

UNIT 2

Overview

TOPICS

- Discussing corporate culture, benefits, loyalty to the company
- Résumé writing
- Retirement

GRAMMAR

- Simple present vs. present continuous
- Present perfect
- Placement of adverbs and prepositional phrases
- Adverbial clauses with future time

COMMUNICATION GOALS

Listening and Speaking

- Discussing daily activities
- Listening for details
- Role-playing a job interview
- Listening and taking notes

Reading and Writing

- Understanding words from context
- Interpreting a résumé
- Interpreting graphs
- Scanning for specific information
- Writing a résumé
- Tallying the results of a survey

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, and speaking

Thinking Skills

Decision making

Problem solving

Seeing things in the mind's eye

Knowing how to learn

Personal Qualities

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

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

0.1.3 Identify or use appropriate language to influence or persuade

0.2.1 Respond appropriately to common personal information questions

4 Employment

4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application

4.1.3 Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market

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

4.8.1 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

6 Computation

6.7.2 Interpret data given in a bar graph

7 Learning to Learn

7.4.1 Identify or utilize effective study strategies

7.4.2 Take notes or write a summary or an outline

7.5.6 Identify or use strategies for communicating more successfully

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

Lesson 1

WARM UP

- Ask how your students communicate with their friends and family. Do they prefer to call, use e-mail, or send a letter? Elicit reasons for their choices.
- Write three column headings on the board: **Telephone, E-mail, Letter**. As a class, brainstorm the advantages of each of these modes of communication. Write the responses under the appropriate headings.

PRESENTATION

Learning the Corporate Culture

- **Set the stage.** Ask the students to cover Yumiko's letter. Read the instructions aloud. Ask the students to predict what information Yumiko might give Lynn about her new job. Write the predictions on the board.
- **Personalize the situation.** Ask the students about the e-mails and letters they send to their friends. Do they write in depth about one topic in each e-mail or letter, or do they write a little bit about several different topics? Ask which is more common in the students' cultures.
- **Focus on selected items.** Write the following words on the board: *new hire, salary, base pay, blame, unanimous, policy*. Elicit the meanings of the words. If the students do not know the meaning of the words, reassure them that they will understand them after they listen to and read Yumiko's letter. Leave the words on the board for use after the listening task.
- **Set the listening task.** Write on the board: *What are the four main topics that Yumiko discusses about her job?* Play the cassette twice while the students listen for this information, keeping the letter covered.
- **Check the listening task.** Elicit the four main topics of Yumiko's letter. Write all the responses on the board, even if there is disagreement among the students. Ask the students to uncover the letter and read it. Point out that Yumiko focused on one main point in each paragraph of her letter. Ask the class to review their answers and decide what the four main points are (*her salary; the benefits of the job; her responsibilities; how decisions are made in her company*).
- **Focus on vocabulary.** Ask the students to find each of the six vocabulary items in the text. Elicit the part of speech of each word or phrase (*noun, noun phrase, or adjective*). Help the students use context clues to focus their definition of each item. Write the definitions on the board. Elicit or provide the part of speech and meaning for any other words the class may have questions about.
- **Engage the students in pair work.** Ask a volunteer to read the discussion questions aloud. Briefly review what Yumiko said about her company with regard to these two topics. Ask the students to tell their partners about these two aspects of the work environment in their home countries. Encourage them to give examples from their own experiences if possible.
- **Circulate and monitor progress.** As you circulate, listen for interesting details or anecdotes. Recap the discussion as a class, and encourage the students to share these details with the class.

1 Yumiko is working in the lab.

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► *Reading* ► *Writing*

- **Pair.** Explain that the students will complete a paragraph about Yumiko's job. Read the instructions to the class. Ask a volunteer to read the example aloud. Elicit the tenses used in the sentence (*simple present and present continuous*) and why they are used (*the first half of the sentence is a statement of general truth about the process; the second half describes how the process is going right now*). Point out that the students may need to use other tenses in addition to the simple present and present continuous when they complete the paragraph.
- Recap as a class.

