, statement, or process, including assembling information, providing evidence, making judgments, examining assumptions, and identifying contradictions</td>
</tr>
<tr>
<td>7.2.6</td>
<td>Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination</td>
</tr>
<tr>
<td>7.2.7</td>
<td>Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives</td>
</tr>
<tr>
<td>7.3.1</td>
<td>Identify a problem and its possible causes</td>
</tr>
<tr>
<td>7.4.3</td>
<td>Identify, utilize, or create devices or processes for remembering information</td>
</tr>
</tbody>
</table>

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

- 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.

- 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.

- 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.

- 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.

- 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.

- 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?*

**Answers**

<table>
<thead>
<tr>
<th>1. happy</th>
<th>3. anger</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. nervousness</td>
<td>4. tired</td>
</tr>
</tbody>
</table>

- Additional Activity *See Unit 6 Appendix.*
• 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. 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.

- **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.

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

- 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.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. United States</td>
</tr>
<tr>
<td>2. Iran</td>
</tr>
<tr>
<td>3. Iran</td>
</tr>
<tr>
<td>4. Iran</td>
</tr>
</tbody>
</table>

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

- 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.  

- 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.  

- 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.  

- 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.
Wedding customs are similar.  

- 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 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.

Word Bag: Falling In and Out of Love

- 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.
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.

• 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).
EXERCISES

1 We have many differences, but some similarities.  

- **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.

2 Your relationship will change over the years.  

- **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
4 Wrap Up

- 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).

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.

• 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.
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.
• 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.
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 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.
Lesson 1, pp. 46–48

Exercise 1


Exercise 2

Answers will vary.

Exercise 3

1. thinks is thinking  3. understands
2. is seeing sees  4. hates

Exercise 4

Paragraph 1: Change is understanding to understands.
Paragraph 2: Change is loving to loves. Change is liking to like.
Paragraph 3: Change is wanting to wants. Change is understanding to understands.
Paragraph 4: Change are valuing to value.
Paragraph 5: Change is enjoying to enjoys.

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
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.

Exercise 4

Answers will vary.
UNIT 7

Overview

TOPICS
- Part-time jobs related to future careers
- Job duties and responsibilities
- Work environment preferences
- Comparing wages
- Evaluating jobs

COMMUNICATION GOALS

Listening and Speaking
- Listening and expressing opinions
- Responding to difficult situations
- Listening for specific details and making inferences
- Giving advice

Reading and Writing
- Determining the meaning of words from context
- Responding to a classified ad
- Making inferences
- Interpreting a bar graph
- Reading for main ideas and supporting details
- Interpreting information on a pay stub
- Prioritizing a list
- Writing a classified ad

GRAMMAR
- Unreal conditions in the present and future
- Modals: be supposed to (questions and statements)
- Too, very, and enough
- Verb + gerund
### 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 a group
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
Negotiates

**Resources**
Time—allocates time and prepares and follows schedules
Human resources—assesses skills

**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**
1.1.3 Interpret maps and graphs

4 **Employment**
4.1.5 Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
4.1.6 Interpret general work-related vocabulary
4.1.7 Identify appropriate behavior and attitudes for getting a job
4.1.9 Identify procedures for career planning, including self-assessment
4.2.1 Interpret wages, wage deductions, benefits, and time-keeping forms
4.4.1 Identify appropriate behavior, attire, attitudes, social interaction, and other factors that affect job retention and advancement
4.7.3 Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, including contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals

6 **Computation**
6.4.2 Apply a percentage in a context not involving money
6.7.2 Interpret data given in a bar graph

7 **Learning to Learn**
7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches and also through creative imagination

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

- Elicit various ways that people find out about new jobs. Write the responses on the board.
- Ask the class how they found out about their jobs (or jobs that they have had in the past).

PRESENTATION

All in a Day’s Work

- **Set the stage.** Read the introduction aloud. Ask whether the students think it is reasonable for Sofia to expect her uncle to find her a job. Encourage the students to provide support for their opinions.

- **Personalize the situation.** Ask whether the students have ever worked with a relative or close friend. Was it a good work situation, or were there complications because of the personal relationship?

- **Focus on selected items.** Write the following job-related terms on the board and elicit their meanings: hire, recommend, apply, temporary, part-time, qualified, applicant, requirement.

- **Set the listening and reading task.** Write on the board: Do you think Sofia is serious about her job search? Why or why not? Point out that these questions require the students to come to a conclusion or make an inference about Sofia based on what she says about her job search. Remind them that they should support their opinions with specific information from Sofia’s conversation with her aunt. Play the cassette twice while the students read along.

- **Check the listening and reading task.** Ask the students what they think about Sofia’s job search. Encourage a variety of opinions. Prompt the students to refer to specific passages in the text. Ask the students whether they think Sofia is being fair to her uncle when she says, “Uncle Omar doesn’t seem to care.”

- **Engage the students in pair work.** Read the discussion questions aloud. Ask the students to compare their experiences and opinions with those of a partner. Remind them to provide reasons for their opinions.

- **Circulate and monitor progress.** As the students discuss the questions, circulate and prompt them to give specific examples as well as reasons for their opinions. Recap the discussion as a class.
1 If Sofia wanted to become an accountant, she’d go to business school.

• Read the instructions aloud. Ask for volunteers to read the sentences in the example box. Elicit that the contraction ’d represents would in the last three sentences. Read the names of the workplaces and clarify any unfamiliar vocabulary. Instruct the students to complete the sentences with the names of the appropriate workplaces. Ask for volunteers to read the completed sentences aloud.

Answers
2. d 5. a
3. e 6. f
4. b

• Write the second sentence from the activity (If Yumiko planned . . . ) on the board. Ask the class what time frame the sentence refers to (present). Ask the class what tense the verb in the if-clause is (past). Write on the board: hypothetical or unreal condition. Explain that when we describe an unreal condition in the present or future, the clause must begin with if and the verb shifts to the past tense. Draw the class’s attention to the example sentence that begins If I were you. Point out that in unreal conditional clauses with be, were must be used, no matter what the subject is.

Grammar Note: The verb were in the conditional clause is the past subjunctive of be. Your students may hear native speakers say If I was you, but they should be aware that this is nonstandard.

• Pair. If time is short, ask half the class to discuss situations 1–4 and the other half to discuss situations 5–8. Recap as a class discussion. If a student forgets to apply the tense shift, a hand gesture backwards over your shoulder is an effective nonverbal prompt and indicates that the verb must be “shifted back into the past.”

Expansion: Ask the students to write one hypothetical conditional sentence about each of the situations in the activity. Collect and check for correct use of the target structures. Alternatively, ask the students to write a paragraph about one of the situations. They should begin with one or more unreal conditional sentences and go on to describe the reasons for their hypothetical course of action.

2 If an angry customer yelled at me, I’d try to stay calm.

• Read the instructions aloud. Point out that these are hypothetical or unreal situations; the students will imagine what they would do in these situations.

• Read the first prompt (You’re not happy with some of the company’s policies), and ask a student to read the first example sentence as a response (If I weren’t happy with some of the company’s policies, I would talk to my supervisor about them). Repeat with the second prompt and example sentence. Summarize the concept of tense shift by writing the beginning of these prompts and the responses on the board (You’re not happy . . . ; If I weren’t happy . . . ; Your boss asks you to work . . . ; If my boss asked me to work . . . ). Remind the students to apply the tense shift whenever they form a hypothetical conditional clause.
3 Sofia is supposed to be at work at 8 o’clock.

- Read the title and instructions aloud. Elicit the meaning of the title (*She should be at work at 8 o’clock*). Use a transparency or write the list of duties on the board. Read the list aloud. Elicit or provide the meaning of any new vocabulary (*uniform, forms, file*). Tell the class that you will play the cassette several times. (You may need to play the cassette three or four times.) Suggest that the students just listen during the first playing.

- **Class.** First go over the answers as a class, marking the students’ responses on the transparency or on the board. If necessary, replay the cassette, pausing after each line of dialogue and confirming the information that the characters provide.

4 Sofia needs to pay attention to details.

- Read the instructions aloud. Point out that, in the previous activity, the students described Sofia’s duties, or the things she is supposed to do in her new job. In this activity, they will decide which skills or abilities are required for Sofia’s job. Remind the students to think about why the other skills are not necessary for Sofia’s job (although they might be helpful). Give the students a few minutes to complete the task.

- **Group.** Divide the class into groups of three or four. Remind the groups to assign the roles of Manager, Secretary, Reporter, and Time-keeper. Ask the students to compare their answers and reasons with those of the other group members. Ask the reporters to tell the class their groups’ opinions. Tally the results on the board or on a transparency.
5 Hear it. Say it.  

- Draw the students’ attention to the sentences in the activity. Elicit that all of these sentences express unreal conditions and results. Point out that sentences 5–8 are like the sentences in Exercises 1 and 2: they begin with the condition clause followed by a comma. Sentences 1–4 begin with the result clause and do not contain a comma. Point out that the students should pause between the two clauses, whether or not there is a comma. Ask the students to listen for this pause and for the contraction of would when you play the cassette.

- Instruct the students to just listen the first time you play the cassette. Then replay the cassette, pausing after each sentence to allow the class to repeat chorally.

- Pair. In pairs, have the students practice pronouncing the sentences. Remind them to help each other with pronunciation. They should focus on the pronunciation of the contraction and on the pause between the clauses. Recap by asking several volunteers to read each sentence aloud.

6 Word Bag: Expressing Highs and Lows  

- As a class, look at the illustrations and the first sentence in each caption. (He got fired. She closed the deal. The customer is angry. He lost his business.) Elicit or clarify the meaning of these expressions.

- If you wish, model the activity by discussing the first situation and idiom as a class.

- Pair. Draw the students’ attention to the idiomatic expressions accompanying the illustrations. Ask the students to work with their partners to guess the meaning of each idiom, based on the information given in the illustration and first sentence of the caption. Then instruct the pairs to discuss what each of the people in the activity should do. Finally, the students should tell their partners what they would do in these situations.

- Be sure to give the pairs adequate time to complete all parts of the activity. Circulate and help the students move through the three parts of the activity if necessary.

- As a class, discuss the meaning of the first idiom. Then ask the class what the person in that situation should do. Finally, ask the students what they would do in that situation. Discuss the remaining situations in the same manner.

- Pair. In pairs, have the students practice pronouncing the sentences. Remind them to help each other with pronunciation. They should focus on the pronunciation of the contraction and on the pause between the clauses. Recap by asking several volunteers to read each sentence aloud.

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

- Ask the students what they liked about the jobs they’ve had. Elicit specific details. Write their responses on the board. As a class, look at the responses and create general categories for these positive characteristics. Possible categories might include: salary, benefits, hours, working environment, and duties and responsibilities. Leave the list of general categories on the board for reference during the presentation activity.

- Ask the students which category is most important to them. Which aspect of a job do they want to know about first? Encourage them to give reasons for their answers. (For example, *Salary is the most important because I have a family to support. I want to learn more about the field, so the duties and responsibilities are the most important.*)

**PRESENTATION**

*Nine to Five*

- **Set the stage.** Draw the students’ attention to the employment advertisement for Clear Lake Park. Point out that the flyer provides many different types of information about the park and the job opportunities there.

- **Personalize the situation.** Write *amusement park* on the board and elicit the meaning. Ask whether any of your students have ever worked at an amusement park. Ask them what they enjoyed or didn’t enjoy about their jobs there. (If the students have never worked at an amusement park, ask them to imagine what it might be like.) The students should brainstorm the types of jobs that are available at an amusement park (*ride operator, cleaning crew, ticket sales, concession stands, dancers, selling souvenirs*).

- **Focus on selected items.** Write the following terms on the board: *competitive salary, bonus incentive, discount, merchandise.* Elicit or provide the meanings of the terms.

- **Set the reading task.** Refer to the list of categories that the students generated during the warm-up. Instruct the students to write these general categories in their notebooks and use them to make notes about the job at Clear Lake Park while reading the advertisement. Instruct the students to read the advertisement without stopping, then give them time to reread it and complete their task.

- **Check the reading task.** Go over the students’ answers orally, writing their responses in the relevant categories on the board. Alternatively, ask for volunteers to write their information on the board.

- **Engage the students in pair work.** Read the discussion questions aloud. With a partner, the students decide whether they would like to work at the park. Encourage them to refer to specific information in the ad to support their opinions. They can also discuss which specific jobs they would or wouldn’t want.

- **Circulate and monitor progress.** As the students discuss employment at Clear Lake Park, circulate and prompt with questions about various aspects of working at the park. Recap the discussion as a class, grouping the students’ responses according to whether they would or would not like to work at the park.
1 Jacques can’t stand doing office work.  Listening  Reading  Writing

- Read the title aloud. Elicit the meaning of can’t stand (really dislikes). Read the instructions. Ask the class to look at the pictures and describe how Jacques looks in an office and how he looks outdoors with children.

- Read the instructions aloud. Also read the sentences in the activity aloud, pausing where there is a blank. Suggest to the students that they just listen the first time you play the cassette. During the second listening, they can make notes if they wish. Play the cassette twice, then give the students time to complete the sentences.

- Ask for volunteers to write their answers on the board. Go over the answers as a class, checking for spelling of the gerund forms, especially writing. Explain that when a verb ends in -e, the -e is dropped before adding -ing.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Answers may vary.)</td>
</tr>
<tr>
<td>1. being</td>
</tr>
<tr>
<td>2. writing</td>
</tr>
<tr>
<td>3. keeping</td>
</tr>
<tr>
<td>4. being</td>
</tr>
<tr>
<td>5. working</td>
</tr>
<tr>
<td>6. applying</td>
</tr>
</tbody>
</table>

2 Do you like working with numbers?  Speaking  Writing

- Direct the students’ attention to the -ing verb forms in Exercise 1. Elicit or provide the term gerund and write it on the board. Explain to the class that when the -ing form of a verb is used as a subject or object (as in Exercise 1), it is called a gerund and acts like a noun. Draw the students’ attention to the example boxes. Point out that some verbs, like don’t mind, enjoy, and recommend, can only be followed by gerunds or regular nouns (chocolate, sports). Other verbs, like can’t stand, hate, like, prefer, and love, can be followed either by a gerund, an infinitive, or a noun. In this activity, the students will practice using gerunds with these verbs.

- Read the instructions aloud. Ask for volunteers to read each example sentence. After each sentence is read, ask the class whether it indicates that the student likes or dislikes that activity.

- Ask the students to list four job-related activities that they like doing and four that they do not. Remind them to use gerunds. Encourage them to use all the expressions in the example boxes.

- Class. Ask the students to tell the class one or two things they like or dislike doing on the job. If time allows, ask the students to explain their reasons for these likes or dislikes.
3 What type of activities do you prefer doing?  [Speaking] [Reading]

- Explain that the exercise describes six types of workers. Point out that each type of worker has different personality characteristics and prefers a different work environment. Draw the class’s attention to the illustrations and the first word of each caption.

- Read the instructions aloud. Elicit the meaning of vocational (job-related). Read the captions aloud or ask the students to read them silently. Clarify any unfamiliar vocabulary. Ask the students to rank each description as it relates to their own styles of work. Clarify the term rank: point out that the students should mark the description that most relates to their style number 1, another description 2, and so on. Give the students several minutes to complete the task.

- Group. Read the group work instructions aloud. Remind the students that they should focus their discussion on the kind of personality-based work environments described in the activity, not on specific jobs like teacher, carpenter, or musician. (They can, however, refer to specific jobs as examples of a particular type of work environment.) Divide the class into groups of three or four. Remind the students to assign group roles. Set a time limit for the discussion. Recap with a class discussion.
4 The ideal candidate will enjoy helping guests.

- Read the instructions aloud. Instruct the students to turn to Exercise 1 on page 88. Remind them that they heard Jacques talking about what he likes and dislikes doing in a job. Review by having volunteers read the statements about Jacques aloud.

