

# UNIT 1

## Overview

### TOPICS

- Starting a new job
- Preparing for a presentation
- E-mail
- Staying in touch with school friends
- Working in another culture
- The Internet

### GRAMMAR

- *Another (one), the other (one), the others (the other ones), others (other ones)*
- Repeated past action/past state: *used to*
- Present tenses with future meaning
- Modals

### COMMUNICATION GOALS

#### Listening and Speaking

- Asking for and giving advice
- Offering help
- Making appointments
- Discussing cross-cultural experiences

#### Reading and Writing

- Giving written advice
- Communicating via e-mails
- Interpreting a schedule
- Setting up a personal journal
- Scanning for new words
- Understanding words from context

## 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**

Responsibility  
Self-Management

#### ***Competencies***

##### **Information**

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

##### **Interpersonal**

Participates as a member of a team  
Negotiates

##### **Resources**

Time—allocates time and prepares and follows schedules

##### **Systems**

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

##### **Technology**

Applies technology to task

### **GENERAL COMPETENCIES / CASAS\***

#### **0 Basic Communication**

0.1.2 Identify or use appropriate language for informational purposes

0.1.3 Identify or use appropriate language to influence or persuade

#### **4 Employment**

4.1.6 Interpret general work-related vocabulary

4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion

4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.

4.6.2 Interpret and write work-related correspondence, including notes, memos, and letters

4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals

4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills

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

7.1.1 Identify and prioritize personal, education, and workplace goals

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

7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals

7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists

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

# Lesson 1

## WARM UP

- Begin the first class meeting with a mixer activity (an activity in which the students circulate and talk with their classmates). This gives new students a chance to meet their classmates and lets returning students catch up on what their classmates have been doing.
- As a class, brainstorm questions that the students can ask new classmates. (*What's your name? Where are you from?*) Also brainstorm questions that returning students can ask each other. (*What have you been doing lately? What did you do during the break?*)
- Ask the students to interview two or three of their classmates. Give the students about ten minutes to complete the interviews. Recap by going around the room, asking the class what they know about each student in the class.
- If your class is large, have the students conduct their interviews in groups of three or four. Recap by having two or three groups combine to introduce their classmates to each other.

## PRESENTATION

### *Moving On*

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

- **Set the stage.** Tell the students to cover the conversation and look at the picture. Ask them to describe the situation and what the people are doing. Prompt with questions as needed. Direct the students' attention to the title. Elicit or provide the meaning of *Moving on* (*making progress; changing your life*).
- **Personalize the situation.** Explain that the people in the picture, Gina and Ivan, are former classmates who are finding out what each other has been doing. Call on a few students and ask: *What have you been doing lately?* Ask the students to turn to their neighbors and ask them what they've been doing lately. If you wish, have a few students share their partners' comments with the class.
- **Focus on selected items.** Write Ivan's and Gina's names on the board. Ask the students to describe how the characters are dressed. Ask the students to guess what their manner of dress might indicate (*Ivan is in a rush; Gina has a good job*).
- **Set the listening task.** Write the listening questions on the board: (1) *What is Gina's job?*

(2) *What job is Ivan trying to get? What is his job now?* Play the cassette once or twice while the students, with the conversation still covered, listen and take notes.

- **Check the listening task.** Ask for the students' answers, and write them on the board. (*She's a buyer's assistant in the fashion industry. He's trying to get a job as a help-desk technician. He's a security guard.*) Tell the class to read along while they listen again and check their answers. Ask what Ivan wants Gina's advice about (*a presentation he's giving in class*).

**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.

- **Practice the conversation in pairs.** Ask the students to practice the conversation with a partner. If possible, have each pair stand apart from the others. This allows the students to concentrate on their own practice. Circulate and monitor pronunciation and intonation. Ask a few pairs to perform the dialog for the class. If you wish, you can conduct a pronunciation mini-lesson on one or two points that are problematic for the whole class.

- **Engage the students in pair work.** Ask a volunteer to read the discussion questions aloud. Ask the students to answer the questions with a partner. Encourage the students to ask for more detailed responses by using phrases such as *Tell me more* and *Oh, really?* Allow seven to ten minutes for the discussions.
- **Circulate and monitor progress.** Prompt the students to ask their partners follow-up questions. In class discussion, ask several students to report what their partners told them.