Answers

1. is working
2. has
3. decided / has decided
4. had taken / took
5. goes
6. is going
7. takes
8. is taking
9. is getting
10. is
11. has to / will have to
12. finishes

2 Yumiko usually wears a lab coat, but today she's wearing jeans.

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► *Speaking*

- **Pair.** Read the instructions aloud. Ask the students to work with a partner to compare what Yumiko usually does with what she's doing today. Remind the students to rely on their speaking skills instead of writing their answers. Encourage the students to compare the details of each pair of pictures, such as Yumiko's clothing, the place where she is doing the activity, or what she might be feeling.
- Recap as a class. Prompt the students to make additional statements about each pair of pictures.
- **Group.** Read the instructions aloud. Elicit the questions that the students will ask their partners. (*What is your mother doing today? What does she usually do?*) As with the previous exercise, encourage the students to go beyond the obvious when they describe their family members' or friends' activities.

Additional Activity. See Unit 2 Appendix.

3 Yumiko hopes to become a team leader at Fujifilm.

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► **Speaking** ► **Reading**

- Ask a volunteer to read the title aloud. Elicit the definition of *team leader*. Write all of the students' ideas on the board. (The students' definitions of the term will vary, based on their individual perceptions of what a team leader is or should be.)
- **Pair.** Read the instructions aloud. Elicit the meaning of *survey*. Clarify that the students should write down their partners' opinions, not their own. Encourage the students to ask their classmates if they do not understand a particular word or phrase in the activity. If their classmates are unable to provide the meaning of the word, you can write it on the board. Instruct the students to complete the survey first and then to discuss the items on which they disagree. Encourage them to provide detailed reasons for their answers.
- **Class.** Recap the discussion as a class. If you wish, make a transparency of the survey. Ask the students to report their partners' choices. Total the class results for each item.

Expansion (Writing): Have the students work in groups to write an employment ad for the position of team leader at Fujifilm. Brainstorm the kinds of information that should be included in the ad. Write the students' suggestions on the board. Remind the students to include the qualities from the survey that they think are appropriate for the position. Encourage the students to describe the qualities in their own words instead of just copying them. Ask the students to write their ads on the board or read them to the class.

4 Fujifilm saves the koala.

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► **Listening** ► **Reading**

- Read the title aloud and direct the students' attention to the illustration of the koala. Ask the class what they know about koalas. Write the information on the board.
- Read the instructions to the class. Ask for volunteers to read the sentences aloud. Tell the class that you will play the cassette twice while they listen.
- Recap the answers as a class. If a sentence is false, ask the class how to rewrite it as a true sentence.

Answers

1. False (Hanimex is Fujifilm's distributor in Australia.)
2. True
3. False (The project uses satellites to monitor the koalas.)
4. False (Many people take photographs of koalas.)
5. True

Additional Activity. See Unit 2 Appendix.

5 How long have you lived here?

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

- Read the instructions aloud. Ask for volunteers to read Yumiko's résumé aloud. Elicit or provide the meaning of any unfamiliar vocabulary.
- Read the title aloud. Elicit the time frame that the question refers to (*from the past until now*). Ask how the question would be different if it referred to a completed action in the past (*How long did you live there?*). Elicit that the present perfect is used to talk about events that began in the past and continue to now, while the simple past is used for an action completed in the past.
- **Pair.** Read the instructions aloud. Ask a volunteer to read the first cue aloud. Then ask the class to find the information on the résumé and answer the question as if they were Yumiko. Ask each pair of students to ask and answer questions using the cues and also to add questions of their own. Remind them that they might need either the present perfect or the simple past.
- Recap the activity as a class. Have the students ask classmates other than their partners for the answers.
- Before the students write their own résumés, direct their attention to the format of Yumiko's résumé, including the format, headings, and order of the entries (reverse-chronological). Circulate and help the students write their résumés.
- Pair the students with classmates as they finish their résumés. Request that they include a beginning and an end to the role-play that would be appropriate for a job interview. Tell the students how much time they have in which to prepare their role-plays. Have as many pairs as possible perform.

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

Lesson 2

WARM UP

- Write the term *job satisfaction* on the board and elicit its meaning (*being happy or satisfied in a job*). As a class, brainstorm the things that contribute to job satisfaction. Is it important to enjoy your work? To earn a lot of money? To have a good work environment? Write the students' ideas on the board.
- Ask the students which aspect of job satisfaction is most important. If they could have only one item from the list, what would it be and why? Ask them to explain their choice to their partners. Recap as a class.