- Pair. Direct the class’s attention to the employment ads. Read the ads aloud. Clarify any unfamiliar vocabulary. Ask the students to discuss the ads with their partners and decide which job would be best for Jacques and why. Remind the students to decide which jobs they would consider applying for and why.

5 Tell me about yourself.

- Read the instructions aloud. Explain that Jacques is being interviewed by Margaret Henry, who works for Clear Lake Park. During the interview, Jacques tells her about himself, including what he likes and dislikes doing in a job. Read the items in the Applicant Interest Profile aloud. Instruct the students to listen for Jacques’ likes and dislikes and mark them on the form. Emphasize that some of his likes and dislikes are not stated directly but can be inferred from what he says. Also have the students mark the items that Jacques does not mention during the interview and that cannot be inferred.

- Play the cassette two or three times, as the students complete the chart. Recap the answers as a class. Either use a transparency of the chart or make three columns on the board (Likes, Doesn’t Like, Doesn’t Mention) and list the relevant items under each heading. If necessary, replay the cassette to verify the answers.

**Answers**

**Likes:** working outdoors, working with children, hiking, camping, teaching tennis, supervising and teaching swimming, meeting people.

**Dislikes:** working indoors, writing reports, keeping records.

**Doesn’t mention:** working with adults, working with animals, participating in employee activities.

---

**WORKBOOK** Assign Workbook Lesson 2 for homework, or do in class.
Lesson 3

WARM UP

- Ask the students about different educational programs in their countries: Do people sometimes go to special vocational schools, or do they all get the same general education?
- Ask the students what kinds of jobs are available for people who do not finish high school or secondary school. Also ask about jobs for people who do finish high school but do not go on to college or university. Note the responses on the board. Inquire whether the students know of any people who did not finish high school but who went on to be financially successful.

PRESENTATION

The Moneymakers

- Set the stage. Draw the students’ attention to the article and accompanying bar graph. Read the title aloud. Elicit the meaning of skilled and unskilled workers (people with and without specific job skills).
- Personalize the situation. Ask the students what kind of jobs unskilled workers can get in their countries. Inquire whether companies offer training programs for workers without job skills. If companies require workers to have skills or experience before they are hired, how do people get the necessary experience?
- Focus on selected items. Draw the students’ attention to the bar graph. Write the term bar graph on the board. Explain that this is a visual way to compare information. Read the captions to the students and ask them to identify which bar refers to which group of people. Elicit the meaning of high school dropouts (people who do not finish high school).
- Set the listening and reading task. Tell the class that they will first listen to the article to get the main ideas. Then they will reread the article to confirm the main ideas and identify the specific details.
- Ask the students to first listen for main ideas in the article as you play the cassette once. Reread the article as a class, clarifying unfamiliar vocabulary (White-collar workers are educated workers who do nonmanual labor). Next ask the students to underline the main idea in each paragraph. Then ask them to make brief notes about the specific details that support these main ideas. Give the students at least ten minutes to complete the task. If you wish, you can allow them to work with a partner.
- Check the listening and reading task. Go over the answers as a class. Make notes on the board in outline form. Remind the students that notes about details and support do not need to be complete sentences.
- Engage the students in group work. Read the discussion question aloud. Divide the class into groups of three or four and instruct the students to assign group work roles. Give the students seven to ten minutes for their discussions. Encourage them to support their opinions with specific examples from the article and from their own knowledge. Recap the discussion as a class.

Additional Activity See Unit 7 Appendix.
1 Are you talking about net pay or gross?

- Read the title aloud. Elicit the meaning of gross (the amount of money you earn before deductions) and net pay (the actual amount that you get to “take home”). Point out that in the United States, there are many taxes and deductions that are taken out of a paycheck. Individual companies may also have additional amounts that they take out. Tell the students that it’s important to be able to read your pay stub and to understand the taxes and deductions that are taken out of your check.

Pronunciation Note: During this activity, assist with pronunciation of numbers and dollar amounts as needed.

- Instruct the class to look at Sofia’s pay stub. Ask them to identify the period of time that is covered by the check (11/1/00–11/30/00). Ask how many hours she worked during this time (94) and how much she earned ($1,128.00). Ask the class to calculate Sofia’s hourly wage ($12.00 an hour).

- Ask the class what holiday pay and sick leave are (amounts that an employee can earn by working on holidays or taking paid sick days). Point out that not all companies provide paid holidays, paid sick leave, or dental maintenance, so it is important to know whether your job provides these benefits.

- Group. Read the discussion questions aloud. Divide the class into groups of three or four. Ask the students to discuss what they know about the four taxes that were withheld from Sofia’s paycheck.

- Recap the discussion as a class. Ask the students’ opinions about the taxes Sofia pays: Are these taxes necessary? Is she paying too much?

2 There’s too much work.

Grammar Note: The students will undoubtedly be familiar with the meaning of very. The focus of this activity is on the meaning of too: excessively or to an undesirable degree.

- Draw the students’ attention to the example box. Remind the students that there is an important difference in meaning between very and too. Ask for volunteers to read the first two sentences aloud. Write the third sentence on the board and underline too sick to work. Elicit the meaning (I am very, very sick, and, as a result, I cannot work). Reinforce that too is a much stronger word than very.

- Point out that too, when used in this manner, is always followed by an adjective or adverb. Explain that we can add an infinitive to indicate an effect (to work, in the example). Write the pattern too + adjective/adverb + infinitive on the board. Elicit or provide additional examples. (I’m too tired to study. This book is too difficult to read. This food is too hot to eat.)

- Ask a volunteer to read the fourth example sentence aloud. Elicit the meaning (I’m sick, but I can still work).

- Pair. Read the instructions aloud. In pairs, have the students complete the letter using too or very. Check as a class, using a transparency of the letter if possible.

Answers

1. very 5. too
2. very 6. very
3. too 7. very
4. too
3 Take charge of your career.

- Read the instructions aloud. Elicit the meaning of potential employee (possible future employee). Remind the students that they discussed the kind of work environments they prefer in Lesson 2, Exercise 3. Point out that it is also important to decide what specific benefits they most want to look for in a job.
- Ask for volunteers to read the items in the chart aloud. Clarify meaning as necessary. Give the students several minutes to mark their priorities on the chart. Recap this stage of the activity with a brief class discussion. Encourage the students to give reasons for their priorities.
- Read the second set of instructions aloud. Ask the students to evaluate the two jobs according to their own priorities and to write sentences expressing their evaluations. Tell them how many sentences you would like them to write. Remind the students to use too and very. When the students have finished writing, discuss the two jobs as a class. Encourage the use of too and very during the discussion.
- Group. Read the discussion question aloud. Explain that the students will need to compare their priorities with those of their group mates. Remind them to support their opinions. Divide the class into groups and remind the students to assign group roles. Give the students ten to fifteen minutes for their discussions.
- Ask the reporter from each group to tell the class their group’s three most important considerations. After each reporter has finished, invite the other members of that group to contribute additional information if they wish. Keep track of each group’s responses on the board and compare the results after all the groups have reported.
5 Wrap Up

- Read the instructions aloud. Elicit the kinds of information that can be included in an employment ad. Write the students’ responses on the board. As a class, look at the ad from Lesson 2 and describe the different formats that employment ads can take (a flyer or a newspaper ad). Ask the students how these two kinds of ads are different. (A flyer can contain more information and may use complete sentences. A classified newspaper ad is shorter and may use incomplete sentences or abbreviations.)

- Pair. The students work with a partner to prepare a classified newspaper ad for the assistant-manager position. If you wish, you can ask the students to write their ads on transparencies, which they can show to the class. Otherwise, have the students write their ads on the board or read their ads aloud. Discuss ways that the ads could be improved. As a class, vote for the ad that makes the job sound most interesting.

**STRATEGIES FOR SUCCESS**

1. For Exercise 1, tell the students that role-play with a partner has helped many language learners to practice language so that, when they encounter real situations, they are better prepared.

   You may need to help the students to find an appropriate newspaper and demonstrate one or two possible exchanges in an interview.

2. For Exercise 2, the students should look back at Lesson 2, Exercises 3 and 4. They will now write about what they discussed in those exercises.

3. For Exercise 3, remind the students that watching interesting programs or movies in English gives them listening practice.

   You might want to help them to select a movie or program and facilitate groups of students getting together to watch it.

**WORKBOOK** Assign Workbook Lesson 3 for homework, or do in class.
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.
• 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. On the board, make a list of the countries your students come from. Tell the students that they should imagine they are going to go to a new school in one of these countries. Instruct them to write three questions about what they are supposed to do or how they are supposed to behave at that school. (Am I supposed to wear a suit to class?)

• Have the students talk to a classmate from that country in order to find out the information. If your class is small, you can do this as a whole-class activity. If you have a large class, ask the students to circulate in a mixer and find a classmate from the relevant country to answer their questions. Ask the students to tell the class what they have learned.

• Direct the students’ attention to the summary of verbs that are followed by gerunds. Ask the students to use these verbs to write three sentences describing what they like or dislike about school (I don’t mind studying, but I hate taking tests). Ask the students to share their responses with the class or in small 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.
Lesson 3, Presentation (p. 91)

*How much education do you need?*

- In this activity, the students conduct research on the amount of education or experience required for various jobs, then report their findings to the class.

- Tell the students that they need to find a source of employment listings. Brainstorm possible places they could find this information: newspapers, the Internet, employment agencies, bulletin boards, or campus employment centers. Explain that the students will look at a group of listings from one of these sources and determine what level of education or experience is required for each job.

- Make a transparency of several ads containing information about required education. As a class, find the information about education in each ad. Discuss education-related abbreviations that the students are likely to encounter as they read their ads.

- Point out that some of the possible sources, such as newspapers, will have hundreds of job listings. In these cases, the students should limit the scope of their research. One way to do this is to focus on a specific type of job listing such as teacher or sales clerk. (As an alternative, you can provide each work group with a different selection of ads that you have previously chosen for them to use in the activity.)

- Divide the class into groups of three to five students. Ask the students to analyze their ads and determine the level of education or experience required for each job. Instruct them to organize their data, prepare a bar graph or other visual aid, and report their findings to the class. Point out that they will need to decide as a group how they want to organize their information. Encourage the groups to focus on presenting one or two main points and supporting them with specific data.

- If possible, offer the students a choice of media to use for their visual aids: posters, transparencies, or photocopied handouts. As a class, discuss the advantages and disadvantages of these media. (*Handouts can be distracting and noisy, but people can take them home for future reference; transparencies rely on a machine that might not be available or might break down, but they can be very colorful and effective.*)

- If possible, provide class time for the students to work on their projects. One way to do this is to devote a small portion of each class to the project over the course of several days. Tell the students when their presentations are due. If you have a large class, you may want to spread out the presentations, doing a few each day.

- Review techniques for effective oral presentations. These can include proper use of note-cards, eye contact, body language, and speaking clearly and loudly. Encourage the students to practice their presentations before the day they give them to the class. Remind the students that each person in the group must speak during the presentation.
Lesson 1, pp. 55–57

Exercise 1
2. They’re supposed to buy baby furniture.
3. They’re supposed to learn about raising a child.
4. She’s supposed to see the doctor every week.
5. She’s supposed to eat healthy food.
6. They’re supposed to buy baby clothes.

Exercise 2
2. accepted
3. wanted
4. allowed
5. were

Exercise 3
Answers will vary.

Exercise 4
2. If Yoko didn’t want to spend time with her children, she would accept the promotion.
3. If Yoko accepted the promotion, she would make more money.
4. If Yoshie didn’t have some extra money in the bank, she couldn’t afford to consider different options.
5. If there weren’t so many choices, life wouldn’t be exciting.

Exercise 5
Answers will vary.
Lesson 2, pp. 58–60

Exercise 1

1. working [or to work]
   working
2. designing [or to design]
   managing [or to manage]
   communicating
   planning/organizing
3. supervising
   scheduling
   training
4. hiring
   working
   taking

Exercise 2

Answers will vary.

Exercise 3

Answers will vary.

Exercise 4

**Paragraph 1:** Change *to work* to *working*. Change *perfectly* to *perfect*.

**Paragraph 2:** Change *be to being* (or *to be*). Change *to travel* to *traveling*. Change *am thinking* to *think*. Change *to do doing* (or *to do*). Change *follow to following* (or *to follow*). Change *to have to having*. 
### Lesson 3, pp. 61–63

#### Exercise 1

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. too</td>
<td>6. very</td>
<td>9. very</td>
</tr>
<tr>
<td>4. very</td>
<td>7. very</td>
<td></td>
</tr>
<tr>
<td>5. too</td>
<td>8. too/very</td>
<td></td>
</tr>
</tbody>
</table>

#### Exercise 2

Answers will vary.

#### Exercise 3

Answers will vary. Possible answers:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. he doesn’t have time to talk with his friends.</td>
<td>3. she didn’t get a good grade on her paper.</td>
<td>4. he’s falling asleep in class.</td>
</tr>
</tbody>
</table>

#### Exercise 4

Answers will vary.

#### Exercise 5

Answers will vary.
UNIT 8

Overview

TOPICS
- The road test for a driver’s license
- Traffic safety
- Traffic signs
- Accident prevention
- Transportation expenses

GRAMMAR
- Had better
- Gerund as subject
- Gerund after preposition
- Questions with How
- It is + adjective + infinitive

COMMUNICATION GOALS

Listening and Speaking
- Listening for details
- Giving advice
- Describing a personal experience
- Listening and role-playing a similar situation

Reading and Writing
- Interpreting driving regulations
- Identifying traffic signs
- Filling in information on a form
- Reading and making conclusions
- Interpreting information from a bar graph
- Reading and inferring the main idea
<table>
<thead>
<tr>
<th>WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals</strong></td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
</tr>
<tr>
<td>Reading, writing, listening, and speaking</td>
</tr>
<tr>
<td>Arithmetic and mathematics</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
</tr>
<tr>
<td>Decision making</td>
</tr>
<tr>
<td>Problem solving</td>
</tr>
<tr>
<td>Seeing things in the mind’s eye</td>
</tr>
<tr>
<td>Knowing how to learn</td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
</tr>
<tr>
<td>Responsibility</td>
</tr>
<tr>
<td>Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings</td>
</tr>
<tr>
<td>Self-management</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
</tr>
<tr>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>Acquires and evaluates information</td>
</tr>
<tr>
<td>Organizes and maintains information</td>
</tr>
<tr>
<td>Interprets and communicates information</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td>Participates as a member of a team</td>
</tr>
<tr>
<td>Exercises leadership</td>
</tr>
<tr>
<td>Negotiates</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Time—allocates time and prepares and follows schedules</td>
</tr>
<tr>
<td>Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>Applies technology to task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL COMPETENCIES / CASAS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 Basic Communication</td>
</tr>
<tr>
<td>0.1.2 Identify or use appropriate language for informational purposes</td>
</tr>
<tr>
<td>0.1.3 Identify or use appropriate language to influence or persuade</td>
</tr>
<tr>
<td>0.2.2 Complete a personal information form</td>
</tr>
<tr>
<td>1 Consumer Economics</td>
</tr>
<tr>
<td>1.1.3 Interpret maps and graphs</td>
</tr>
<tr>
<td>1.9.1 Interpret highway and traffic signs</td>
</tr>
<tr>
<td>1.9.2 Identify driving regulations and procedures to obtain a driver’s license</td>
</tr>
<tr>
<td>1.9.7 Recognize what to do in case of automobile emergencies</td>
</tr>
<tr>
<td>5 Government and Law</td>
</tr>
<tr>
<td>5.3.5 Interpret information about traffic tickets</td>
</tr>
<tr>
<td>6 Computation</td>
</tr>
<tr>
<td>6.0.3 Identify information needed to solve a given problem</td>
</tr>
<tr>
<td>6.0.4 Determine appropriate operation to apply to a given problem</td>
</tr>
<tr>
<td>6.1.1 Add whole numbers</td>
</tr>
<tr>
<td>6.1.2 Subtract whole numbers</td>
</tr>
<tr>
<td>6.1.5 Perform multiple operations using whole numbers</td>
</tr>
<tr>
<td>6.6.6 Calculate with units of time</td>
</tr>
<tr>
<td>6.6.7 Solve measurement problems in stipulated situations</td>
</tr>
<tr>
<td>6.7.2 Interpret data given in a bar graph</td>
</tr>
<tr>
<td>6.8.1 Interpret statistical information used in news reports and articles</td>
</tr>
<tr>
<td>7 Learning to Learn</td>
</tr>
<tr>
<td>7.1.1 Identify and prioritize personal, educational, and workplace goals</td>
</tr>
<tr>
<td>7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals</td>
</tr>
</tbody>
</table>

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

- Ask your students whether they have a driver’s license. Do any of them have licenses in more than one country? Ask the students what people must do to get a driver’s license in the students’ countries. Note the responses on the board.