## EXERCISES

### 1 What should I wear?

(page 2)

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

- **Pair.** Read the instructions aloud. Ask for volunteers to read each *Asking for advice* expression. Then ask for volunteers to read the *Giving advice* phrases. Elicit the meaning of *polo shirt* (a short-sleeved knit shirt with a collar), *blazer* (a type of jacket), and *khakis* (tan or light-brown semi-casual slacks, usually of cotton).
- Complete the first item as a class. Write the correct expressions on the board (see answers at right). Remind the students to choose the appropriate expression from each column in order to complete the dialogs. Ask the students to work with a partner to complete the rest of the dialogs.
- Recap by asking three pairs of students to read their answers aloud. Ask for any different answers.
- **Group.** Read the instructions aloud. Elicit the meaning of *appropriate dress*. Point out that one meaning of *dress* is *all the clothes that a person is wearing* (non-count noun). Point to one or two students and ask the class whether they are wearing formal or informal dress. (Be sure to include male students in this demonstration.)
- Divide the class into groups of three or four. Suggest that one group member play the part of the person giving the presentation and the others play the part of advice-givers. Give the students ten to fifteen minutes to prepare

their role-plays, then ask them to perform for the class. (Note: If time is limited, the preparation stage can be eliminated and the role-plays can be done as improvisations.)

#### Answers

(Other answers may be possible for items 2 and 3.)

1. Ivan: Would you help me decide what to wear?  
Gina: You shouldn't wear the polo shirt and jeans. You should wear the blazer and khakis.
2. Ivan: What should I do to create a good relationship with the audience?  
Gina: Think about what makes you feel comfortable. You could ask them to introduce themselves first.
3. Ivan: How can I avoid communication problems?  
Gina: Invite them to ask questions.
4. Ivan: How can I make sure they get all the information?  
Gina: You can give them written handouts.

## 2 What can I do to help?

(page 3)

► **Speaking** ► **Reading**

- Read the instructions aloud. Ask the class to describe the situation in the first picture. Elicit the appropriate offer for that picture (*Would you like a hand with that printer?*). Elicit the meaning of *a hand* in this expression (*some help*). Repeat with the other three situations.
- **Pair.** In pairs, have the students write additional ways to offer help in each situation. Recap by having several volunteers put one of their expressions on the board.

### Answers

1. Would you like a hand with that printer?
2. I'd be happy to come over and help you set up the new computer.
3. Would you like me to show you how to use the new program?
4. Let me help you. You may have a virus on your hard drive. I'll take a look at it.

## 3 My meeting begins at 3 o'clock.

(page 3)

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

- Direct the students' attention to the examples. Ask a volunteer to read the second example aloud. Elicit the time frame the sentence refers to: past, present, or future time (*future*). Elicit the verb tense (*present continuous*). Remind the students that the present continuous is often used to express future plans. A time expression or the general context indicates when the present continuous refers to the future. Write another example sentence on the board (*I'm having dinner with a friend tonight*). Elicit several more examples from the class and write them on the board. Ask the class how they know the sentences refer to the future (*time expressions*). You may wish to elicit additional time expression for the future.
- Ask a volunteer to read the first example sentence aloud. Elicit the time frame and the verb tense (*future time; simple present tense*). Write the following verbs on the board: *arrive, depart, leave, start, end, begin, finish, open, close*. Explain that the simple present can be used with these verbs to describe events that will occur at a specific time in the future. These are usually scheduled events, such as meetings or classes, concerts or shows, or scheduled transportation. Write a few example sentences on the board: *The play begins at 8:00. My plane leaves in the morning.*
- Point out that *be* and *have* are also often used in the simple present to refer to future appointments. Write the following examples on the board: *My appointment is at 4:00 tomorrow. We have a meeting next Thursday at 9:00.* Elicit additional examples and write them on the board.
- Ask the students to look at the conversation. Elicit the meaning of *get in (arrive)*. Instruct the students to complete the conversation by using the appropriate verb tenses: simple present, present continuous, or future. Ask them to use the simple present or present continuous wherever possible. Point out that there may be more than one correct answer.

- Have the students practice the completed dialog in pairs. Encourage them to discuss any differing answers. When they have finished, check as a class. For each answer, ask if there is another possible answer.