PRESENTATION

Training to Be a Chef

- **Set the stage.** Instruct the students to cover the conversation. Read the instructions aloud. Elicit how Oscar and Tony know each other (*they used to be classmates*). Direct the students' attention to the picture. Elicit the location of the picture (*a restaurant kitchen*). Ask the students to name as many objects in the picture as they can.
 - **Personalize the situation.** Ask whether any of the students have ever worked in a restaurant. What kind of jobs did they have? What were the most rewarding aspects of the job? The most difficult? (If some of the students have never worked in a restaurant, ask them to imagine what it would be like.)
 - **Focus on selected items.** Ask the class how owning a restaurant would be different from working in one. Encourage them to give specific details about the skills needed as well as the responsibilities that owning a restaurant would entail.
 - **Set the listening task.** Explain that the students will hear Oscar describe his job to Tony. Write the following on the board: *What does Oscar like about his job? What is difficult about it?* Point out that Oscar is considering opening a restaurant of his own in the future. Add the following question to those on the board: *What additional skills does Oscar need in order to open a restaurant?*
- Play the cassette once or twice while the students listen with the conversation covered.
- **Check the listening task.** Elicit answers to the listening questions and write them on the board. Ask the students to read the conversation and add information to the answers on the board if necessary.
 - **Practice the conversation in pairs.** Ask the students to practice the conversation in pairs. Circulate and assist with pronunciation and intonation as necessary. If time allows, have one pair perform the conversation.
 - **Engage the students in pair work.** Read the discussion question aloud. Give the students two or three minutes to write brief notes about the kind of restaurants they would like to open. Then ask them to tell their partners about their restaurants. Encourage the students to ask each other follow-up questions.
 - **Circulate and monitor progress.** If necessary, prompt the students to provide more detail by asking them questions about their restaurant. For example, what kind of food would it serve? Would it be formal or informal? Recap by asking several volunteers to tell the class about their ideal restaurants.

1 Oscar can already make a few gourmet dishes.

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► Reading ► Writing

- Direct the students' attention to the vocabulary box. Ask the class what part of speech these words and phrases are (*adverbs and adverb phrases*). Ask for volunteers to read the words aloud. Assist with pronunciation as needed and elicit the meaning of any unfamiliar items.
- Read the instructions aloud. Emphasize that there may be two or three possible answers for each item. As the students complete the paragraph, ask them to compare their answers with those of a classmate. Instruct them to discuss any differing answers.
- Recap the answers as a class, preferably using a transparency of the activity. Be sure to ask the class for other possible answers.

Vocabulary Note: If either of two words of similar meaning can be used in a given statement, the choice of which one to use is often simply a matter of avoiding repetition of a previously used word or phrase. For this reason, the students should try not to use the same adverb or adverb phrase twice in a row. At other times, a particular word or phrase will be preferred because it is part of a common collocation (combination of words) or expression, such as *to enjoy something immensely* (item 14). Making students aware of the existence of collocation patterns will help them develop their vocabulary in a meaningful way. If your students use vocabulary notebooks or journals, encourage them to write down the entire sentence in which they find each new word. In this way, they will learn how to use the new word in addition to learning its meaning.

Expansion (Writing): Tell the students to choose at least one adverb from each of the four types in the activity. Ask them to write a sentence using each of the adverbs they have chosen. Point out that *where* an adverb goes in a sentence depends on

Answers

(Other answers may be possible.)

2. easily / quickly
3. always / certainly
4. easily
5. never
6. quickly / soon
7. soon / now / next week
8. always / certainly
9. financially
10. never
11. at work / here
12. here / at work
13. Unfortunately
14. immensely
15. already / easily
16. now / already / easily
17. carefully
18. soon

what type of adverb it is and what its function is. Instruct the class to review the paragraph and notice where their adverbs are located in the sentences. Write questions on the board to help them analyze the placement: *Where is the adverb in relation to the main verb? In relation to the direct object? In relation to the whole sentence?* Ask as many students as possible to write one or more of their sentences on the board. As a class, check for correct meaning and adverb placement.