- Remind the students that different countries have different driving regulations and laws and that it is important to know the laws of the country in which you’re driving. Ask your students what some of these differences might be. Write their responses on the board. (If you are teaching in the United States, point out that driving laws also vary from state to state.)

**PRESENTATION**

*Pablo Takes the Road Test*

- **Set the stage.** Direct the class’s attention to the illustration. Elicit the meaning of the presentation title (*Pablo is taking a driving-skills test to get his driver’s license*). Ask the class to describe what Pablo is doing in the illustration and whether it looks like Pablo will pass his driving test.

- **Personalize the situation.** Elicit from those students who have a license what they did in order to prepare for the driving test. Prompt them to describe how they practiced or studied for the test. Ask what they had to do during the test, how they felt, and whether they passed the test the first time.

- **Focus on selected items.** Write the following terms on the board and elicit their meanings: *parking lot, rear-view mirror, emergency brake, seat belt, lane, signal, illegal.*

- **Set the listening and reading task.** Write on the board: *What mistakes did Pablo make during his test?* Instruct the students to read along while they listen to the conversation between Pablo and the officer. (Note: If your class is having an easy time with the listening, instruct the students to cover the conversation while they listen.)

- **Check the listening and reading task.** Ask the students for their answers to the listening comprehension question. Encourage them to use the past tense to describe Pablo’s actions. (*He didn’t fasten his seat belt. He didn’t signal before he changed lanes. He passed a school bus when its lights were flashing.*)

- **Engage the students in pair work.** Read the discussion questions aloud. In pairs, have the students discuss Pablo’s driving test. Remind them to support their opinions.

- **Circulate and monitor progress.** As you circulate, encourage the students to refer to specific information in the dialog to support their opinions. Recap the discussions as a class. Elicit what Pablo should do to prepare for taking the test a second time.

**Lesson 1**
1 You should slow down before an intersection.

- Read the instructions aloud. Ask for volunteers to read the excuses in the left column. Elicit the meaning of license plate versus driver’s license.
- Instruct the students to match the excuses with the appropriate responses. Ask the students to compare their answers with those of a partner. Recap the answers as a class by having pairs of students role play each situation between an officer and a driver. Following each role-play, ask the students to explain the problem in their own words. Ask the class whether they think these excuses can help someone avoid getting a ticket.

Answers
1. e 4. a
2. f 5. c
3. b 6. d

Expansion: For homework, ask your students to look for other kinds of traffic signs in the area. Ask them to draw the signs and bring their drawings to class. Have volunteers draw the signs on the board and ask their classmates to guess the meanings. Assist with explanations as necessary.

Additional Activity See Unit 8 Appendix.

2 Observe the traffic signs.

- Group. Read the instructions aloud. Point out that both of the signs in each pair mean the same thing. In small groups, have the students discuss the traffic signs and their meanings. If signs in the students’ own countries are different, they should draw them on a piece of paper.
- Ask the class to explain the meaning of each pair of traffic signs. As you discuss each pair, ask for volunteers to draw their own countries’ signs on the board.
- Pair. Ask the students to work in pairs to match the traffic signs with the appropriate traffic regulations. Review the answers as a class.

Answers
1. e 4. d
2. b 5. a
3. c 6. f
3 You’d better park somewhere else.

- Ask for volunteers to read the example statements aloud. Ask what the contraction you’d better stands for (you had better). Elicit the meaning of had better (You really should do this; if you don’t, something bad will happen). Emphasize that this phrase expresses strong advice with a potential negative consequence. Elicit or explain that had better is followed by the affirmative or negative simple (base) form of the verb.

- **Pair.** Read the instructions aloud. Ask the students to work in pairs to write advice statements about each pair of signs in Exercise 2. Remind them that they can use affirmative or negative verbs after had better. After they have finished, ask them to practice saying their advice statements to their partners.

- Ask for volunteers to write their advice statements on the board and then read them aloud. As each answer is given, elicit other ways to give the same advice. Encourage the students to restate their advice by changing affirmative statements to negative statements and vice versa.

- Ask whether any of your students have ever received a ticket for disobeying one of the traffic regulations. Ask the students to explain what they should do if they get a ticket. Make the students aware of the options that are available for people who get tickets. (In some areas, the ticket can be contested in court or a person can attend traffic school in order to avoid paying the ticket.)

**Expansion:** Ask the students to work in groups and write five pieces of advice for people driving in the country where your school is located. Remind the students to assign group roles (Manager, Secretary, Reporter, and Time-keeper). Recap by asking each group to write its advice on the board or read it aloud.
4 Getting a driver’s license.  
• Read the instructions aloud. Ask for volunteers to read the information in the chart aloud. Elicit the meaning of any unfamiliar terms. Check for comprehension by asking the students to explain each of the requirement categories. If the students are unsure of the license requirements in their countries, allow them to confer with classmates from the same country.
• While the students are completing the activity, copy the chart onto the board. Make a column for each of the countries your students come from. Ask for volunteers to complete the chart on the board with information about their countries.
• As a class, compare the license requirements of different countries. Ask the students which country has the strictest requirements and which has the most lenient. Ask the students which set or combinations of requirements they think is best.

Expansion: Write the following questions on the board: Do you think driver’s license requirements should be stricter for younger drivers? For drivers over a certain age (for example, 70 years of age)? How should they be different? Ask the students to share their opinions in small groups. (It is not necessary to assign group roles.) Recap with a class discussion.

5 Hear it. Say it.  
• Explain that there are many words in English that are both verbs and nouns. Ask the students to identify the words that are the same in each pair of sentences (permit, progress, present, records). Do not correct pronunciation at this point. Elicit the part of speech for the key word in a few sentences.
• Explain that with many two-syllable words, the stress changes depending on whether the word is used as a noun or a verb. Read the instructions aloud. Tell the students to mark the stressed syllable in each of the target words as they listen. Play the cassette two or three times as necessary.
• Recap by playing the cassette again, pausing after each sentence. Ask the class which syllable is stressed. Confirm the part of speech of the key word in the sentences. Write the first pair of sentences on the board. Ask the students what relationship they see between stress and part of speech in these words (When the word is a noun, the first syllable is stressed; when the word is a verb, the second syllable is stressed). Elicit that this pattern applies to each pair in the exercise.

<table>
<thead>
<tr>
<th>Answers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. permit (noun)</td>
<td>5. present (noun)</td>
</tr>
<tr>
<td>2. permit (verb)</td>
<td>6. present (verb)</td>
</tr>
<tr>
<td>3. progress (noun)</td>
<td>7. records (noun)</td>
</tr>
<tr>
<td>4. progress (verb)</td>
<td>8. records (verb)</td>
</tr>
</tbody>
</table>

• Pair. In pairs, have the students practice saying the sentences. Remind them to help each other use correct stress with the target words. Recap by asking several students to read each pair of sentences.
6 Driving carefully can prevent accidents. ▶ Listening ▶ Reading ▶ Writing

- Write on the board: Stopping completely is required by this sign. Ask the class to identify the verb in the sentence (is). Underline and label the verb. Then elicit the complete subject of the sentence (stopping completely). Underline and label the subject.

- Point to the word stopping. Elicit or provide the name of the form (gerund) and write it on the board. Point out that we can form a noun by adding -ing to a verb. This noun can then be used as a subject or an object. Ask the class whether the verb in the sentence is singular or plural (singular). Point out that gerunds are almost always used as non-count nouns and therefore take singular verbs.

- Ask the students to turn back to Exercise 2. Ask the students to identify the complete subject in each sentence. Then ask them to identify the gerund that is the head noun (the main noun around which the sentence is constructed) for each subject. (For example, in the first sentence, driving in the rain is the complete subject; driving is the gerund.)

- Read the instructions for Exercise 6 aloud. Ask for volunteers to read the pairs of verbs and gerunds aloud.

- Ask the students to skim the passage before they listen to the officer’s presentation. Explain that skimming, or reading quickly, is a good way to prepare for listening or for more careful reading.

- Play the cassette two or three times as the students fill in the gerunds that they hear. Check the answers by reading the passage aloud and letting the class supply the correct gerund. Alternatively, let volunteers read the passage aloud, including the gerunds they used to complete the sentences. Write the responses on the board.

**Answers**

1. Driving
2. Driving
3. changing
4. keeping
5. Being
6. sitting
7. talking
8. Listening
9. Putting on
10. talking
11. obeying

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

- Ask the students: What documents must drivers carry with them in your country? Do drivers need to carry a driver’s license? Proof of insurance? Any other documents? Write the answers on the board.
- Ask the class what documents drivers must carry with them in the country in which you are teaching. Are drivers required to have auto insurance in your area? Write the responses on the board. If the students’ answers are incorrect, inform them of the laws and regulations that exist in your area. (You can obtain this information from your local department of motor vehicles or police department.)

PRESENTATION

Fender Bender

- Set the stage. Ask the students to cover the conversation and look at the illustration. Ask them to describe the situation and how they think the characters feel. Direct the class’s attention to the title. Elicit the meaning of the expression fender bender (a minor traffic accident).
- Personalize the situation. Ask the class whether they have seen a fender bender recently. How did the two drivers react? Were the police called to the scene of the accident?
- Focus on selected items. Ask the class to guess what the police officer will say to Ivan. Ask them to predict what documents she will ask him for. Write their responses on the board.
- Set the listening and reading task. Write on the board: Why did the accident happen? Why did Ivan get a ticket? Ask the students to read along as they listen to the conversation. (If you wish, tell the students to keep the conversation covered while they listen.) Play the cassette once or twice.
- Check the listening and reading task. Ask the students to compare their answers with those of a partner. Then go over the answers as a class. Write the responses on the board. Ask what advice the class would give Ivan about driving. (You’d better be more careful. You shouldn’t drive so close to other cars. You had better carry your insurance information with you.) Encourage the students to use the key phrase had better.
- Engage the students in pair work. Read the discussion questions aloud. Encourage the students to refer to specific things Ivan says in order to decide how he is feeling. Remind the students to tell their partners what they did and felt after their own accident, as well as what happened to cause the accident.
- Circulate and monitor progress. If neither student in a pair has ever had a car accident, instruct them to tell each other about a ticket or other traffic problem they might have had. Recap as a class, asking for volunteers to tell the class about their experiences. If your class is reticent to share their own information, you may wish to tell about one of your own experiences.

Expansion: Divide the class into groups of three to prepare a role-play. If you have one or two additional students, assign them the roles of the man’s two daughters. Ask the students to re-enact Ivan’s accident without referring to their books. Point out that they do not have to remember the exact dialog. Encourage them to use their own words and to develop the scene further if they wish. Ask the groups to perform for the class.
1 How long do I have to wait for a tow truck?  

- Tell the class that, following his accident, Ivan decides to call his insurance company, the Interstate Auto Club. Read the instructions aloud. Elicit the meaning of dispatcher.
- Direct the class’s attention to the chart. Ask what specific information the class will need to listen for. Clarify any unfamiliar vocabulary.
- Play the cassette two or three times while the students listen and take notes. Ask the students to repeat the information that Ivan gave the dispatcher. Write their responses on the board.

Answers
Auto Club ID Number: 9968842; Location of accident: Santa Monica Blvd; Description of car: light blue; License Plate Number: 132-ZEB; Estimated tow truck arrival time: two hours.

- Pair. Read the instructions aloud. Check for comprehension by asking the class to restate the instructions. Remind the students that they are creating a role-play of a roadside emergency, but not specifically re-enacting Ivan’s conversation with the dispatcher.
- After the students have practiced their role-plays, ask each pair to perform. If possible, use telephones as props.

2 There are problems with owning a car.

- Direct the students’ attention to the example box. Ask the class to identify the part of speech of the words in bold type (preposition and gerund). Explain that there are many cases where gerunds, and not infinitives, must follow prepositions.
- Write on the board: How did Ivan cause an accident? Elicit the answer (by driving too close to another car) and write it on the board. Explain that the pattern by + gerund is often used to explain how something is done. Check for comprehension by asking the students how they can avoid traffic accidents (by obeying the traffic laws, by being careful drivers).
- Write on the board: What did Ivan apologize for? Elicit the answer (hitting the other vehicle) and write it on the board. Underline apologize for. Explain that some verbs require a preposition when they are followed by an object. Point out that these verb + preposition combinations must be learned when the students learn the verbs. Explain that the preposition must be followed by a noun. Since a gerund acts like a noun, it can come after the preposition. Check for comprehension by asking the students what they have apologized for recently. Encourage them to answer in complete sentences (I apologized for being late to class).
- Read the exercise instructions aloud. Ask the students to complete the sentences with appropriate gerund phrases. Recap by asking for volunteers to write their answers on the board and read them aloud.

Answers
missing a payment selling his car
taking the bus buying a bicycle

- Group. Read the discussion questions aloud. Divide the class into groups of three or four. Remind the students to assign group roles. Set a time limit for the discussion. Ask each group to share its answers with the class.
3 Transportation is expensive.

- Read the instructions aloud. Ask for volunteers to read each question and answer aloud. Instruct the students to answer the comprehension questions. Specify whether you want the students to work individually or with partners.
- Review the answers as a class. Write the students’ responses on the board.

4 How far do you travel to school?

- **Pair.** Read the instructions aloud. Ask for volunteers to read the example questions aloud. Assist with pronunciation and grammatical accuracy as necessary. Practice the questions as a class.
- Check for comprehension by asking one or two students each question. As the students answer, write the **Wh-** phrase on the board along with their answers (How far? Two miles; How much? Three dollars).
- Ask the students to interview each other about their commuting habits. Remind them to answer the general discussion questions that follow.
- Recap by asking the students to report their partners’ information. Note the responses on the board, grouping them according to topic (how far the students have to travel, how long it takes, etc.). As a class, brainstorm ways to save time and/or money commuting. Write the students’ ideas on the board. Ask the students whether they would be willing to try some of the suggestions.
5 Word Bag: Apologies and Regrets

- Direct the students’ attention to the example box. Elicit the meaning of expressing regret (saying you’re sorry). Point out that there are many expressions in English that express regret and this exercise practices three of them. Write I feel bad about . . . on the board, and ask the students how Ivan would complete the sentence. (I feel bad about hitting your car. I feel bad about the accident.) Write their responses on the board. Point out that the prepositions in these expressions can be followed either by a noun or a gerund.

- Explain that intonation is very important when using these expressions of apology or regret. If a speaker does not use appropriate intonation, he or she will not seem to be telling the truth.

- Demonstrate by saying one of the phrases sincerely. Then repeat the phrase in an insincere manner. As a class, practice the expressions for expressing regret and accepting apologies. Focus on sentence stress and intonation.

- Pair. Read the instructions aloud. Remind the students that they should use all of the expressions in the example box. While the students write their conversations, circulate and help with form and vocabulary as necessary. Help the students to use appropriate intonation with the expressions.

- Have the students perform the conversations for the class. Ask the class whether Lynn and the man sounded sincere.