### Answers

1. is coming (is going to come)
2. gets in (is getting in)
3. am coming (am going to come)
4. am going
5. will buy (am going to buy)
6. will get (am going to get)
7. starts (will start)
8. is

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## 4 I'm starting at 9 o'clock on Monday morning.

(page 4)

► *Reading* ► *Writing*

- **Pair.** Ask the students to cover the e-mail at the bottom of the page and look only at the top e-mail. Ask them to take a few minutes to read Ivan's e-mail and discuss his presentation plan with a partner. Remind the students to give specific reasons for their opinions.
- **With the second e-mail still covered,** recap the pair work as a class. Ask several students for their opinions about Ivan's plan. Make notes on the board.
- **Pair.** Ask the students to read Spencer's response and rewrite Ivan's presentation plan according to Spencer's advice. Circulate and monitor the students' progress. Ask a few pairs to write their updated schedules on the board.
- **As a class,** compare the updated schedules. Ask whether the schedules allow enough time for each part of the presentation. As a class, discuss whether Spencer gave Ivan good advice. Encourage the students to support their opinions with specific details from the e-mails.

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

# Lesson 2

## WARM UP

- Elicit the difference between *job* and *career*. (*A job is working for a specific employer. A career is a profession that generally requires specific training; you can have the same career even if you change employers.*)
- Ask the students what careers they would like to have if they could choose any profession they wanted. Write their responses on the board.
- Explain that many employers want their employees to have experience before they hire them. Because of this, people often get part-time or temporary jobs that help them prepare for their careers. Elicit the types of jobs that would help someone prepare for each of the careers on the board. Write this information next to each item in the list.

## PRESENTATION

### *I'll ask him to give you a call.*

- **Set the stage.** Ask the students to cover the conversation and describe the situation in the picture. They should be able to identify Ivan and Gina. Review what their relationship is (*former classmates who haven't seen each other in a while*).
- **Personalize the situation.** Ask the students which character, Ivan or Gina, suggested going out for coffee (*Gina*). Elicit that the characters are actually in a fairly nice restaurant but that only Ivan seems to be eating. Ask the class who they think should pay for the meal. What would be normal in the students' native cultures? Why? Does it matter that Gina is female and Ivan is male?
- **Focus on selected items.** Explain that the students will hear Gina and Ivan discussing their former classmates and what they are doing now. Ask the students to uncover the dialog and *scan* (*look quickly*) for the names of the former classmates (*Tony, Sofia, Yumiko, Lynn, Nelson*). When the students have found the names, write them in a list on the board. Ask the students to cover the dialog again.
- **Set the listening task.** Instruct the students to copy the names of the former classmates onto a piece of paper. Ask them to listen and make notes about what each classmate is doing.
- Remind the students to keep the conversation covered. Play the cassette once or twice.
- **Check the listening task.** Ask the students what they learned about Gina and Ivan's classmates. Write this information on the board. Instruct the students to uncover the conversation and see if there is any information they want to add to their notes. Focus the students' attention on the relationship, if any, between the jobs the classmates have and their ultimate career goals. Ask whether they think the jobs are good preparation for the classmates' intended careers.
- **Practice the conversation in pairs.** Ask the students to practice the conversation with a partner. Circulate and assist with pronunciation and intonation as needed.
- **Engage the students in pair work.** Ask a volunteer to read the discussion questions aloud. Suggest that the students first identify their friends' or former classmates' goals and then identify their current activities.
- **Circulate and monitor progress.** Assist the students with the task. If they have trouble thinking of people to talk about, prompt them with questions about friends and former classmates. Recap with a brief class discussion.

## 1 When would be a good time for us to get together?

(page 6)

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

**Note:** If possible, have the students bring their personal planners or calendars to class before doing this exercise.

- Read the instructions aloud. Direct the students' attention to Gina's and Nelson's calendars. Ask for volunteers to read the information from the calendars. Encourage the use of correct prepositions (*On Tuesday, Gina has a dentist appointment at 10 A.M.*).
- Play the cassette twice while the students listen and fill in the missing information. Go over the answers as a class, writing the answers on the board or on a transparency of the calendars.