2 I frequently eat out.

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► **Speaking** ► **Reading**

- **Note:** You may want to make photocopies of the questionnaire so that they can be collected and the students can tally their results.
- Direct the students' attention to the questionnaire. Ask for volunteers to read each question aloud. Elicit or provide the meaning for any unfamiliar expressions (*have dinner out; cater*). Ask the students to complete the questionnaire individually.
- **Class.** When the students have completed the questionnaire, ask a volunteer to read the class work instructions aloud. Elicit the meaning of *tally* (*add*). Ask the class to decide on a procedure to tally the results. Possible solutions include having one student lead the tallying process by calling on students to give their answers while another writes the responses of a hand vote on the board or a transparency, or tallying the results in small groups and then reporting them to the class.
- Discuss the results as a class. Encourage the students to make comparative statements about the results (*Many of us eat breakfast or lunch in a restaurant at least twice a week, but some of us do it every day*). Ask the students to give reasons for their answers (*to save time; to save money; because my employer pays for it*).

3 How often do you eat out?

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► **Reading** ► **Writing**

- **Pair.** Ask the students to work with a partner to complete the sentences on the right with an adverb of frequency that conveys the same meaning as the adverb phrases in bold in the sentences on the left.
- Review the results as a class by asking one partner in each pair to read the sentence on the left and the other partner to read the sentence on the right. Elicit other possible answers.
- Direct the students' attention to the sentences they have just completed. Elicit the rule for placement of single-word adverbs of frequency (*before the main verb*). Point out that this is the most common location for these adverbs. Ask the students how this position differs from the position of adverbial phrases such as *once a month* (*adverbial phrases of frequency come at the end or beginning of the sentence*). Elicit or explain that some adverbs of frequency (*sometimes; often; occasionally*) can also be used at the beginning or end of a sentence.
- Ask the students to use the adverbs of frequency in Exercise 3 to write sentences about their answers to the questionnaire in Exercise 2. Have the students compare their eating habits with those of their partners. Ask for volunteers to tell the class how their eating habits are the same as or different from their partners'. (*Both Jamie and I often go out to eat. I eat lunch in a restaurant more often than Jamie does.*)

4 The restaurant is busiest on Saturday nights. 🎧

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▶ **Listening** ▶ **Speaking** ▶ **Reading**

- Read the instructions aloud. Ask for volunteers to read the sentences and answer choices aloud. Explain that you will play the cassette twice while the students listen and mark the correct answers.
- Recap the results as a class. If necessary, replay the cassette.
- **Pair.** Ask the students to tell their partners about their eating habits. Ask them to compare the kinds of food or drinks they prefer at different times of the day, when they eat their biggest meal, and how many meals they eat in an average day. Recap by asking for volunteers to tell the class what is most interesting about their partners' eating habits.

Answers

- | | | |
|------|------|------|
| 1. a | 3. b | 5. b |
| 2. a | 4. b | |

5 I'm going to start simply. 🎧

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▶ **Listening** ▶ **Speaking**

- Read the instructions aloud. Elicit the meaning of *handle the situation* (*respond to the situation*). Remind the students that *writing notes* means writing short phrases or single words, not complete sentences. Point out that they should write down anything that seems important without worrying about spelling or grammar. Explain that they will need to interpret what they hear and to use their own words to describe how each person responds to the situation. Elicit that they will need to use adverbs in their answers. Reassure them that after they have taken notes they will have a chance to organize their responses.
- Explain that you will play the cassette at least twice while they listen and take notes. Suggest that they just listen during the first playing and then take notes during the second playing.
- Following the listening, give the class several minutes to refine their notes. Recap the students' responses as a class, making notes of their answers on the board. If students use unfamiliar words, have them explain what the words mean.
- Point out that taking notes while listening is a skill that becomes easier with practice. Elicit ways that the students can practice this during your class and in other classes. Write the responses on the board.
- **Group.** Ask a volunteer to read the group work instructions aloud. Replay the cassette if necessary. Assign group roles (refer to the notes about group work in Unit 1, Lesson 3, Exercise 5). Give the students seven to ten minutes for their discussions. Ask each group's Reporter to explain the group's opinion to the class.

Answers

(Other answers may be possible.)