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

6 Avoid trouble on the road by staying calm.

- Direct the students’ attention to the article and accompanying graphic. Elicit the term bar graph. Write the following reading comprehension questions on the board: What is “road rage”? What does the bar graph show?

- Ask the students to read the article silently. (After they have had a chance to read the article individually, you may want to read it aloud to the class.) Ask for the students’ responses to the comprehension questions. Encourage them to use their own words when answering. Check for understanding of the bar graph by asking the students how many incidents of road rage occurred in various years.

- Class. Ask the class why they think road rage occurs. Inquire whether any of your students have experienced road rage. Were they angry, or was it another driver who was angry? What happened? How could the situation have been handled better?
Lesson 3

**WARM UP**

- Collect several examples of different types of graphs (pie charts, bar graphs, etc.). You can find these in news magazines or newspapers, or you can create your own. Make enough photocopies of the graphs for each pair of students. As an alternative, use a transparency of the graphs or draw them on the board.

- In pairs, have the students compare the different types of graphs. Instruct them to decide which type is easiest to understand, which seems to be most accurate, and which is the most visually appealing. Recap the discussion as a class. Suggest that students look for other styles of graphs in newspapers and magazines and bring in any interesting examples they find.

**PRESENTATION**

*Teen Driving and Safety on the Road*

- **Set the stage.** Ask the class to cover the article. Read the presentation and article titles aloud. Elicit reasons why teenage drivers may be different from others. Ask whether the class thinks teenagers are unsafe drivers.

- **Personalize the situation.** Ask the students if they were ever unsafe drivers as teenagers. If so, what were some of the things they did? How are their driving habits different now?

- **Focus on selected items.** Ask the class what type of graph is in this article (*a bar graph*). Ask what information is represented by the graph (*For each year from 1991 through 1997: the total number of teenage motor vehicle deaths, the number of males killed, and the number of females killed*). Ask whether a bar graph communicates this information well, or whether another type of graph might be more effective.

- **Set the reading task.** Write on the board: **What is the main idea of the article? What is the main idea of each paragraph?** Instruct the students to state each main idea in a complete sentence. Explain that although the main ideas of the paragraphs are not stated directly, they can be inferred based on the content of the paragraphs. If you wish, play the cassette while the students read along.

- **Check the reading task.** Ask the students for their responses to the reading comprehension questions. Write their responses on the board. (Main idea of the article: *In every motorized country, teenage driving represents a major hazard.* Main ideas of the paragraphs: *Teenage drivers are not well prepared for driving. Teenage drivers are often distracted.* ) Ask what specific details the writer gives to support these main ideas (*licenses at an early age, not much driver training; talking and laughing with friends, playing loud music*). Make brief notes of the details on the board.

- **Engage the students in group work.** Read the discussion question aloud. Divide the class into groups of three or four. Remind them to assign group roles. Allow about ten minutes for the discussions.

- **Circulate and monitor progress.** Remind the students that this is a brainstorming session and that they should work as quickly as possible. Recap by having each group write its suggestions on the board. If this is not practical, each group can report to the class orally.
1 5,697 teenagers died in car crashes in 1997.  

• **Pair.** In pairs, have the students answer the questions by interpreting the information provided in the bar graph on page 106. Give the students five to seven minutes to complete the task, then check as a class.

**Answers**

1. Not significantly. It has remained between 5,000 and 6,000 per year.
2. males
3. 1992
4. no

2 It’s exciting to drive over 70 miles an hour.  

• **Pair.** Read the instructions aloud. Elicit the meaning of a one-in-five chance (out of five accidents, one will be the fault of someone between 17 and 20 years of age). Point out that these dialogs contain slang and informal speech. Read the dialogs aloud. Practice as a class, focusing on natural intonation. Elicit the meaning of any unfamiliar words.

• Ask the students to practice the short dialogs in pairs. Have four pairs perform the dialogs.

• Point out that three of the dialogs contain a similar grammatical pattern. Ask the students to find this structure. Elicit or point out that the first lines of conversations 1, 2, and 4 use the pattern it's + adjective + infinitive. Explain that this is a common way to express an opinion or feeling about something. Check for comprehension by asking the students what they think is exciting, dangerous, or fantastic. (It’s exciting to ride a roller-coaster. It’s dangerous to get angry at other drivers.) If necessary, remind them to use the target pattern. Write their responses on the board.

• **Pair.** Read the instructions aloud. Elicit one or two pieces of advice that a parent might give the young person in each of the situations. Encourage the students to be creative as they design role-plays based on the situations portrayed in the activity. After the students have developed and practiced their role-plays, have them perform for the class.
4 Wrap Up

- **Pair.** Read the instructions aloud. Ask for volunteers to read each idea aloud. Clarify meaning if necessary. Have the students, in pairs, compare their opinions about the ideas. Remind the students to support their opinions. Point out that each pair must choose the two most important ideas and be ready to explain their decisions.

- **Copy the list of ideas onto the board or a transparency. As the pairs of students report their opinions, tally their results and determine the class’s majority opinion.**

**Expansion:** Provide large sheets of paper and markers to the students. Ask each pair to make a poster for one of the ideas that they decided was most important, and then give a short presentation explaining their poster.

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

---

1. **For Exercise 1,** tell the students that good language learners will find and read authentic material in English and that newspapers and magazines often provide interesting, entertaining items.

   Make sure that the students continue the practice of asking each other for clarification when needed and of giving signals of understanding.

2. **This journal activity in Exercise 2** suggests an opportunity to practice writing about something that has potential intrinsic interest for the student.

   Remind the students to compare their ideal car to some other (perhaps less desirable) car so that they will use the comparative form of adjectives.

3. **Before doing Exercise 3,** tell students that, at this point, there are only two units left in this course book, and any remaining goals for learning need to be itemized now. Good learners do a lot of planning and goal-setting.

   You may want to prompt the students by suggesting some specific goals, such as: *I will work extra hard on pronouncing the ___ sound in English. I will speak up in class more often. I will read an extra ___ pages in English outside of class.*
**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.
• 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 example box for had better. Ask the students to work with a partner to write three pieces of strong advice about how to succeed as a language learner. (If you prefer, you may choose a different topic.) Ask several students to write their suggestions on the board.

• Next, ask the students if there is a way to restate any of the advice using a gerund as the subject. (For example, You’d better not fall asleep in class can be restated as Falling asleep in class is a bad thing to do.) Write several of the restatements on the board.

• 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 1, Exercise 2 (p. 98)

Traffic Sign Concentration

• In this activity, the students review the meanings of traffic signs while developing their visual and memory skills. The focus of this activity should be on signs used in the country in which you are teaching.

• Use index cards to create a set of “concentration” cards. The set should consist of pairs of cards: one card in each pair should have an illustration of a traffic sign and the other should have a short explanation of the sign (stop; railroad crossing; maximum speed 65 mph). You can find illustrations of common traffic signs in a driver’s manual or handbook, usually available from your local motor vehicle department. (If you are unable to obtain a driver’s handbook, copy the signs from the textbook.) There should be between twelve and fifteen pairs of cards in the set.

• Shuffle the cards and place them on a table or tape them to the board, face down. Divide the class into two teams. The teams take turns choosing two cards. Make sure that each person on a team has a chance to take a turn, but allow the team members to advise the person who is taking a turn. If the cards contain a matching sign and meaning, that team scores a point. If the cards do not match, turn them face down again. The teams continue uncovering pairs of cards until all pairs of cards have been matched. The team that makes the most points wins the game.

• If your class is very large, make two or more sets of cards. Model the game for the class, then divide the class into smaller groups for playing the game.
Exercise 1

Wording will vary.

2. You’d better not run near the pool. You’d better walk instead.

3. You’d better not eat or drink in the computer room. You’d better eat and drink outside.

4. You’d better not swim in this river. You’d better swim somewhere else.

5. You’d better not hunt in this park. You’d better just enjoy the animals.

6. You’d better not walk your dog without a leash at the beach. You’d better keep your dog on a leash.

Exercise 2

2. Running

3. Eating or drinking

4. Swimming

5. Hunting

6. Walking

Exercise 3

2. Having your air filter checked every 3,000 miles

3. Washing your car every now and then

4. Checking your tire pressure

5. Taking your car in for a checkup once a year

Exercise 4

2. You should call some other companies.

3. You’d better change your air filter.

4. You should contact your car dealer.

5. You’d better balance your tires.

6. You’d better add coolant to the radiator.

Exercise 5

Answers will vary.

Exercise 6

2. should

3. should

4. ’d better

5. shouldn’t

6. ’d better
Lesson 2, pp. 68–70

Exercise 1

2. How far
3. How many
4. How much
5. How soon
6. How early

Exercise 2
Answers will vary.

Exercise 3
Answers will vary.

Exercise 4
Answers will vary.
Lesson 3, pp. 71–73

Exercise 1

1. Heading 1: What Is MADD? 
   Heading 2: MADD’s History 
   Heading 3: Drunk Driving Is Not an Accident. 
   Heading 4: Making a Difference
2. Mothers Against Drunk Driving 
3. (a) ordinary people

Exercise 2

1. to invite 
2. to plan 
3. to prepare 
4. to avoid 
5. to ask 
6. to offer 
7. to serve 
8. to follow 
9. to hold 
10. to serve 
11. to drink

Exercise 3

Completed paragraph:

When you find a new word that you want to learn, it’s essential to write it down, [to] cut it out, and [to] stick it on a piece of cardboard. It is fundamental to look at the word and try to recall the sentence it was in and its meaning. It’s helpful to create mental pictures or associations to help you remember it, and above all, be imaginative! It is important to keep the word in a “word bag.” This can be a cloth bag or even your pocket. Later, it’s fun to take out a card, [to] look at the word on the card, and [to] try to recall its meaning. (7) You will probably find that your picture or association will help you. Finally, it is necessary to keep a separate record of each word in its original context so that you can check to see if you were right. It’s better not to use a dictionary unless you really have to.

Note: The word “to” is optional where it appears in brackets.

Exercise 4

Answers will vary.
UNIT 9

Overview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TOPICS
- Keeping a budget
- Saving money
- Lifestyle choices
- Goals for the future
- Advertisements
## SKILL STANDARDS

<table>
<thead>
<tr>
<th>WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals</strong></td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
</tr>
<tr>
<td>Reading, writing, listening, and speaking</td>
</tr>
<tr>
<td>Arithmetic and mathematics</td>
</tr>
<tr>
<td><strong>Thinking Skills</strong></td>
</tr>
<tr>
<td>Decision making</td>
</tr>
<tr>
<td>Problem solving</td>
</tr>
<tr>
<td>Seeing things in the mind’s eye</td>
</tr>
<tr>
<td>Knowing how to learn</td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
</tr>
<tr>
<td>Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings</td>
</tr>
<tr>
<td>Self-management</td>
</tr>
<tr>
<td>Integrity and honesty</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
</tr>
<tr>
<td><strong>Information</strong></td>
</tr>
<tr>
<td>Acquires and evaluates information</td>
</tr>
<tr>
<td>Organizes and maintains information</td>
</tr>
<tr>
<td>Interprets and communicates information</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
</tr>
<tr>
<td>Participates as a member of a team</td>
</tr>
<tr>
<td>Exercises leadership</td>
</tr>
<tr>
<td>Negotiates</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
</tr>
<tr>
<td>Money—uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives</td>
</tr>
<tr>
<td><strong>Systems</strong></td>
</tr>
<tr>
<td>Understands systems—knows how social and organizational systems work and operates effectively with them</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td>Applies technology to task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL COMPETENCIES / CASAS*</th>
</tr>
</thead>
<tbody>
<tr>
<td>0     Basic Communication</td>
</tr>
<tr>
<td>0.1.2 Identify or use appropriate language for informational purposes</td>
</tr>
<tr>
<td>0.1.3 Identify or use appropriate language to influence or persuade</td>
</tr>
<tr>
<td>1     Consumer Economics</td>
</tr>
<tr>
<td>1.2.2 Compare price or quality to determine the best buys for goods and services</td>
</tr>
<tr>
<td>1.2.5 Interpret letters, articles, and information about consumer-related topics</td>
</tr>
<tr>
<td>1.5.1 Interpret information about personal and family budgets</td>
</tr>
<tr>
<td>1.5.2 Plan for major purchases</td>
</tr>
<tr>
<td>1.5.3 Interpret bills</td>
</tr>
<tr>
<td>1.6.3 Identify procedures the consumer can follow, if merchandise or service is unsatisfactory</td>
</tr>
<tr>
<td>2     Community Resources</td>
</tr>
<tr>
<td>2.1.8 Use the telephone to make and receive routine personal and business calls</td>
</tr>
<tr>
<td>6     Computation</td>
</tr>
<tr>
<td>6.4.3 Calculate percentages</td>
</tr>
<tr>
<td>7     Learning to Learn</td>
</tr>
<tr>
<td>7.2.1 Identify and paraphrase pertinent information</td>
</tr>
<tr>
<td>7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships</td>
</tr>
<tr>
<td>7.2.3 Make comparisons, including differentiating, sorting, and classifying items, information, or ideas</td>
</tr>
<tr>
<td>7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches and also through creative imagination</td>
</tr>
<tr>
<td>7.2.7 Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives</td>
</tr>
</tbody>
</table>

* See Introduction, page viii, for additional information on SCANS and CASAS.
UNIT 9

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.

- **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.
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**.
If you want to save money, you should keep a budget.

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.

You have to pay the late payment charge.

• 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% 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.
• 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.
UNIT 9

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.  

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 troublespot 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.

• 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.  

- **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.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(Answers may vary.)</em></td>
</tr>
</tbody>
</table>
| 1. relaxing  
2. satisfying  
3. boring  
4. growing  
5. fascinating |

4  He's interested in meeting interesting people.  

- **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

- 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.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. c</td>
</tr>
<tr>
<td>2. d</td>
</tr>
<tr>
<td>3. b</td>
</tr>
<tr>
<td>4. a</td>
</tr>
</tbody>
</table>

- 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.

- 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.

<table>
<thead>
<tr>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tony would like to design his own house.</td>
</tr>
<tr>
<td>Lynn hopes to live or work on a ranch.</td>
</tr>
<tr>
<td>Yumiko wants to publish her photographs.</td>
</tr>
<tr>
<td>Nelson likes to design websites.</td>
</tr>
<tr>
<td>Pablo plans to be a pilot some day.</td>
</tr>
<tr>
<td>Jacques wishes to become an environmental economist.</td>
</tr>
<tr>
<td>Sofia wants to get into medical school.</td>
</tr>
</tbody>
</table>

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

- 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.

<table>
<thead>
<tr>
<th>Answers</th>
<th>1. more</th>
<th>4. more</th>
<th>2. more</th>
<th>5. less, more</th>
<th>3. Less, more</th>
</tr>
</thead>
</table>

- 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.  

- 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.) |
• 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.
5 Wrap Up

- 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.