### Answers

Gina: Monday: work; lunch appointment  
 Tuesday: work; dinner with John  
 Wednesday: work  
 Thursday: work; shopping with Lynn in the evening  
 Friday: work; birthday party in the evening  
 Saturday: clean apartment in the morning; hair appointment in the afternoon; go out with John in the evening  
 Nelson: Friday: busy all day  
 Saturday: write workshop report in the morning

- **Pair.** Read the instructions aloud. As a class, brainstorm the kinds of things that people might write in their personal planners (*appointments; birthdays; things that happened during the day; names and addresses*). Write the students' ideas on the board.
- Ask the students to compare their calendars in pairs. Suggest that they look for similarities as well as differences in the ways they use their calendars (*I write very complete information in my calendar, but Suki writes only short notes*). Recap with a short class discussion. Ask if any of the students write in their calendars in English.

**Expansion (Writing):** Ask the students to keep an appointment calendar in English for a week. If you wish, you can photocopy a calendar form and distribute it to the class. Suggest that the students write down all their time commitments, including your class. Assist with specific vocabulary that the students need to complete their calendars. Check with the students on a daily basis to see how they are doing with their "English calendars." Discuss strategies for more effective time management, such as making an "appointment" with oneself to do homework.

## 2 I need to make an appointment.

(page 6)

► **Reading** ► **Speaking**

- Read the instructions aloud. Remind the students to look at *what* is said in each request as well as *how* it is said. Elicit the meaning of *proposal* (*an idea for a future project*). Check as a class.

### Answers

- |            |            |         |
|------------|------------|---------|
| 1. dentist | 2. friend  | 3. boss |
| 4. plumber | 5. teacher |         |

- **Pair.** (If possible, bring in telephones to use as props.) With a partner, the students create role-plays using one of the situations in the activity. Encourage the students to be creative with the situation and to expand their dialogs so that they are two to three minutes long. Have as many pairs as possible perform for the class.

- As an alternative, write the numbers 1 through 5 on slips of paper. Have each pair of students in turn draw a number for one of the situations and perform a spontaneous role-play.

### 3 May I see another one?

(page 7)

► **Reading** ► **Writing**

- Read the instructions aloud. Direct the students' attention to the example boxes. Ask for volunteers to read the examples aloud. Elicit the difference between *another* (*one in addition to or instead of this one*) and *the other* (*the one remaining*). Direct the students' attention to the last example (*There are three computers . . .*). Ask how many *the others* represents (*two*). Elicit another way to say *the others* (*the other ones*).
- Point out that there is no difference in meaning between, for example, *the others* and *the other ones*. However, some people feel that *the other ones* is less formal than *the others*. Students should consider this when writing in a more formal style, such as for college papers or business communications.

**Grammar Note:** *Others* is never used with a noun or with *ones*; it is a pronoun that takes the place of a noun. *Other* acts either as an adjective (when followed by a noun or by *one*) or as a pronoun (when not followed by a noun or by *one*). *Another* is the indefinite singular form (not *an other*).

- Ask the students to complete the activity with the appropriate forms of *other*. Circulate and monitor progress. Ask for volunteers to write their answers on the board in complete sentences. For each answer, elicit the other possible answer.

#### Answers

1. another / another one
2. the other / the other one
3. others / other ones
4. another / another one
5. others / other ones
6. others / other ones
7. the other / the other one
8. others / other ones

**Expansion (Speaking, Writing):** Ask the students to work with a partner to compare places in the surrounding community. As a class, brainstorm the types of places they could compare (*parks; shopping centers; produce markets; theaters*). List the categories on the board. Practice the activity by thinking of one or two sentences as a class (*One of the parks in this city has a small lake, but the others do not*). Remind the students to use the forms of *other* that they practiced in Exercise 3.

Instruct each pair to choose one of the categories on the board or one of their own. Ask them to write a short paragraph comparing places in their category. Have the students read their paragraphs to the class, or, if your class is large, have the pairs exchange and read the papers of one or two other pairs.

**Additional Activity.** See Unit 1 Appendix.

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

# Lesson 3

## WARM UP

- As a class, brainstorm reasons why people might work in another country (*immigration; working in a multinational company; working while studying abroad*). Write the responses on the board.
- Put two columns on the board. Label one **Advantages** and the other **Disadvantages**. Elicit some of the positive and negative aspects of working in a different culture. Write the responses on the board under the appropriate heading. Leave the lists on the board for reference during the activity.