Uncle Alonzo: runs around hysterically

Aunt Petra: patiently tries to calm Alonzo down

Oscar: handles the situation competently

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

Lesson 3

WARM UP

- Instruct the students to close their eyes for a minute and imagine that they are 65 years old. Ask them to think about where they are, who they are with, and what they are doing. Are they working? Are they retired? Tell the class to open their eyes and write for five minutes about what their lives will be like when they are 65. Tell them to just write freely without worrying about grammar, spelling, or punctuation. Assure them that you will not collect what they write.
- Have the students tell their partners what they think their lives will be like when they are older. When they have had several minutes to discuss their ideas, recap the discussion as a class.

PRESENTATION

Planning for Retirement

- **Set the stage.** Ask the class to cover the article or close their books. Read the title and instructions aloud. Elicit the meaning of *retirement* (*the point of leaving the work force, especially because one is getting older*). Ask the students to predict what aspects of retirement the article will discuss. Write their responses on the board.
- **Personalize the situation.** While the students keep the article covered, read the first paragraph aloud or play that section of the cassette. Ask what kind of lifestyle changes Mr. Sato is facing as he nears retirement. Ask how the students think they would react to retirement. Write the responses on the board.
- **Focus on selected items.** Ask the students to look at their list of predictions on the board. Brainstorm additional topics that might be important to a retiring worker. Write these on the board.
- **Set the reading task.** Remind the students that this article will discuss *changes* in Japan's retirement system. Write on the board: *Why has Japan's retirement system been changing? What is one of these changes? Why will Mr. Sato have a comfortable retirement?* Ask the students to read or listen for the answers to these questions.
- **Check the reading task.** Depending on the needs and skills of the class, you may wish to have the students read the article without listening, listen without reading, or read while they listen. If you use the cassette, be sure to play it at least twice. Ask the students for their responses to the comprehension questions. Write their responses on the board (*Because return on investments has been low and the number of retirees has been rising; Companies have been forced to increase employee pension-plan contributions; Because he has made wise investments.*)
- **Engage the students in pair work.** Read the discussion question and instructions aloud. On the board, outline the basic components of the Japanese pension system as described in the article. Tell the students not to assume that the retirement plans in their countries are similar to those in their partners' countries. Encourage them to explain everything they know about the plans, even the most basic details.
- **Circulate and monitor progress.** Help the students access their knowledge about their countries' retirement systems by asking them questions about taxes and other fees that may be withheld from their salary by the government or by an employer. Recap as a class.

1 After Tomoki retires, he's going to receive a pension.

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► Reading

- Read the instructions aloud. Remind the students that they can determine the meaning of a word by looking at the surrounding context (the sentence as well as the whole paragraph in which the word occurs). In addition, one word often has several different meanings, and it is important to know which meaning is correct in a particular sentence.
- Ask the students to complete the activity without using their dictionaries. Circulate and remind the students to refer to the reading in order to find the correct meanings of the words.
- Check as a class. Ask each student who answers to read the sentence (or sentences) in which the word occurs. Encourage the class to explain how they know which definition is correct.

Answers

- | | | |
|------|------|------|
| 1. b | 3. a | 5. b |
| 2. a | 4. b | |

2 Tomoki will take a cruise as soon as he retires.

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► Speaking ► Writing

- Write the example sentences on the board. Ask volunteers to read the sentences aloud. Elicit the time frame that the sentences refer to (*future time*). Ask the class to identify the verbs in the first sentence (*retires; is going to buy*). Ask the class what the tense of each verb is (*simple present; future*). Label the verbs accordingly. Repeat with the second example sentence. Elicit that future time clause beginning with adverbs require the simple present tense.
- Direct the students' attention to the second sentence. Elicit the meaning of *until* (*up to that time*). Ask the class when Tomoki will be able to take a cruise (*after he retires*). Elicit the difference in meaning between *after* and *as soon as* (*as soon as* means *immediately after*).
- Read the instructions aloud. Encourage the students to use each of the time expressions at least once. Circulate and monitor for correct tense use.
- Ask several students to write their answers on the board. As a class, check each sentence for correct meaning and grammar. Ask for other possible answers for each scene.
- **Pair.** Read the discussion questions aloud. Ask the students to think about how persons about to retire might feel if they were asked about their pensions. Is this information considered private in the students' native cultures? How could the topic be approached appropriately? Recap as a class.