---

**STRATEGIES FOR SUCCESS**

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 advertisement 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 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.
• 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.
Lesson 1, pp. 74–76

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

2. to come
3. to see
4. to live
5. to find
6. to do
7. to give
8. to have
9. to tell

Exercise 5

Answers will vary.
Lesson 2, pp. 77–79

Exercise 1

Answers will vary. Possible responses:

2. The Nguyens should see a more entertaining movie. They should try to find a less disappointing movie.
3. Heejung and Gita should get a more charming friend. They should eat lunch with someone less embarrassing.
4. Carmen should try to find a more stimulating job. 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
2. distracted
3. embarrassed
4. surprised
5. shocking
6. frustrated

Exercise 5

Answers will vary.
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.
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**

<table>
<thead>
<tr>
<th>WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*</th>
<th>GENERAL COMPETENCIES / CASAS*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals</strong></td>
<td>0 Basic Communication</td>
</tr>
<tr>
<td>Basic Skills</td>
<td>0.1.2 Identify or use appropriate language for informational purposes</td>
</tr>
<tr>
<td>Reading, writing, listening, and speaking</td>
<td>0.1.3 Identify or use appropriate language to influence or persuade</td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>0.1.4 Identify or use appropriate language in general social situations</td>
</tr>
<tr>
<td>Creative thinking</td>
<td>0.2.1 Respond appropriately to common personal information questions</td>
</tr>
<tr>
<td>Problem solving</td>
<td>0.2.4 Converse about daily and leisure activities and personal interests</td>
</tr>
<tr>
<td>Knowing how to learn</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Qualities</strong></td>
<td>2 Community Resources</td>
</tr>
<tr>
<td>Responsibility</td>
<td>2.6.1 Interpret information about recreational and entertainment facilities and activities</td>
</tr>
<tr>
<td>Self-management</td>
<td>2.6.2 Locate information in television, movie, and other recreational listings</td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
<td>2.6.3 Interpret information in order to plan for outings and vacations</td>
</tr>
<tr>
<td>Information</td>
<td>5 Government and Law</td>
</tr>
<tr>
<td>Acquires and evaluates information</td>
<td>5.2.4 Interpret information about U.S. states, cities, geographical features, and points of interest</td>
</tr>
<tr>
<td>Organizes and maintains information</td>
<td>5.2.5 Interpret information about world geography</td>
</tr>
<tr>
<td>Interprets and communicates information</td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>7 Learning to Learn</td>
</tr>
<tr>
<td>Participates as a member of a team</td>
<td>7.1.1 Identify and prioritize personal, educational, and workplace goals</td>
</tr>
<tr>
<td>Negotiates</td>
<td>7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals</td>
</tr>
<tr>
<td>Time—allocates time and prepares and follows</td>
<td>7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists</td>
</tr>
<tr>
<td>schedules</td>
<td>7.5.6 Identify or use strategies for communicating more successfully</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
</tr>
<tr>
<td>Applies technology to task</td>
<td></td>
</tr>
</tbody>
</table>

* 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.

- 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**

(Example:

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.

- 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

**Answers**

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.

Yumiko thinks her aunt will enjoy going to Sea World and Universal Studios.
3 Word Bag: Expressing Enthusiasm and Fatigue

• **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.)

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

• **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.  

- 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.

6 You should try mountain climbing.  

- 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.

- 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.

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.

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

- **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.

**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.

- **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?  

- **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.**

**Answers**

Of the countries listed, Yumiko has visited Canada, Mexico, and Brazil.
4 They were able to visit the Great Wall.

- 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.

5 I couldn’t get a later flight.

- 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**

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.

**Answers**

I couldn’t get an earlier flight; She wasn’t able to find a babysitter; I couldn’t get a later flight.
I couldn’t hear the music very well.

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.
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.
EXERCISES

1 Living in a foreign country is challenging.

- 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.

2 Learning a second language has been a great experience.

- 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.

- 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.
As soon as I finish my studies, . . .

- 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.
## STRATEGIES FOR SUCCESS

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.

### WORKBOOK

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

---

### 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).
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.
• 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, sightseeing, 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.
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.

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

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

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

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

Exercise 4

Answers will vary.

Exercise 5

Answers will vary.
Exercise 1
Answers will vary.

Tuesday’s journal:

1. couldn’t
2. couldn’t
3. might
4. might/could
5. might
6. might/could
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.
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.

Errors are crossed out. Any necessary additions are bold.

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 [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.

Love,

Sima

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.

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.
UNIT 1
Lesson 1
Let’s keep in touch! (p. 1)
Listen and read.

Oscar: Are you ready to start classes?
Nelson: I guess so, but I’m going to miss Mrs. Brennan. I’m sorry that she’s leaving.
Oscar: Yeah, me too. Mrs. Brennan’s class was a lot of fun.
Nelson: Yes, it was. We had a lot of good times together and we learned a lot.
Oscar: Especially when you fell asleep in class!
Nelson: I remember that—when I fell asleep while everyone was taking the midterm exam.
Oscar: You were very tired, I guess.
Nelson: Yes, I was. The night before the exam I stayed up very late. While I was trying to study for the midterm, Tony was watching an exciting soccer game. We went to bed at 2 A.M.

(slight pause)

Yumiko: I almost cried when class ended yesterday.
Mrs. Brennan: I understand. But we’re not saying good-bye. We’ll always remain friends.
Yumiko: Yes, I know. But we’ll still miss you, Mrs. Brennan. Let’s keep in touch!

3 Where were you at seven o’clock last night? (p. 3)
Listen to Exercise 2 again. Complete the notes on the index cards. Then make sentences telling where two people were and what they were doing at the same time.

Lesson 2
I have something to tell you! (p. 5)
Listen and read the following conversation.

Mrs. Brennan: You’ve been awfully quiet this evening, Yon Mi. How do you like the party? Are you having fun?
Yon Mi: Yes, I am. It’s a wonderful party. Mrs. Brennan, may I ask you a personal question?
Mrs. Brennan: Sure!
Yon Mi: Were you 100 percent sure when you married Mr. Brennan?
Mrs. Brennan: Oh, I don’t think anybody can be 100 percent sure, but I was pretty sure. Why?
Yon Mi: Well, do you remember my fiancé, Han? I’ve decided to go back to Korea and marry him, but I haven’t told anybody yet.
Mrs. Brennan: Really? You must tell your friends. Do you want to tell them now?
Yon Mi: Sure.
Mrs. Brennan: Listen everybody! Yon Mi has an announcement to make.

Yon Mi: I want to share something with you. I have to go back to Korea soon. I’m sure you remember Han, my fiancé. Well, we’re going to get married in a couple of months.

Mrs. Brennan: I hope you’ll have a wonderful life together.

Gina: We’re going to miss you very much, Yon Mi.

Yon Mi: I’m going to miss you all too.

Oscar: I hope you will come back and see us again. Maybe for your honeymoon?

Yon Mi: I hope so too.

2 I’ll get the traveler’s checks. (p. 6)

Mr. and Mrs. Brennan are also leaving the country—to work in the Middle East for three years. Listen to their conversation and write what each one will do in the next few days.

Mrs. Brennan: Where did you put the plane tickets?

Mr. Brennan: The plane tickets? Oh, I never picked them up. It was too late by the time I got there. The travel agency was already closed.

Mrs. Brennan: That’s OK. I’ll pick them up on my way to the post office.

Mr. Brennan: That’ll be great. I have an appointment with Dr. Silva.

Mrs. Brennan: By the way, did you renew your passport?

Mr. Brennan: I’ll do it tomorrow after I see the doctor.

Mrs. Brennan: Do you want me to buy the traveler’s checks?

Mr. Brennan: No, that’s OK. I’ll get them next Tuesday when I go to the bank to close our accounts. Are we ready for the garage sale? Have you labeled everything yet?

Mrs. Brennan: I did some of it, but I’ll finish by Thursday.

Mr. Brennan: And I’ll go to the bookstore on Thursday and buy some books on the Middle East.

Mrs. Brennan: That’ll be great. And I’ll call the phone company and tell them to discontinue our service.

4 Hear it. Say it. (p. 7)

Listen to the following sentences.

Contractions with will

1. I’ll make many friends.
2. You’ll like the class.
3. She’ll pass the TOEFL®.
4. He’ll find a job.
5. They’ll have a chance to practice English.
6. We’ll have time to do our homework.
7. She’ll have a happy life with Han.
8. It’ll be a nice surprise.

Lesson 3

The Colorful Years (p. 9)

ESL students at Abraham Lincoln High School in San Francisco have the best of both worlds.

“They participate in a wide variety of activities that make their high school life colorful,” says Fan Fang, director of the Chinese Two-Way Immersion Program. “Our Chinese Cyber Academic Center reflects an international effort to establish a resource center and study hall in Chinese on the Internet. Students use Chinese to communicate with other Internet users in China, Hong Kong, Taiwan, and the United Kingdom. They have Chinese e-mail pen pals around the world now.”

“Our Chinese Two-Way Immersion Program,” Fang continues, “provides ESL students with the opportunity to improve their English by interacting with native speakers both in language development classes and in content areas.”

Lincoln High School ESL students also participate in the editing and publishing of the student online Chinese magazine, The Colorful Years, with other middle and high school students in San Francisco, Taiwan, Hong Kong, and Manila.

Each issue of The Colorful Years features school news, student cultural news, current events that students are interested in, psychological tests, popular polls, puzzles, and more. The magazine builds a bridge for students around the world to discuss academic problems and assignments in Chinese.

“Lincoln’s program is distinctive because it is technology-based,” comments Fang. “Students receive technology assistance in their language learning and learn the most advanced computer applications in processing Chinese at the same time. The technology enrichment of our language programs will surely prepare our students to be the next century’s active global-village participants.”
3 High school enrollment is compulsory.  
(p. 11)
Listen to the following description of educational systems in Taiwan and the United States. Then read the statements on page 11 and check the country each statement refers to.

Education is very important to society, and all countries have developed their own unique educational systems. In Taiwan, the vast majority of the people are able to read and write. The education system consists of one to three years of preschool and kindergarten, six years of elementary school, three years of junior or middle school, three years of high school, and four years of university, just like the American system.

Elementary and middle school students in Taiwan usually attend neighborhood schools, and most American school students do too. Taiwanese children attend school on Saturday mornings, but American children don’t. In Taiwan, the school day for elementary children usually begins at 7:30 and ends at 3:30, and in the United States it does too. School vacation lasts about the same number of days in both countries. In Taiwan, there is a three-week vacation around the time of the Chinese New Year. American schools have a bit longer summer vacation.

Children in Taiwan enjoy recess, and American children do too. American children eat lunch in a school lunchroom, but in most Taiwanese elementary schools, each class eats in its own room. In some schools, the children take turns serving lunch to their classmates, and they also help clean their classrooms at the end of the day. In high school, students bring their own lunch.

High school enrollment is compulsory in the United States, but in Taiwan it isn’t. Taiwanese students have to take a test to determine what high school they can attend. There are a few public high schools in the U.S. that are exam schools, but most American high schools do not have an entrance exam.

UNIT 2
Lesson 1

Let’s get to know each other. (p. 15)
Listen and read the following conversation.

Tony: Excuse me, you look familiar. Have I seen you some place before?
Jacques: I think I saw you at the registration for ESL classes.

Tony: Oh, yeah. Is this your first semester?
Jacques: Uh-huh, how did you know?
Tony: I’ve taken several classes at the World Language Center, and I’ve never seen you before.
Jacques: I’ve only been here for a few days. So... you must like the program, huh?
Tony: Sure, I’ve been taking classes here for over a year now, and I think my English has improved a lot in that time. What level are you in?
Jacques: I don’t know. I’m taking the placement test tomorrow. I’ll find out which class I’m in after that. By the way, my name is Jacques, and this is Sofia. We met at registration. She’s new here too.
Tony: It’s nice to meet you, Sofia.
Sofia: It’s nice to meet you too. Can you tell us about the program? Is it hard?
Tony: Not bad. I’ve liked all my teachers so far, and I’ve had lots of opportunities to practice. Hey, do you have time to get a cup of coffee? I can tell you all about it.

1 Haven’t I seen you somewhere before?  
(p. 16)
Tony thinks that he has met Jacques before. He is trying to figure out where. Listen to the conversation and fill in the chart with notes about Tony and Jacques.

Tony: I feel like I’ve seen you somewhere else. I mean before registration.
Jacques: You know, I was thinking that you look familiar to me too.
Tony: Have you done much traveling?
Jacques: Oh yes, my family has traveled a lot. Where are you from?
Tony: Brazil. Have you ever been there?
Jacques: I’ve been to South America, but not Brazil. We were in Venezuela.
Tony: I haven’t been to Venezuela. How about Argentina, let’s see, when was I there? Um...
Jacques: Nope. I’ve never been to Argentina.
Tony: That’s okay. I haven’t been there since I was a baby anyway. Hmm...
Jacques: Have you ever been to Europe?
Tony: We used to spend the summer with my mother’s family in Spain, but I’ve never been in France.
Jacques: No kidding. We spent time at la Costa Brava too. Well, along with half of Europe. When were you there?
Tony: I think it was in the summer of 1994 and then again in 1996.
Jacques: Hmm, Spain. What about Valencia?
Tony: No, but we used to go to Malaga. Have you ever heard of it?
Jacques: Have I heard of it? It’s like one of my favorite places.
Tony: That’s wild. Did you ever eat at Los Caracoles?
Jacques: All the time! I was in love with the owner’s daughter.
Tony: Oh yeah, me too. She was beautiful.
Jacques: I can’t believe it. You knew Violetta!
Tony: Yeah, what a coincidence!
Jacques: Well, like I say, it’s a small world.

Lesson 2

Nice to meet you, Mr. Robinson. (p. 19)
Listen and read the conversation.

Mr. Robinson: May I help you?
Nelson: Yes, we’re looking for our teacher.
Mr. Robinson: Your teacher? What’s your teacher’s name?
Nelson: Oh, it’s on the tip of my tongue. I really should remember it, but I can’t right now. Does anybody remember?
Ivan: I don’t, but I’ve heard he’s kind of old but a good teacher. Lynn, you should remember his name.
Lynn: Sorry, I can’t remember. He taught in Turkey for several years, didn’t he?
Nelson: Yes, that’s what Mrs. Brennan said.
Mr. Robinson: Is his name Mr. Robinson by any chance?
Lynn: Yes. Mr. Robinson. I remember it now. Can you tell us where we can find him?
Mr. Robinson: Right here. I’m Jerry Robinson, the old but good teacher!
Ivan: Oh, hello, Mr. Robinson. How do you do?
Mr. Robinson: I’m fine, thanks. Let me see. You are Ivan, aren’t you?
Ivan: Yes, my name is Ivan Gorki. I ought to apologize for my comments.
Mr. Robinson: Don’t worry about it.
Ivan: This is Lynn, and this is Nelson.

Nelson: How do you do, sir?
Mr. Robinson: Fine, thank you. Well, nice to meet you all. What can I do for you?
Ivan: We were anxious to meet you, and we wanted to ask you where our classroom is.
Mr. Robinson: Our classroom is Room 245 upstairs. Well, I ought to get going. Have a nice weekend and see you on Monday.

1 My name’s Mr. Robinson. (p. 20)
It’s the first day of class. Mr. Robinson and his students are introducing themselves. Listen to the conversation. Then complete the chart about the students.

Mr. Robinson: Good morning, class. My name is Jerry Robinson. You can call me Mr. Robinson. I’ll be your teacher this semester. First of all, I’d like to know a little about you. I met some of you in the office on Friday, but I’d like everyone to introduce yourself briefly. Yumiko, would you like to go first?

Yumiko: Sure. My name is Yumiko Sato. I’m from Japan. I like photography and reading about music and fashion. And I like to study English.

Tony: My name is Tony Silva. I’m from Brazil. I love parties and I like all kinds of adventures.

Sofia: Hello, my name is Sofia Mansoor. I’m from Syria. I’m a new student at the World Language Center, and I’m very excited about my new life here. I like writing and sports.

Lynn: My name is Lynn Wang. I’m from China. I want to improve my English and enter the university as soon as possible.

Nelson: Hi, my name is Nelson Balewa. I’m from Mali. I’m interested in cars, especially old ones, and I also love to play soccer.

Jacques: I’m from France. Oh, my name is Jacques Fortier, and this is my first semester here too. I like camping, hiking, and being out in nature.
Ivan: I’m Ivan Gorki from Russia. And you can call me Mr. Ivan . . . just kidding. I like to go to the gym and pump up my muscles. I also love to eat.

Oscar: Hello, my name is Oscar Garcia. I’m from Spain. I like to read, and I love soccer. It’s my favorite sport. I like to walk on the beach too. It’s very relaxing.

Gina: My name is Gina Poggi. I’m from Italy. I’m probably as adventurous as Tony. I especially like scuba diving. I’ve been at the World Language Center for almost two years.