## PRESENTATION

### *Working across Cultures*

- **Set the stage.** Ask the students to cover the article or to close their books. Read the article title and instructions aloud. Elicit the meaning of *tips (ideas for success)*. Ask the students to predict the kind of tips the author will provide. Write their predictions on the board.
  - **Personalize the situation.** Ask which of your students are working (or have worked) in a country other than their home country. Did anyone give them advice about working in the new culture? If so, what was it? If not, what do they wish they had known when they first started working?
  - **Focus on selected items.** Ask the students to work with a partner and write three questions they expect this article to answer. Circulate as they write their questions and assist as needed. Ask several volunteers to write their questions on the board. Try to have between nine and twelve questions.
  - **Set the reading task.** Explain that the students will look for the answers to some of these questions as they read. As a class, select five questions to be answered. Erase the rest. Ask the class to read the article and answer the questions that they have chosen. If you wish, you can play the cassette while the students read along. Encourage the students to read without using their dictionaries. Reassure them that they will be able to discuss new vocabulary after they have finished reading. (There is an additional vocabulary-related activity in the Strategies for Success section at the end of this chapter.)
  - **Check the reading task.** Elicit or provide the meanings for any vocabulary items that are essential to understanding the article (*relocate, appalled*). Ask for the students' answers to the questions, and write them on the board. If the article did not answer some of the questions, ask whether the students think the article should have done so and why. As a class, review the list of advantages and disadvantages from the Warm Up activity. Put a check next to the items that were discussed in the article.
  - **Engage the students in pair work.** Remind the students that in the same way a new worker in a foreign country has to adjust to a new work culture, the workplace has to adjust to the new worker. Point out that this process happens in social and academic situations as well. Read the discussion questions aloud. Clarify that the students are to analyze how people they know react to people from different countries.
  - **Circulate and monitor progress.** As the students answer the questions with their partners, circulate and help focus the discussion if necessary. Recap the discussion as a class.
- Additional Activity.** See Unit 1 Appendix.

## 1 Didn't the mailroom use to be here?

(page 9)

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

- Read the general instructions aloud. Direct the students' attention to the example box. Point out that they will hear the examples as they listen to the conversation. Play the cassette once or twice.
- **Pair.** Read the instructions aloud. Point out that the students are to ask about the places in the list. Their partners will answer based on the information in the floor plan. Some of the rooms that have been relocated are marked as such, while others are not, so the students can invent their own versions of the previous floor plan. Practice the activity as a class, using items 1 and 2 (the answers will contain the same information as in the example boxes). Ask the students to complete the activity with their partners.
- Recap by having individual students ask their classmates questions about the factory floor plan.

## 2 In Brazil, Tony used to call his bosses by their last names.

(page 9)

► *Speaking* ► *Writing*

**Note:** This activity can be done as a writing or a speaking activity, depending on your students' needs.

- **Pair.** Read the instructions aloud. Ask for a volunteer to read the example sentence to the class. With a partner, the students make sentences, either in writing or orally, comparing Tony's behavior at work.
- Recap as a class. For each item, elicit which behavior is more formal and which is more informal. Also ask which behavior is more common in the students' native cultures.

**Expansion (Speaking, Writing):** Have the students give presentations about recent changes in their native countries. (If the students have not been in their home countries for a while, allow them to do their presentations about another

country, such as the one in which they are currently studying.) As a class, brainstorm the types of changes that the students could talk about (*political; economic; social; geographic*). Ask the students to choose just one of these types of changes and prepare a short speech for the class. Tell the students how long their speeches should be. (Four to six minutes is a good length.) Also discuss any other criteria you may have for the presentations. As part of the preparation, have the students write an outline of their presentations. Have them exchange outlines with a partner for comments and feedback. Give the students a day or two to prepare their presentations. If your class is large, you may want to limit the number of presentations given in one class period by having the students give their presentations over the course of several days.

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### 3 What is the Internet, anyway?

(page 10)

► *Speaking* ► *Reading*

- As a class, quickly brainstorm what the students know about the Internet, including special vocabulary and concepts. Write their responses on the board.
- Direct the students' attention to the e-mail attachment. Read the instructions aloud. Ask the students to read the attachment, looking for information that was not mentioned in the brainstorming activity.
- Elicit or provide the meanings of vocabulary items as needed. Ask the students what new information they learned from the reading. Add these items to the list on the board.
- **Pair.** Read the instructions aloud. With a partner, the students discuss what they know about the Internet. Recap as a class. Ask where people can go in your area to use the Internet if they don't own a computer. (If possible, provide a handout listing local resources, such as libraries, to supplement what the students already know.)