3 I'm going to take it easy after I retire.

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► Speaking ► Reading ► Writing

- **Pair.** Read the instructions aloud. Ask volunteers to read the examples aloud. Give the students about five minutes to write their own responses.
- Remind the students that both partners have to ask each other the same questions. Point out that when two people ask each other the same question, the second person will use contrastive stress in the question. (Student A asks: *What are*

you going to do as soon as you get home today? Student B answers and then asks: *What are YOU going to do when you get home today?*) Point out that this contrastive stress is important in conversation because it signals a change in topic.

- Practice by having half the class ask the example question and the other half repeat the question using contrastive stress. Then switch parts so that all the students have a chance to practice using contrastive stress.

- Point out that, although it is grammatically correct to repeat the adverb clause when answering, it is not necessary because the time frame is provided when the question is asked. It would be perfectly acceptable, for example, to answer the first question *I'm going to finish painting my room.*
- Give the students ten to fifteen minutes to complete the activity. Circulate and monitor as needed. Recap by asking the students to tell the class the two most interesting things they learned about their partners.

4 Online

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

5 Wrap Up

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- Direct the students' attention to the graphs in the activity. Ask whether they know what kind of charts or graphs they are (*bar graphs*). Ask why data or information is often presented in graph form (*It's easy to understand and compare the information*). Ask the class to explain what the information in the two graphs represents (*the average number of hours one person works; the percent of the population that does not work*).
- **Pair.** Ask the students to work in pairs to answer questions 1–4 on page 25. Check as a class.
- Read the instructions for item 5 aloud. Elicit sources, other than the Internet, where the students could find relevant data about their countries. Tell the students how many days they have to assemble the data and whether they will make their charts as homework or as an in-class activity.
- Ask the students to write a brief paragraph describing the differences between the number of hours worked and the unemployment rates in their countries (or, if both partners are from the same country, the difference between their country and one or more of the countries in the activity). Encourage them to include possible reasons for the similarities or differences that they discover.

Answers

1. France and Italy
2. 7 percent
3. Japan and the United States
4. The former West Germany

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

STRATEGIES FOR SUCCESS

1. **Warm Up.** Review the purpose of the Strategies for Success activities (see Unit 1). Point out the three different activities for this unit: practicing talking about routine activities, role-playing an interview situation, and scanning for specific details.
2. For **Exercise 1**, remind the students that good language learners create opportunities to practice the language. This exercise is one such opportunity. It might be a review for some students, but it's a useful way to reinforce frequency adverbs. If necessary, model an exchange for the students: A: "How often do you eat out at a restaurant?" B: "Oh, I *usually* eat out about once a week."
3. For **Exercise 2**, you may wish to help the students find an English-language newspaper. If you don't think they understand how to role play an interview, model the beginning of one just to begin the exercise.
4. For **Exercise 3**, explain to students what *scanning* (looking for specific details) and *skimming* (looking for the overall gist) are. Scanning for specific details is a strategy that they can utilize at this level of English. This exercise is quick, and some students will not find it difficult, but it serves as a reminder of what it means to scan a passage.

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 also should 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. Direct the students' attention to the examples for *simple present vs. present continuous*. Ask them to write three sentences about how things usually are in their lives compared with how they are these days. Model by writing one or two sentences on the board about yourself: *I usually sleep a lot, but I'm not sleeping very much these days*. Encourage the use of some adverbs and adverb phrases learned in this lesson.
- Next, tell the students to find a partner and exchange their lists of sentences. Instruct the students to ask follow-up questions based on those sentences. Model by prompting the class to ask you for more information about your example sentence. (*Why aren't you sleeping very much? Are you watching too much TV at night?*)
- 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 2

(page 15)

Imaginary Lives

- In this writing activity, the students observe a person outside of class and compare what the person is doing with what they imagine that person's regular habits to be.
- Model the activity by showing the class a magazine picture or drawing of a person engaged in an activity. (Use an overhead transparency if possible.) Ask the class to explain what the person in the illustration is doing now. Write their answers on the board. Then ask the class what the person usually does. Encourage the students to be creative in their responses. Write the responses on the board.
- Explain that the students will observe a person and make notes about that person's actions or behavior. Then they should imagine what that person's daily life is like. They should then

write a well-organized paragraph (or two) describing the person. Remind them that they should include a clear topic sentence that reflects the main idea of the paragraph. Refer to the notes on the board and elicit one or two possible topic sentences that could begin a paragraph about the person in the picture (*Although Jakob usually teaches during the day, today he is enjoying a day in the park with his friends*).