Mr. Robinson: Nice to meet you all. Before we start today’s class, there are some class rules and regulations that I’d like to tell you about.

5 Hear it. Say it. (p. 22)
Listen to the rhythm and stress in the following questions and answers. Then listen to the sentences on the recording again and mark the syllables that are stressed with a small dot.

Stress in questions and answers with can/can’t
1. Can I have some new checks?
   I can only give you three.
2. Can’t I have more?
   I can’t give you more than three.
3. Can you tell us where to find him?
   Yes, I can.
4. Can you tell us the new teacher’s name?
   I can’t remember right now.
5. What can I do for you?
   You can tell us where our new classroom is.

6 May I help you? (p. 22)
Sofia, a new student at the World Language Center, is in the library speaking with the clerk at the Circulation Desk. Listen to the conversation. Then check the items that Sofia has with her.

Clerk: May I help you?
Sofia: Yes, I’m a new student at the World Language Center, and I’d like to get a library card.
Clerk: Sure, can I see your ID?
Sofia: Do you mean my driver’s license?
Clerk: No, I mean the ID card that the World Language Center gave you when you registered.

Sofia: Oh, I left that at home. Can I show you my driver’s license instead?
Clerk: I’m afraid not. I need to see some proof that you’re a student at the World Language Center.
Sofia: You can call the World Language Center and find out, can’t you?
Clerk: Well, I could, but I need your student ID anyway because I have to make a copy of it.
Sofia: OK, I understand. May I use your phone, please? I need to call my roommate and ask her to bring my ID to school.
Clerk: I’m sorry, you can’t use this phone here. There’s a pay phone in the student lounge.
Sofia: OK, thanks. Oh, one more thing. Can you break this dollar bill for me?
Clerk: Sorry, I don’t have any change. You can use the change machine at the copy center. It’s in the basement.
Sofia: Well, thank you anyway.

Lesson 3

When home is a world away (p. 23)
Listen and read the following conversation.

Nelson: You know when you invited us to your house the other night, Mr. Robinson?
Mr. Robinson: Yes.
Nelson: Something happened that I don’t really understand. Can I ask you about it?
Mr. Robinson: Of course, Nelson. What is it?
Nelson: You asked me if I wanted more meat, and I said no.
Mr. Robinson: So?
Nelson: But you didn’t ask me again.
Mr. Robinson: Well, I thought you must be full or you mustn’t like meat.
Nelson: No, I was still very hungry and meat is one of my favorite foods.
Mr. Robinson: So why didn’t you accept another helping?
Nelson: But that would be very rude. In my country, I would refuse the offer.
Mr. Robinson: Well, in the United States when you refuse, we assume you must not want any more.
Nelson: In my culture, you wouldn’t just offer it to me once or twice. You might insist many times, but I would still refuse.

Mr. Robinson: Really? For me, it wouldn’t be polite to insist many times.

Nelson: I didn’t know that. Now I understand what happened.

Mr. Robinson: I’m glad you asked about it. You must be relieved to know that I wasn’t being rude.

Nelson: Oh, yes I am. But I still raided the refrigerator when I got home.

UNIT 3
Lesson 1

Across Generations (p. 29)
Listen and read.

Gina: Sometimes I think my parents and I speak a different language.

Tony: Of course you do. You’re speaking English now, and they speak Italian.

Gina: Seriously. We used to have a wonderful relationship. Now it seems that everything I do bothers them.

Tony: In what way?

Gina: Well, they say I spend too much time talking on the telephone. And definitely too much money on clothes.

Tony: Oh, Gina, you haven’t been shopping again, have you?

Mr. Robinson: This is definitely a case of the Generation Gap.

Gina: Generation Gap?

Mr. Robinson: Yes, younger and older generations live in distinct worlds. When young people try to become independent, they feel almost obliged to disagree with their elders. And the adults don’t understand this behavior.

Tony: We’ve all experienced this, haven’t we? My 15-year-old brother contradicts everything my father says. Then my father gets mad and they argue.

Mr. Robinson: Well, when I was 15, I used to think my father was the least intelligent man in the world. By the time I reached 20, however, I was amazed how much the old man had learned!

Gina: You’ve also learned a lot since then, haven’t you, Mr. Robinson?

3 Hear it. Say it. (p. 31)
Listen to the following questions. Is the speaker fairly sure of the answer or is he or she unsure? Check sure or unsure.

Tag Questions

1. Many teenagers argue with their parents, don’t they?

2. It’s your first day in this school, isn’t it?

3. They’ve done it before, haven’t they?

4. You haven’t paid cash, have you?

4 The Good Old Days (p. 31)
Listen as Mr. Robinson continues his conversation with Tony and Gina.

Mr. Robinson: I grew up in the 1950s in a small town in the Midwest.

Tony: Where is the Midwest, Mr. Robinson? Around Chicago?

Mr. Robinson: Yes. Chicago is the big city of the Midwest, just like New York is the big city of the East.

Tony: But you didn’t live in the big city, did you?

Mr. Robinson: No, I lived in a small, quiet town north of Chicago. I always think of my childhood as “the good old days.”

Gina: But it wasn’t that long ago, Mr. Robinson. I always think “the good old days” were about a hundred years ago.

Mr. Robinson: I understand what you mean, Gina, but to me the 1950s in this country seem like a hundred years ago. Times have changed so fast!

Gina: Oh, I see what you mean—home computers, cellular phones, even color television didn’t exist yet, did they?

Mr. Robinson: No, not yet. We had a simple life, and it seems like a long time ago.
Lesson 2

A Woman of Science (p. 33)

Listen and read the article.

Mina Goldman has just come back from an early morning walk on the beach. At 82, she moves as briskly as a woman of 20. Dr. Goldman has just completed her tenth book, *Morning Shadows*, in which she describes her life as one of the first women to enter the field of genetic engineering. On this busy morning, she has only a short time to talk with Heidi Wright, our science correspondent, before she makes an appearance at a local high school.

HW: Dr. Goldman, why haven’t more women chosen careers in science?
MG: Well, first of all, most children grow up with the idea that boys understand science more easily than girls do. This continues in the high school and college years. Later, it’s hard for a woman to get a job in science.

HW: I see. The culture doesn’t encourage women to become scientists.
MG: Exactly. Young women give up on science more quickly than boys do because they feel embarrassed. They think science belongs to boys.

HW: How have you managed to escape this way of thinking?
MG: I think it began with my mother. She always believed in my ability, and I’ve tried to make her proud. Now I get paid to do science, so I guess it worked.

HW: You’ve never married. Did you sacrifice a family for your work?
MG: (laughs) Well, no, I didn’t. I’m single by choice. A career doesn’t get in the way. I know many women scientists who are happily married and have families.

HW: That’s good to know. And are you happy with your life?
MG: I am. I’ve enjoyed myself, and I hope that I’ve set an example for other women. Science is for everyone.

Lesson 3

Nelson Mandela (p. 37)

Listen and read.

Nelson Rolihlahla Mandela was born on July 18, 1918 in a village in South Africa. After his father argued with an important white official, Nelson’s mother took him to another village. When he was 7, his parents sent him to a missionary school. There he was given his English name, Nelson. Two years later, his father died, and Nelson went to live with his uncle. This man strongly influenced the future president’s leadership style.

When Mandela entered college in 1939, he participated in activities against the South African government. He also managed to do well academically, earned a law degree, and was on the road to a comfortable life. However, his experience and education had taught him about injustice in his country. In 1943, he joined the African National Congress (ANC).

In 1948, the government passed the apartheid laws. These laws generally treated non-whites as inferior citizens. As an active member of the ANC, Mandela played a major role in protesting against these laws. He was arrested in 1956 and then again eight years later. The second time, the apartheid police found arms in the headquarters of Mandela’s organization and he was sentenced to life in prison.

For 28 years, Mandela remained in prison. Finally, in 1990 President F. W. de Klerk released him from prison and allowed him to return to his work with the ANC. Three years later, both Mandela and de Klerk were awarded the Nobel Peace Prize for their efforts to end apartheid and bring about a peaceful transition to nonracial democracy in South Africa. In 1994, Mandela was elected president of South Africa.

Mandela fought all his life to bring freedom to black people and democracy to his country. He’s known as a national hero in his country and abroad. He served as president of South Africa until 1999, when he stepped down after serving for five years.

3 Ordinary heroes live among us. (p. 39)

Listen to the story from a radio show called *We live among heroes*. Number the events in chronological order from 1 to 7.

On a September day in 1951, a ten-year-old boy named Parker Strat and a nine-year-old girl named Jerry Gustafsib rode their bikes to the bank of a river. As they were going down the steep slope to the river, a seven-foot alligator suddenly came out of the water and grasped Jerry’s right arm in its jaws. Then the big alligator went back into the water and took the girl with it. The boy waited right there. Seconds later,
the alligator came up with Jerry, rolled over onto its back, and for a second lost its grip on the girl's arm. Parker was ready. He put his knee against the root of a tree, stretched out over the water, caught Jerry by her injured right arm, and dragged her out of the water. Then, as the alligator floated in the water, Parker pulled his friend up the steep slope and out of danger. He rested his friend on his bike and rode a half-mile to a motor pool.

Jerry was put in a truck and driven to the nearest hospital, where doctors treated her cut and broken arm. People found out about the incident immediately, and they saw Parker as a hero. He appeared on TV shows and was honored by several organizations. He also received the first Young American Medal for Bravery from the president of the United States.

**UNIT 4**

**Lesson 1**

**Anatomy of an Illness (p. 43)**

*Listen and read Oscar’s journal.*

**Monday, March 24**—I’ve been sneezing and coughing for about a week now. At first it wasn’t so bad, and I thought maybe it was just a cold. But I had to take some aspirin before I went to bed because I had a fever and chills, a sore throat, and an earache too.

**Tuesday, March 25**—Today I got up feeling worse, because the cough was constant and I had a terrible headache. But after I took some cough syrup, I went to school. After I was there for an hour or so, I was too sick to do anything, and I had to go home. When I got home, I fell into bed and slept most of the day. Tomorrow, I’m going to see Dr. Lei.

**Wednesday, March 26**—Well, Dr. Lei said it wasn’t just a cold because I had a sore throat and a fever too. He took a blood test and when the lab results came back, they showed I had a really bad bacterial infection. The doctor prescribed an antibiotic and told me to stay in bed for a couple of days and drink a lot of fluids, especially hot beverages.

**Saturday, March 29**—Today was a wonderful day because my fever was gone and I wasn’t coughing anymore. The hot drinks really helped my sore throat. When Lynn called to ask how I was feeling, I was finally able to say, “A lot better!”

**Lesson 2**

**He said, “It’s just indigestion.” (p. 47)**

*Listen and read their conversation.*

**Nelson:** How are you feeling, Gina? I heard you had a bad stomachache yesterday.

**Gina:** Yes, but I feel better today, thanks.

**Sofia:** Did you see a doctor?

**Gina:** Yes, I went to the emergency room. After he examined me, the doctor said, “It’s just indigestion. Here’s a prescription for some pills. You’ll be fine by tomorrow.”

**Nelson:** And you are better today.

**Gina:** Yes, I’m fine.

**Sofia:** Did you see your regular doctor at the emergency room?

**Gina:** No, I saw the doctor who was on duty.

**Nelson:** You do have a regular doctor though, don’t you?

**Gina:** Yes, I have a primary-care physician.

**Sofia:** Is that like a family doctor?

**Gina:** Yes, it is. But I was in so much pain the other day, I just went right to the emergency room. It was a real emergency!

**Nelson:** I guess it was!
3 Hear it. Say it. (p. 49)
Listen to the sentences. Draw a slash between the two thought groups in each sentence. Practice saying the sentences with a partner.

1. Before I went home, / I got sick.
2. When he took an antibiotic, / he felt better.
3. After he operated, / he saw patients.
4. Because he got sick, / he missed his classes.
5. Because I had a fever, / I took some aspirin.
6. Because the fever was gone, / I had a wonderful day.

4 My Visit to the Doctor (p. 49)
Gina is writing in her journal about her visit to the emergency room. Listen and complete her journal entry.

Last week I had a horrible stomachache. The pain woke me up in the middle of the night and I couldn’t go back to sleep. Early in the morning, I went to the emergency room at the hospital. I had to wait for an hour before it was my turn. While I was waiting, the receptionist gave me several forms to fill out. When it was finally my turn, a nurse came and said, “Follow me!” As I followed the nurse to the examining room, she asked, “How can we help you today?” “I need to see a doctor immediately,” I said. “The doctor will see you in just a few minutes,” the nurse responded with a smile.

As soon as the doctor came into the examination room, he asked, “What seems to be the problem?” I answered, “I have a horrible stomachache.” “A stomachache,” he repeated what I’d said and then asked, “When did it start?” “Last night,” I responded. “What did you eat last night?” “Just a steak,” I said, “oh . . . and a few french fries.” Then, he said, “Untuck your shirt, please.” I untucked my shirt. He felt my stomach and asked where it hurt. Finally, he wrote a prescription. He handed it to me and said, “It’s only indigestion. Get this prescription filled. The pills will help right away.” “That’s good! I thought it was something serious.”

5 I have some questions about the bill. (p. 50)
Gina has some questions about the bill she received from the hospital. Listen to the telephone conversation and fill in the missing information.

Operator: What is your name and social security number, please?
Gina: My name is Gina Poggi. My social security number is 99-999-9999.
Operator: Thank you, Ms. Poggi. Can you please give me the date and patient number on the statement?
Gina: Yes, of course. The date is November 9, and the patient number is 01236.
Operator: What is the insurance group number?
Gina: It’s 943-2076.
Operator: OK . . . Now, what seems to be the problem with your statement?
Gina: Well, there’s a charge of $55 for an emergency room visit on October 24, but the amount in the total paid column is only $40. Where’s the other $15?
Operator: Oh, there should be a $15 amount listed in the deductible column.
Gina: Well, that explains that. But what about the next charge? It’s for Gastril 500 on the same day. The charge was $15. What is Gastril?
Operator: It’s a prescription drug that you received that day.
Gina: That must be a mistake. The doctor didn’t give me any medicine, only a prescription which I took to the pharmacy.
Operator: OK. I’ll check that and take it off your bill. So now your balance is $15.
Gina: Well, I guess that answers all of my questions. Thanks for your help.
Operator: Glad we could help you, Ms. Poggi.

UNIT 5
Lesson 1
Reverse Culture Shock (p. 57)
Read and listen to Yon Mi Lee’s letter to her classmates.

Dear Friends,

Since I came back to Korea, I’ve been experiencing “culture shock” again. I remember that I had a similar experience after I arrived in the United States. I felt homesick and lonely, and I was confused. Everybody and everything seemed strange. I’ve been having similar feelings since I returned to Korea. How can it be? I’ve been living with my family, speaking my native language, and going to places I used to go to as a child, and still I’ve been feeling like a stranger. I guess I’ve been experiencing “reverse culture shock.”
I’ve noticed that I’ve changed in some ways, and my father has noticed too. We had an argument about my future. In the past, I would never disagree with my parents, but since I came back, I’ve been arguing with them about many things. I don’t want to disrespect them, but I feel that I should be able to voice my opinions.

In Korea, we’ve been taught to listen to our parents and the elderly and to follow their advice. In the United States, on the other hand, children are encouraged to be more independent. They sometimes argue with their parents if they don’t agree with them. In Korea it’s considered rude to do so.

Although it will take me a while to readjust to my own culture, I am glad I lived outside my country for a while because now I understand my culture better.

Love,
Yon Mi

2 Everything is new and exciting. (p. 58)
When someone lives in a new country, he or she goes through different stages of adjustment. The stages may last for different lengths of time. Read the chart on page 58. Then listen to the students as they talk about their cultural experiences in the United States.