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### 4 Online

(page 10)

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

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### 5 Wrap Up

(page 10)

- Read the instructions aloud. Ask what an American businessperson might say about doing business in the students' native cultures.
- Read the letter to the class or ask the students to read it silently. Clarify vocabulary and meaning as needed.
- **Group.** Direct the students' attention to the questions on page 11. Point out that the first question asks the students to interpret what they have read. The second and third questions ask them to think about the idea of prolonged silence, first from a cultural standpoint and then according to their individual beliefs.
- Ask the students to work in groups of three or four to discuss the questions. Give the groups a specific amount of time for their discussions (ten to fifteen minutes). Recap the discussion as a class.
- perform each role at least two or three times. In addition to helping the students complete specific classroom tasks, the roles help them learn important communicative and negotiating skills that can easily be transferred to other academic (or business) environments. Depending on the task, the following roles may be assigned:
  - **Manager/Coordinator:** Leads the discussion and encourages everyone to participate.
  - **Secretary/Note-taker:** Takes notes of the discussion. This role is especially important for tasks that require the group to come to a decision or consensus.
  - **Reporter/Speaker:** Using the Secretary's notes, tells the class (or writes on the board) what was discussed or decided.
  - **Time-keeper:** Makes sure the group works quickly enough to complete the task.

**A note about group work:** For tasks such as this one, it is often helpful to assign *group work roles*. The roles should be rotated so that, over the course of the term, each student has the chance to

No matter which roles they are assigned, all the students in a group are responsible for contributing ideas and information to the discussion.

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

## 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) setting personal goals on your own, (2) using role-play to practice forms of giving advice, (3) using the context of a reading passage to determine meaning of a word.
    - 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.
2. For **Exercise 1**, 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 each student has a notebook that is easy to carry. Then point out the suggestions of possible **goals** that they might write down in their journals. Encourage the students to recopy these goals onto a card, brightly-colored paper, or Post-it™ that they can then put on a bulletin board or some other place as a visual reminder.
3. For **Exercise 2**, note that this exercise uses role-play to practice certain parts of the unit. In this case, partners will practice giving advice. Refer the students to Lesson 1 for some models on giving advice. If the students don't understand what to do, model one role-play as follows: A: "I'm going to an interview tomorrow. What do you think I should wear?" B: "Well, maybe you should wear something simple and business-like. You look good in blue, so you could wear blue."
4. For **Exercise 3**, tell the students not to use a dictionary for this exercise. The point of the exercise is to offer more practice in guessing meanings of words and to get the students away from just looking them up in a dictionary. It is not intended to be a long exercise.

### Follow-up

- If you have time in the next class, encourage the students to report briefly on the strategies they wrote for Exercise 1.

## 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. Encourage them to give detailed responses. As an alternative, the students can discuss their responses in small groups.
- 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, Activity Four. Remind the students to give specific reasons why they liked or disliked the activity.

- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

## GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review, using the Grammar Summary. Ask the students to each write three sentences about themselves using *used to*. You may want to suggest a topic for these sentences such as *How did you use to study?* Remind the class that *used to* refers to past habits, actions, or states that no longer happen or exist.
- Next, tell the students to find a partner and exchange their lists of sentences. 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 used to write all my class notes in my first language*, Student B can ask *What do you do now?* Student A then answers *Now I sometimes write notes in English*.
- 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.

# Appendix

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## ADDITIONAL ACTIVITIES

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### Lesson 2, Exercise 3

(page 7)

#### *I can't make up my mind.*

- In this activity, the students role-play choosing from a variety of products in a store. Ask the students to work in groups of three to prepare their role-plays. Tell them that one of them will play the part of the sales clerk and the other two will be shoppers who cannot make up their minds. Write the idiom *I can't make up my mind* on the board and elicit its meaning (*I can't decide*). Tell them that they must use this expression at least once in their role-plays.
- Ask the students to decide what kind of store they will use in their role-plays. Depending on the available time and resources, you can either ask the students to bring in props or allow them to simply pantomime the objects in the store. (Using actual props is much more effective.) Give the students adequate class time to prepare their role-plays. If the students will be bringing in props, assign specific days that each group is to perform its role-play.