- **Note:** If you wish to make this an in-class activity, or if it is impractical to ask the students to do an out-of-class observation, give each student a magazine picture of a person to use as the subject for the paragraphs. The person in each picture should be engaged in an activity of some kind.

Lesson 1, Exercise 4

(page 16)

Help the animals!

- Ask the students (individually, in pairs, or in groups) to give a short presentation about ways that people around the world help animals. Elicit some of the forms that this help takes (*projects to save endangered animals, cruelty-prevention programs, pet adoption agencies*). Tell the students that each presentation should focus on one specific way that people are helping animals. Encourage the students to use the Internet as well as print media in their research, but remind them not to plagiarize.
- If possible, provide materials such as transparencies, paper, and colored pens to those

students who wish to use visual aids with their presentations.

- Tell the students how long their presentations should be and what the grading criteria will be. As a class, brainstorm the qualities of an effective speaker (*makes eye contact with the audience; speaks loudly and clearly; doesn't simply read the presentation*).
- After each presentation, encourage the class to ask the presenters follow-up questions.

WORKBOOK UNIT 2 ANSWER KEY

Lesson 1, pages 10–12

Exercise 1

Possible answers:

2. He's eating with friends today.
3. He's playing golf today.
4. He usually talks to his employees.
5. He usually writes reports.
6. He usually wears a suit.
7. He's talking about sports today.
8. He's telling jokes today.

Exercise 2

Answers will vary.

Exercise 3

2. They've been married since 1995. They got married in 1995.
3. They've known each other since December. They met at a party in December.
4. She graduated from high school in the year 2000. She's had a job since the year 2000.
5. He's known how to use a computer since August 1997. He took a computer class in August 1997.
6. They moved into the house in March. They've lived in the house since March.

Exercise 4

For—a long time; a little while; a week; two days; three years

Since—yesterday; this morning; last month; eight o'clock; I started this exercise

(Sentences will vary.)

Exercise 5

Replies will vary.

1. have you had
2. have you known
3. have you met
4. have you done
5. has your teacher been

WORKBOOK UNIT 2 ANSWER KEY

Lesson 2, pages 13–15

Exercise 1

presently; recently; desperately; only; usually; financially; morally; sincerely

urgently; currently; extremely; really; possibly; genuinely; especially

1. Her husband has recently been relocated to the area.
2. Financially and morally responsible.
3. A really cool place.
4. Children.
5. (Answers will vary.)

Exercise 2

2. Good news certainly travels fast.
3. Well, he is actually a very personable young actor.
4. the kids are absolutely in love with him.
5. He took the kids to the pool.
6. taught them to swim quite easily.
7. He always watches them very carefully.

Exercise 3

- | | | |
|---------------|---------------------------|-------------|
| 1. absolutely | 7. pleasant | 13. nearly |
| 2. prominent | 8. comfortably | 14. local |
| 3. totally | 9. safe | 15. well |
| 4. hard | 10. importantly/important | 16. quickly |
| 5. rarely | 11. friendly | |
| 6. quite | 12. near | |

Exercise 4

1. Thank you for inviting us last weekend.
2. We had a wonderful time in Pleasantville.
3. We got home safely the day before yesterday.
4. We drove until 6 or 7 in the evening,
5. because we decided to stop early and see the local attractions.
6. We are certainly glad that Bob has found roommates as nice as you and your children.
7. We hope you can come visit us soon.
8. Perhaps you can come with Bob at Christmas.

WORKBOOK UNIT 2 ANSWER KEY

Lesson 3, pages 16–18

Exercise 1

2. When I have enough money, I'm going to buy a sailboat. I'm going to buy a sailboat when I have enough money.
3. Before I meet my friends for dinner, I'm going to finish what I have to do. I'm going to finish what I have to do before I meet my friends for dinner.
4. As soon as my teacher corrects our papers, she's going to give them back. My teacher's going to give back our papers as soon as she corrects them.
5. After we finish the course, we're going to have a class party. We're going to have a class party after we finish the course.

Exercise 2

Answers will vary.

Exercise 3

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

Exercise 4

Answers will vary.

Exercise 5

Answers will vary.