Oscar: I’m afraid I made a serious mistake coming here. I’ve been feeling disappointed about my decision lately. After all, back home, I had a good job and now everyone there will be ahead of me. Now that I’ve lived here for a while, I realize that there are many things I don’t like about this culture. In my country, people care about each other, and neighbors try to help each other, but here everybody is interested in making money.

Sofia: My name is Sofia. I’ve been living in the United States for two months now, and I like it here. I’ve been learning a lot about the U.S. culture and I find it fascinating. I especially like the convenience here. I can take care of a lot of things by phone. I’ve also been making a lot of friends. Everybody is very friendly. It may sound strange, but people here smile at me even when they don’t know me.

Ivan: It’s kind of strange, but I’ve been feeling much better lately. I still miss my family and country, but I feel like I’m going to be OK. I’ve been enjoying learning about the U.S. culture. It’s all very fascinating.

Lynn: I’ve been feeling lonely lately. I often think of my family and my friends back home, and in the past weeks, I’ve been dreaming of my family almost every night. I rush to the mailbox every day after school to see if there are any letters from home. Sometimes I wonder if I made the right decision to come here.

Nelson: I’ve made some good friends in the past few months. This isn’t home, but I’m a lot happier than I was last year. I’ve been studying hard, and my English has improved a lot. I’ve decided that I want to major in computer science. I’ve been studying for the TOEFL®, and I’m planning to take the test next time and pass it! I’m sure if I study hard, I can succeed.

6 Hear it. Say it. (p. 60)
Listen to the following sentences. Notice that the sentences in Group A have two strong beats, and the sentences in Group B have three strong beats.

Sentence Stress and Rhythm
A. 1. I like this culture.
2. I dislike this culture.
3. I’m crazy about this culture.
4. I’m fascinated by this culture.

B. 1. I’m very confused by this culture.
2. I’m really not used to this culture.
3. I’m really not enjoying this culture.
4. I may never get used to this culture.

Take turns saying the sentences. Tap your pencil or finger in a regular rhythm with stressed syllables. Say the sentences a little quicker each time.

Lesson 2
It was good to hear from Yon Mi, wasn’t it? (p. 61)
The students are talking with Mr. Robinson in the Student Center. Listen and read their conversation.

Tony: It was good to hear from Yon Mi, wasn’t it?

Gina: Yes, but it sounds like she’s having a hard time.

Mr. Robinson: She’s just readjusting to her own culture. Lynn, didn’t you tell me that Yon Mi also had a hard time when she was here?

Lynn: Yes, Yon Mi is very sensitive to
what goes on around her.

Gina: Right. She’s very sensitive and smart, too.

Sofia: I wonder . . . when I go back home . . . will I think things have changed?

Gina: Interesting question. But I think it’s you who will have changed. By the way, did I tell you my cousin Vito, my favorite cousin, is coming to visit me next week?

Mr. Robinson: From Italy?

Gina: No, he’s living in the U.S. He was invited to come and start a new business—a restaurant—with another cousin, Ricky. Ricky is older. Vito is going to be the manager.

Mr. Robinson: Where is it located?

Gina: In New York City. Ricky was told that New York was the best place to open a new restaurant. The restaurant was opened last week.

Mr. Robinson: How is he doing?

Gina: Well, the business is doing great. But Vito is experiencing a little culture shock of his own.

Sofia: What do you mean, Gina?

Gina: Well, he comes from a quiet town in the country. He says he always heard that New York was “the city that never sleeps,” and now he understands why. The city is noisy and active twenty-four hours a day. Last week, his next-door neighbors had a dancing party with loud music that lasted until 5 A.M. Vito couldn’t sleep all night and then he had to be at work at 7:30 the next morning. He was really upset!

Tony: That sounds like fun! I’d love to visit New York!

Lesson 3

The quality of life (p. 65)

A suburb is a place of quiet streets, pleasant sidewalks, and neatly-clipped lawns and gardens. With its large sidewalks and many playgrounds and parks, the suburb looks very appealing. The streets are lined with flowers, and people are always out walking their dogs. The suburban setting feels spacious because everyone has a large house with a backyard. Parents seem content to let their children play outside without fear of being hit by a car. The public schools and services are excellent, and crime seems less apparent. Life just feels more restful in a suburb.

In contrast, the beauty of living in a city is the variety of options that are available. If people want a natural environment, they can find it. If they prefer an environment of cultural and recreational opportunities, it’s there. There are neighborhoods and housing types to fit just about everyone. And because there’s a mix of people with different backgrounds, the city looks very multicultural and vibrant. A person can walk out of his or her house and right into an Austrian coffee shop, an Irish pub, or a Japanese sushi bar. City dwellers feel exhilarated because of the abundance of concentrated live music, entertainment, and art. Life just seems a little more exciting in the city.

UNIT 6

Lesson 1

They think she’s too young. (p. 71)

Pablo: Jacques, you’re really quiet today. You seem upset. Is something the matter?

Jacques: Kind of. I miss my girlfriend, Danielle, back in Paris. She’s not
really my girlfriend, but we have become close friends.

**Pablo:** It sounds like you’re more than friends.

**Jacques:** Well, we’ve talked about it, but we decided it wouldn’t be a good idea.

**Pablo:** Why not?

**Jacques:** Because of her parents. They think she’s too young to have a boyfriend. And they don’t like me because I’m still a student, not yet established with a secure job.

**Pablo:** Are you writing to each other?

**Jacques:** Yes, we e-mail all the time. I don’t know what to do. I understand her parents’ concerns, but I think they’re too old-fashioned because they want us to look at the world the way they do.

**Sofia:** My parents think a lot like Danielle’s parents.

**Jacques:** I guess a lot of parents do. I understand their concern for their children, but they have to let us grow up.

**Pablo:** What does Danielle think?

**Jacques:** She’s upset too. She loves me, but she doesn’t want to hurt her parents.

Lesson 2

**Matchmaking around the world (p. 74)**

*Listen and read the following newspaper article about matchmaking.*

What is the best way to find a husband or a wife? Some people prefer to meet a spouse on their own. For these people, it all starts with meeting someone at work, at school, in a coffee shop, or even in a grocery store. Others would rather find a husband or a wife with the help of another. These people prefer to go to a matchmaker.

In a traditional country, such as Iran, a matchmaker is typically an old woman who knows all the eligible bachelors in the neighborhood. She goes from one house to another trying to find brides for them by talking to the girls’ parents. After the matchmaker introduces the couple and their families to each other, the man and the woman are free to accept or reject the match. The man usually goes to the woman’s home with his mother, and the couple talk to each other for an hour or two in the presence of their parents. If they like each other, the families meet and arrange the marriage. If the match is successful, the matchmaker is invited to the wedding and is paid a fee.

Matchmaking is a common practice in less-traditional societies too. In the United States, some men and women prefer not to spend time and energy searching for a mate on their own. They would rather get help from professional services. Some applicants are willing to pay hundreds of dollars, fill out forms, see videos, and study computer printouts on potential mates. Others turn to the personal ads in newspapers and magazines. More recently, matchmaking through the Internet has become very popular.

Although traditional and modern forms of matchmaking are basically the same, what happens after the couple meets differs from one country to another. In Iran, for example, a successful match ends in marriage, in the United States, it usually leads to dating, which may or may not end in marriage.

3 Hear it. Say it. (p. 76)

*Listen to the sentences. Then take turns saying the sentences with a partner.*

**Constructions with would rather**

1. He’d rather choose his own girlfriend.
2. I’d rather stop dating him.
3. We’d rather use a matchmaker.
4. They’d rather put an ad in the personals.
5. I’d rather not follow your advice.
6. She’d rather not ask his permission.
7. We’d rather not explain our reasons.
8. I’d rather not tell you.

6 Wedding customs are similar. (p. 77)

*Listen to the description of wedding customs in the United States. Match the description to the correct picture. Number the pictures.*

1. Setting the Date—In the United States, people usually get married in the spring and summer.
2. The Wedding Gown—The wedding gown is typically a long white gown in the United States.
3. The Ring—The wedding ring is exchanged on the day of the wedding. If they both have rings, the bride and groom wear them on the fourth finger of their left hands.
4. The Wedding Cake—The wedding cake often has several layers and is decorated with hearts, lovebirds, flowers, and small figures of the bride and the groom.
5. Throwing the Bouquet—At the end of the wed-
d) ing reception, the bride throws the bouquet into a crowd of unmarried female guests. It is said that the woman who catches the bouquet will be the next bride.

6. The Honeymoon—After the wedding ceremony, the couple goes on a trip to relax and enjoy their time together.

Lesson 3

East meets West. (p. 78)

Listen and read the article.

Hamid and Elaine Tanori, a New Jersey couple, have been married for five years and have two children. Since Hamid is from Egypt and Elaine is from upstate New York, many of their friends on both sides of the world predicted that the marriage wouldn’t last, but they were wrong.

Hamid’s story: I think I always wanted to marry an American girl. I worked at a hotel when I was a kid, and I loved meeting foreigners. Many times, I brought tourists home to dinner and my mother would cook for them, so I guess she knew that I was interested in other countries.

I met Elaine in a coffee shop in Manhattan, and although we were strangers, we talked for almost an hour. I liked what she said, so I went back to that same place every day until I saw her again. And the more I got to know her, the more I felt that my life was with her.

Elaine’s story: I never thought I would marry the boy next door, but I didn’t know I was going to marry someone from the other side of the world, either. Now it seems logical. I have done a lot of traveling, and I’ve always wanted to learn from other cultures, so I was open to the possibility of marrying outside my culture. But Hamid and I have a lot of differences. He comes from a traditional family and I don’t, but we try to compromise.

UNIT 7

Lesson 1

All in a Day’s Work (p. 83)

Sofia has been looking for a job. She expected her uncle to find her a job at his company. Listen and read her conversation with her aunt, Alice.

Sofia: I really need to find a part-time job, but Uncle Omar doesn’t seem to care.

Alice: Why are you saying that?

Sofia: Well, I know that his company is hiring some temporary part-time employees, but he didn’t tell me about it.

Alice: If you asked him, he would tell you. Have you asked him?

Sofia: Not really, but he knows I’m looking for a job, doesn’t he?

Alice: Yes, he does.

Sofia: Well, he could at least recommend me for the position. He’s supposed to help his niece out.

Alice: I’m sure he would recommend you if you applied for the job. By the way, do you remember the requirements for the job you want?

Sofia: I think applicants are supposed to be familiar with the Internet and have experience with several computer programs.

Alice: What about a degree? Are you supposed to have a college degree?

Sofia: I don’t recall anything about a degree.

Alice: So you’re qualified for that job?

Sofia: I don’t know. But I still think Uncle Omar could get me the job if he wanted to.

Alice: Why do you want this job so badly, anyway? Aren’t you supposed to go to medical school?

Sofia: Yes, I am.

Alice: If you wanted to major in Business Administration, this part-time job would be a good experience for you. But I think it would be better for you to find a job in the medical field. I’m sure your uncle and I can help you find one.

3 Sofia is supposed to be at work at 8 o’clock. (p. 85)

Sofia has just started working part time at a hospital. Listen to the conversation between her and Ana, her coworker. Then write A or S on the lines in the chart to indicate who is supposed to do the job.

Sofia: What time am I supposed to start in the morning?

Ana: You should be here at 8 o’clock sharp.

Sofia: Do I need to wear a uniform?

Ana: Yes, everybody in this section wears a white shirt, but you can wear any color pants you want.

Sofia: I see a computer here. Do I have to know a lot about computers?

Ana: Not really. All you have to do is enter the patients’ information from the application into the computer. It’s easy. I’ll show you.

Sofia: What about the phone? Am I responsible
for answering the phone?
Ana: I usually answer the phone if I’m around.
Sofia: What else am I supposed to do?
Ana: Well, you’re supposed to fill out the forms for the patients if they can’t do it themselves, and you should check their insurance too. I’ll contact the insurance company, though, if I have to.
Sofia: Am I supposed to make appointments for the patients?
Ana: No, I’m in charge of that, but you have to let the nurse know when the patient is ready to see the doctor.
Sofia: What about filing the forms?
Ana: Oh, yes. You’ll be in charge of that. Every day before you leave, you’re supposed to file all the forms and other paperwork.

5 Hear it. Say it. (p. 86)
Listen to the following sentences and practice pronouncing them.

Contractions with would
1. I’d put on my best clothes if I had an interview.
2. She’d smile if she weren’t so nervous.
3. We’d do that for you if you asked us.
4. You’d get some good experience if you worked there.
5. If you were a store manager, you’d work on weekends.
6. If you asked your uncle, he’d help you find a job.
7. If Sofia applied for that job, she’d get it.
8. If they moved to a big city, they’d have better job opportunities.

Lesson 2
1 Jacques can’t stand doing office work. (p. 88)
Why doesn’t Jacques like his job? Listen to his conversation with Nelson.

Nelson: What are you doing?
Jacques: I’m looking for a new job.
Nelson: What kind of job do you want?
Jacques: I’m not sure. But I hate being indoors all day. I can’t stand writing reports and keeping records.
Nelson: What do you like doing?
Jacques: Well, I love being outdoors, and I enjoy working with children.
Nelson: Did you see this flyer from Clear Lake Park? They have jobs working with children.
Jacques: No, let me see it.

Nelson: You should apply for a job there.
Jacques: Maybe I will.

5 Tell me about yourself. (p. 90)
Listen to Jacques’ interview with Margaret Henry. What things does Jacques like and dislike? What things doesn’t he mention?

Ms. Henry: You must be Jacques Fortier?
Jacques: I am.
Ms. Henry: And you’re looking for a part-time job, is that right?
Jacques: Yes. I want to apply for the job of afternoon youth program director.
Ms. Henry: Tell me about yourself. What do you do now?
Jacques: Well, I work in an office now, but I really don’t like it. I’m bored with all the paperwork.
Ms. Henry: But you like working with children?
Jacques: Yes. I love working with children. And I have a lot of experience. I worked as a counselor in a youth day camp for two years when I was in high school. I taught tennis and swimming, and I supervised the free swimming.
Ms. Henry: You sound like just the person we’re looking for. You will have to take a swimming test and provide me with some good references before we can hire you.
Jacques: Sure. Here are my references. When do I take the swimming test?
Ms. Henry: Tomorrow morning. By the way, do you have any other interests?
Jacques: Yes, I volunteer for the Junior Scouts. I also enjoy hiking and camping in my free time.
Ms. Henry: Great! Maybe you can help with the camping program also.

Lesson 3
The Moneymakers (p. 91)
Listen and read the article.

For highly educated and skilled workers, life is very good and it’s getting better. But the opposite is true for those at the low end of the pay scale. Since the 1970s, the gap in wages between skilled and unskilled workers has widened sharply. But new research shows the inequality does not stop there. Differences in job benefits and the quality of work life have also grown. The need for highly trained and educated workers is so great that
companies cannot keep enough skilled workers on their employment rolls. Consequently, they are adapting to white-collar workers’ demands for increases in vacation time, flexible work schedules, and increased benefits.

The good news, however, is that it is not too late for people on the low end of the wage scale to acquire marketable job skills. The argument that education will open a gateway to a better life continues to be supported by statistics. The broadest opportunities, best salaries and benefits, and greatest security are still linked to advanced education and training. Community colleges and company training programs are currently working very hard to help part-time and full-time students of all ages prepare themselves to meet the needs of the modern marketplace.

UNIT 8
Lesson 1

Pablo takes the road test (p. 97)

Pablo is taking a road test for his driver’s license. Listen and read the conversation between Pablo and the officer.

Officer: Wait, wait! Didn’t you forget something?
Pablo: What do you mean?
Officer: I mean did you check everything before pulling out of the parking lot?
Pablo: Well, I checked the rear-view mirror, the emergency brake, the . . . oh, of course, my seat belt. I’ll fasten it right now.
Officer: No, you don’t. You should pull over first, and then fasten your seat belt.
Pablo: Yes, sir.
Officer: Be careful. There’s a car right behind us. Whenever you want to change lanes, you must signal first. Changing lanes without signaling can be very dangerous.
Pablo: Sorry.
Officer: OK. Park over there next to that blue car . . . good. Now buckle up and let’s go.
(Two minutes later. The officer looks upset and irritated.)
Pablo: What did I do wrong this time?
Officer: You didn’t stop behind that school bus. Passing a school bus when its lights are flashing is illegal.
Pablo: I’m sorry. I didn’t know I had to stop.