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### Lesson 3, Presentation

(page 8)

#### *Welcome to your new job!*

- In this activity, the students work individually, with a partner, or in a small group to design a brochure for people from other countries who are coming to work in the students' home countries. (Note: Students collaborating on one brochure should share common knowledge of the business protocols of a particular culture or country.)
- Explain that the students will create brochures to help new workers understand the business practices of a company (real or imagined) in the students' home country. Point out that the students should provide information about things that the workers might find surprising or unusual. Elicit what types of information might be included in the brochures (*greetings; what to expect at a business meeting; how to speak to your boss*).
- Either assign the project as homework or complete it as an in-class project. Ask the students to present their brochures to the class. Discuss which brochure would be the most useful and why.

# WORKBOOK UNIT 1 ANSWER KEY

## Lesson 1, pages 1-3

### Exercise 1

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Answers will vary.

### Exercise 2

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Possible Answers:

1. How can I get this printer to work?
2. How can I get this new program to work?
3. What do you think I should do to get my documents back?

### Exercise 3

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Answers will vary.

### Exercise 4

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Possible Answers:

1. Would you like a hand with that box?
2. Would you like me to help you erase the board?
3. I'd be happy to go over the lesson with you if you think that'll help.
4. Would you like me to have a look at the car?

### Exercise 5

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Possible Answers:

2. The 8:10 train from White Plains arrives at Grand Central at 9:15 A.M.
3. The game starts at 4:00 P.M.
4. The store opens at 9:30 A.M.
5. The store closes at 6:00 P.M.

### Exercise 6

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2. I have
3. I'm meeting
4. I'm working
5. we're having
6. I'm coming
7. the boss is paying
8. I'm getting
9. The concert starts
10. Do you want
11. my aunt and I are having

# WORKBOOK UNIT 1 ANSWER KEY

## Lesson 2, pages 4-5

### Exercise 1

Answers will vary.

### Exercise 2

Possible Answers:

1. Are we still on for the movies this weekend?  
Sure.
2. I'd like you to help me with a letter I have to write. Can I show it to you one day after class?  
Certainly. What about after class next Tuesday?
3. I'd like to make an appointment to see the doctor.  
How about tomorrow at 2:00?
4. I have no power. What's the earliest time you can come and fix the problem?  
We'll send someone over right away.

### Exercise 3

2. The other (one)
3. others
4. another
5. another
6. others
7. the other

### Exercise 4

Errors are crossed out. Any necessary additions are bold.

Let me tell you about my classmates. One is from the Middle East, Saudi Arabia I think. [1] ~~The other~~ **Another** is from Haiti. [2] ~~Others~~ **The others** are from South America and Asia. Half of them live in the dorm like me, but the others live with their families. Some are learning English for their jobs. [3] ~~The others~~ **Others** want to go to college here, and the others are just here on vacation. They have lots of different interests. One is really into computers, another is a soccer fanatic, and [4] ~~the other~~ **another** is a fantastic musician. Actually, she's already a music school student here. I can't think of the interests of all [5] **the** others at the moment.

# WORKBOOK UNIT 1 ANSWER KEY

## Lesson 3, pages 6–9

### Exercise 1

Possible Answers:

2. She used to have a desk in a cubicle, but now she has her own office.
3. She didn't use to have a computer, but now she has one.
4. She used to be young, but now she looks older.
5. She used to work for Gamma Enterprises, but now she works for DFI.
6. (Sentences will vary.)
7. (Sentences will vary.)

### Exercise 2

Replies will vary.

2. Didn't you use to want to be a doctor?
3. Didn't you use to have a mustache?
4. Didn't you use to play the violin?

### Exercise 3

Answers will vary.

### Exercise 4

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

### Exercise 5

Answers will vary.

### Exercise 6

Possible Answers:

**Related to computers**—diskettes, home page, scanner, search engine, software, website

**Sometimes related to computers**—access, accounting, attachment, maintenance, manufacturing, sales, screen

**Not normally related to computers**—conference room, feedback, handout, loading dock, lobby, mailroom, name tag, supply room