Officer: It’s all in the driver’s manual if you read it.
Pablo: Uh-oh. There’s a police car behind us. I’d better let it pass by.
Officer: No, you’d better stop the car. I think we’re in trouble.

5 Hear it. Say it. (p. 100)

Listen to these sentence pairs with the same word used as a noun in one sentence and as a verb in the other. Notice how the stress changes. Then take turns reading the pairs of sentences.

Information Focus

1. Last year he had a driver’s permit.
2. It permits him to drive.
3. Mr. Robinson gave us a report on our progress.
4. I’m starting to progress in my studies.
5. Did Jacques buy Danielle an expensive present?
6. Ivan had to present his report to the class.
7. Jacques hates to keep records.
8. He records the information.

6 Driving carefully can prevent accidents. (p. 101)

Listen to the police officer talking to the students at the World Language Center about traffic rules. Then listen again and complete the sentences with the -ing form of the verbs in the box. You will need to use some of the verbs more than once.

I’m officer Jim West, and I’m here today to talk to you about car accidents. How many of you have a car? Many of you. Nobody likes to be in an accident, so I’m here to tell you how to avoid accidents. Driving carefully is the best way to avoid accidents. Most accidents are caused by reckless drivers. Driving too fast or changing lanes without signaling can be very dangerous too. Also, keeping a good distance from the car in front of you can prevent accidents. Being a careful driver is especially important when it’s raining and the roads are slippery.

Remember, sitting behind the wheel requires all your attention. Some people do other things when they’re driving. For example, talking on a cellular phone can distract you from driving. Listening to loud music may also be hazardous, as you may not hear other cars’ horns or an ambulance’s siren. There are other distracting factors, too. Putting on makeup while driving or talking to someone in the back seat are two examples. Finally, always observe the traffic signs. In fact,
obeying traffic signs is a law in the United States. Any questions?

Lesson 2

Fender Bender (p. 102)

Read and listen.

Ivan: I’m sorry, officer. I hope you won’t give me a ticket for speeding. I was being very careful about driving under the speed limit. It was an accident.
Officer: May I see your proof of insurance?
Ivan: Uh-oh, I think it’s at my apartment. I am terrible at remembering these things.
Officer: Do you realize you’re breaking the law by driving without insurance?
Ivan: I’m sorry, officer. What a mess!
Officer: Well, you will know next time. You look shaken up. Are you all right?
Man: What about me? What about my van? Aren’t you interested in helping the victim here? My girls are late for a soccer game, and I’m on hold with my insurance company. Aren’t you going to give this guy a ticket?
Officer: You can make it easier for us all by staying calm, sir.
Ivan: I’m sorry about making you and your daughters late. It really was an accident.
Officer: Mr. Gorki, I have to give you a ticket for causing an accident by following another vehicle too closely and for driving without insurance.
Man: Now, may I see your driver’s license, phone number, and address, Mr. Gorki? My insurance company is going to need the information.
Ivan: (sighs) Yes, of course.

1 How long do I have to wait for a tow truck? (p. 103)

Listen to Ivan’s conversation with the auto-club dispatcher and fill in the information on the form.

Operator: Hello, Roadside Assistance, this is Sherine. How can I help you?
Ivan: Hello, hello?
Operator: Yes, this is Roadside Assistance. How can I help you, sir?
Ivan: I need to have my car towed.
Operator: Are you a member with us, sir?
Ivan: Um, yeah, yeah, I am.
Operator: Name, please?
Ivan: Ivan Gorki. Um, how long will it take?
Operator: I’ll tell you in a minute. ID number?
Ivan: What?
Operator: Your ID number. It should be printed on your card.
Ivan: Oh, yes, right. 996-8842.
Operator: 996 . . .
Ivan: Yes.
Operator: Then what?
Ivan: 8842
Operator: 996-8842?
Ivan: Yes, how long . . .
Operator: What is your location please?
Ivan: Santa Monica Boulevard.
Operator: Santa Monica Boulevard. What is the description of the car?
Ivan: It’s light blue. How long . . .
Operator: And what is your license plate number, please?
Ivan: Oh. . .132-ZEB.
Operator: OK.
Ivan: How long will it take the truck to get here?
Operator: A driver should be there within two hours.
Ivan: Two hours! I’ll get there faster by pushing my car.
Operator: I’m sorry, sir; that’s the best I can do.
Ivan: I understand. Tell the driver that if I’m not in the car, I’ll be in the restaurant across the street.
Operator: All right, sir. Thanks for calling Roadside Assistance.

Lesson 3

Teen Driving and Safety on the Road (p. 106)

Listen and read the article.

Teenage Motor Vehicle Deaths

In every motorized country, teenage driving represents a major hazard. Teens are allowed to get licenses at an early age, and they are not required to have much driver training. Often, none is required. It is not surprising, therefore, to see a higher rate of accidents among younger drivers. The rate is highest between ages 16 and 17.

It is common to see young drivers talking and laughing with their friends in the car and playing loud music while they are trying to drive. Because they are so distracted, they are not able to handle even small emergencies that come up. These situations often turn into disasters.
UNIT 9
Lesson 1

Trying to Keep a Budget (p. 111)
Listen and read the conversation.

Lynn: I seem to spend every penny I make at
the photo lab. How can I save some
money?
Yumiko: Try to keep a budget. It’s like a diet.
But instead of counting calories, you
count pennies.
Lynn: How do I begin?
Yumiko: Well, first of all, you have to figure out
how much money you make.
Lynn: That’s easy enough!
Yumiko: Then, you need to determine your
expenses.
Lynn: Oh, I get it. If I total my monthly
expenses and subtract that amount
from my monthly income, I can see
how much money I have left. If I get a
negative number, then I must be
spending more than I make. If I have
some money left over, that’s the
money I can plan to save.
Yumiko: That’s it.
Lynn: So if I want to open a savings account
and have some money in it, I should
find some ways to cut down on my
expenses.
Yumiko: Yes. For example, if you decide to take
the leftovers from dinner to eat for
lunch the next day, just once a week,
you can expect to save over $250 a year.
Lynn: No kidding!

2 Hear it. Say it. (p. 112)
Listen to the following sentences. Then practice saying
them with a partner.

Stress and Intonation
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.

4 You have to pay the late payment charge.
(p. 113)
Listen to Lynn and a customer service representative
talk about Lynn’s credit card billing statement. Fill in the
missing information.

Agent: Safe Card billing department. Account
number, please?
Lynn: Yes. It’s 57 51393 24819 3.
Agent: And your Zip Code?
Lynn: It’s 92502.
Agent: Thank you. Are you Lynn Wang?
Lynn: Yes, I am.
Agent: Is your address still 97 Park Place?
Lynn: Yes, it is.
Agent: OK, Ms. Wang. How can I help you
today?
Lynn: Well, I’d like a summary of my billing
statement for May, please.
Agent: Of course. As of the May 1 billing date, I
see you have a previous balance of $210.
You have paid $44.10 towards that and
bought merchandise for $35. Taking into
account the $7.35 finance charge, that
gives you a balance of $208.25.
Lynn: Hmm. The balance hasn’t gone down
very much, has it?
Agent: Well, you keep sending your payment in
late, and you have to pay the late pay-
ment charge. Then, there is a 1.75%
monthly finance charge, which is deter-
mined by adding together the out-
standing balances for each day of the
monthly billing period and dividing the
total by the number of days in the
monthly billing period.
Lynn: How do you determine the outstanding
balance?
Agent: It includes new purchases, unpaid
finance charges, and unpaid insurance
charges.
Lynn: Does that include fees for late payment?
Agent: No, it doesn’t. It doesn’t include returned
checks, either.
Lynn: Well, thank you for the information.
Agent: No problem. And Ms. Wang, please be
sure to make your scheduled payment of
$45 before May 31. You don’t want to
pay the 1.5% late payment charge again,
do you?
Lynn: No, I’ve learned my lesson from last
month.
Lesson 2

6 Mr. Robinson intends to take his daughter hiking. (p. 118)

Listen to the conversation from Mr. Robinson’s class. Complete the notes about each student. Listen again if you need to. Then compare your answers with your partner’s.

Mr. Robinson: Today, I’d like to warm up by having each one of you share one of your dreams for the future. Perhaps you even have a plan. I’ll go first. I intend to take my daughter hiking in the Rocky Mountains some day. What about you, Tony?

Tony: My dream is that I would like to design my own house some day.

Mr. Robinson: Your own house? Do you mean design it or build it?

Tony: Both. I’ve already started to work on it.

Mr. Robinson: Great, that’s inspiring. What about you, Lynn?

Lynn: I like horses, and I hope to live or work on a ranch some day.

Mr. Robinson: Wow, I’m surprised. I didn’t know that. Have you ever ridden a horse?

Lynn: Well, sort of. I rode ponies when I was a little girl.

Mr. Robinson: What about you, Yumiko?

Yumiko: I’m excited about photography, so I want to publish my photographs.

Mr. Robinson: I expected you to say that. You are a great photographer. Nelson, what are you into?

Nelson: I like to design web sites, so I guess my dream is to get a job helping people set up web sites on the Internet. I think that would be exciting.

Mr. Robinson: Well, you should be able to reach that goal very easily. Pablo, do you have something that you feel passionate about?

Pablo: Flying. I plan to be a pilot some day. When I take my first solo flight in an airplane, it will be a dream come true.

Mr. Robinson: I bet it will. Jacques, what’s your dream?

Jacques: I want to become an environmental economist. I think we need to recognize the importance of saving nature. Economics is one way I can work toward that goal.

Mr. Robinson: Very inspiring. I’m proud of you, Jacques. Sofia, you’re next.

Sofia: I have to get into medical school. That’s the most important thing for me right now. When I get accepted, that will be the beginning of my dream come true. If I don’t, I’ll be extremely disappointed.

Mr. Robinson: Well, all your answers are very interesting. I hope to see all your dreams come true.

Lesson 3

The lure of advertising (p. 119)

Listen and read the following advertisements.

The best deal ever!
Get 10 CDs for just $1!
Get 5 more for $5 each.
No strings attached.
Cancel anytime.
You’ll find more CDs here than anywhere else.
Call Music Lovers now!
1-888-555-4535
plus $2 shipping and handling for each CD.
You can cancel after you buy 10 more CDs or cassettes at our regular price.

Say good-bye to fat and get your swimsuit ready!
We’re looking for 30 people to lose 30 pounds in 30 days.
No pills, no diet. Amazing results, fast.
Call today: 1-800-FAT-GONE
Actual results may vary.

Get mobilized. Get the Antenna.
Make more phone calls. Pay less money.
Call anybody, anytime, anywhere for $22 a month!
Get a free cellular phone with lots of features!
Effective for the first 6 months.
A one-year contract is required.

Ultimate Furniture
The biggest sale of the year is this weekend.
More furniture for your money.
No interest, no payment for one full year.
You’ll never want to leave your house again.
Some restrictions apply. Ask store for details.
UNIT 10
Lesson 1

Having a good time (p. 125)

Listen and read the conversation.

Lynn: Wow, what an incredible view. I’ve never seen such a blue sky.

Yumiko: Yeah, I’m beat, but this hike was worth it. I’m glad you suggested coming here, Jacques. I’ve never climbed a mountain before.

Jacques: I’m glad you like it. Hiking is my favorite thing to do. Wherever I am, if I have time, I head straight for the mountains.

Yumiko: Really? I guess that makes you a mountain man. To tell you the truth, I’m a beach comber. On weekends, I usually go straight to the beach if the weather is good.

Jacques: The beach is good too, I guess. I’m crazy about body surfing, but there’s something special about the mountains.

Tony: I don’t really care where I am if there’s something exciting to do.

Lynn: Like what?

Tony: Anything really. I can’t sit still. I like to play soccer best, but I also like mountain biking and wind-surfing — anything that gets my blood going. If I can find a thrilling new experience, I’m happy. If I have to sit still, I go crazy.

Lynn: I know what you mean. I love this view, but I get restless if I’m not moving.

2 If she’s interested in Hollywood, take her to Universal Studios. (p. 126)

Yumiko is expecting a visit from her aunt Aiko. She’s calling the tourist bureau. Listen again and check the activities that Yumiko thinks her aunt will enjoy.

Yumiko: Hello, can you give me some information about leisure activities?

Tourist Bureau: I’ll do my best. What kind of information would you like?

Yumiko: Well, I’m not sure. Here’s my situation. I expect to receive a visit from my aunt this weekend, and I don’t know where to take her.

Tourist Bureau: Well, if she likes sunshine, she’s in the right place. I can recommend several beaches in the area. You can go fishing, sailing, or even wind-surfing. There are tours for everything.

Yumiko: I don’t think that will work. She doesn’t like to get too much sun.

Tourist Bureau: Well, what kinds of things do you have in mind?

Yumiko: She’s not very athletic, but she likes to see interesting places.

Tourist Bureau: How about a trip to Sea World or to the zoo? There are two excellent zoos in Southern California: the Griffith Park Zoo in Los Angeles and the San Diego Zoo.

Yumiko: Hmm... that sounds okay, but since she’s coming from overseas, I’d like to show her something special. What about a movie studio?

Tourist Bureau: Of course, if she’s interested in Hollywood, take her to Universal Studios. There are a lot of things to see there. In fact, you can buy a package ticket that allows you to go to Sea World, the San Diego Zoo, and Universal Studios at a discounted rate.

Yumiko: That sounds like a good plan. I know she would like Universal Studios, but I’m not sure about a zoo. We have plenty of zoos in Japan. What is Sea World like?

Tourist Bureau: There is a killer whale show, a dolphin show, and other shows where people learn about the animals. There are also exhibits and activities.

Yumiko: That sounds like fun. Let me think about it and get back to you.

Lesson 2

Let’s go somewhere romantic. (p. 129)

Tony, Yumiko, and Lynn are discussing vacation plans. Read the ads. Then listen to the conversation.

Tony: Have you decided where you’re going on vacation?
Lesson 3

But the journey has just started. (p. 133)
Read and listen to a graduation speech given by Sofia.

Good afternoon, teachers, students, and honored guests:

It's an honor to be standing here today and giving the graduation speech. I came here to the World Language Center six months ago to learn English, but I've learned much more in the past few months.

Living in a foreign country with a different language and culture has not been easy for any of us. I remember how frustrating it was at times to make myself understood. For example, two weeks after I got here, on my way home, I stopped at a fast food restaurant to buy a sandwich. After I ordered what I wanted, the clerk asked me, "Here or to go?" It sounds like an easy question, doesn't it? But he said it so fast that I couldn't understand the question. So I repeated my order. He looked at me and said, "I know what you want, but . . . ." and then he repeated his question. It was really frustrating. There were people standing behind me in line, and everybody was getting impatient, so I left the restaurant without getting anything to eat.

I'd like to thank our teachers for bringing such interesting ideas to class and making our classrooms a great place to develop our language skills. And thank you for your patience and concern for us all.

We are at the end of the semester, but the journey has just started. Some of us plan to stay here at the Center for another semester. Others hope to enter a university, and still some others intend to return home. Wherever you might be, I wish you the best of luck. Thank you.

3 Hear it. Say it. (p. 134)
Listen and repeat. Then take turns reading the sentences.

-ing
1. Living far from my family is depressing.
2. Learning a second language is challenging.
3. Learning about other cultures is stimulating.
4. Living in the dorm is interesting.
5. Participating in a class project is fulfilling.
6. Working and studying at the same time is demanding.
7. Living in a foreign country is exciting.