

UNIT 3

Overview

TOPICS

- Investigating how to apply to universities and colleges in the U.S.
- Preparing for a test
- Writing a college application letter
- Discussing entrance exams

GRAMMAR

- Embedded questions
- Past perfect
- Active causative (*have, make, get*)

COMMUNICATION GOALS

Listening and Speaking

- Listening for specific information
- Discussing advantages and disadvantages of applying to college online

Reading and Writing

- Reading for chronological order
- Reading an online advertisement
- Making a timeline from a reading
- Writing a letter of application
- Writing a journal entry

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, and speaking

Thinking Skills

Creative thinking
Decision making
Problem solving
Knowing how to learn

Personal Qualities

Responsibility
Sociability—demonstrates understanding, friendliness, adaptability, empathy, and exhibits self-control
Self-management
Integrity and honesty

Competencies

Information

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

Interpersonal

Participates as a member of a team
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
- 0.2.1 Respond appropriately to common personal information questions
- 0.2.4 Converse about daily and leisure activities and personal interests

1 Consumer Economics

- 1.1.3 Interpret maps and graphs

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 prioritizing tasks and setting and following an effective schedule
- 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination
- 7.2.7 Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives
- 7.3.2 Devise and implement a solution to an identified problem
- 7.4.1 Identify or utilize effective study strategies
- 7.4.10 Identify or utilize test-taking skills

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

Lesson 1

WARM UP

- Ask the students what they find easy about their classwork, either in English class or in other classes. As the class brainstorms, write their ideas on the board. Then ask what the students find difficult or challenging about their classes. Compare the two groups of responses. Ask why the same aspect of learning might be easy for some students and difficult for others.
- Ask the students what they think the purpose of a test is. Elicit the positive and negative aspects of test-taking. Write all the responses on the board.

PRESENTATION

I'm suffering from test anxiety.

- **Set the stage.** Instruct the students to cover the conversation and look at the title and picture. Write *test anxiety* on the board and elicit the meaning (*stress or nervousness about taking a test*). Elicit or provide the names of the two characters in the illustration (*Tony and Sofia*).
- **Personalize the situation.** Ask the students whether they have ever experienced test anxiety. What physical or emotional symptoms did they have (*stomachache; insomnia*)? What was the cause of the anxiety (*lack of preparation for the test; knowing that one test could determine their future*)? Write the responses on the board.
- **Focus on selected items.** Ask the class how they could help themselves be less anxious on test days. How could they deal with each of the symptoms they listed? Encourage the students to think of ways they could change their reactions to the causes, especially those causes that are beyond their control.
- **Set the listening task.** Write the following listening questions on the board: *What test are Sofia and Tony going to take? Who is more nervous, Sofia or Tony? Why?* Play the cassette once or twice. Specify whether the students should listen with the conversation covered or read along.
- **Check the listening task.** As a class, answer the listening questions (*the TOEFL; Tony; because he doesn't think he can pass it*). Ask what Sofia thinks Tony should do about his test anxiety (*think about his cover letter and study*).
- **Practice the conversation in pairs.** Have the students practice the conversation in pairs. Encourage them to use natural expression and intonation as they read. Circulate and assist as needed. Listen especially for correct pronunciation of contractions. If time permits, have one or two pairs perform the dialog.
- **Engage the students in group work.** Read the discussion questions aloud. Remind the class that they discussed test anxiety in a general way at the beginning of this lesson. Encourage them to tell their groups about one or two specific times that they felt test anxiety and to recall some specific ways they dealt with it.
- **Circulate and monitor progress.** Prompt the students to be as specific as possible by asking questions about how they felt, what they did, and what they might do differently in the future. Recap by asking the students to tell the class the solutions they came up with.

1 Do you know where the TOEFL test is being given?

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▶ Speaking ▶ Reading ▶ Writing

- Read the instructions aloud. Ask two students to read the example question and response. Point out that the woman restates Tony’s question when she answers him. Write *embedded question* on the board. Explain that when a question is “inside” a sentence or another question, it is called an embedded question.
- Elicit the difference in word order between Tony’s question and the woman’s answer (*Tony’s question uses question word order [the auxiliary comes before the subject]; in the woman’s answer, the subject comes before the verb [sentence word order]*).
- Ask the students to complete the woman’s responses. Instruct them to begin each response with *I don’t know . . .* Recap by having four students write their answers on the board and read them to the class. Focus on the second and fourth items in the chart. Elicit the reason that the auxiliary *does* is not necessary in the second embedded question (*It is not required in affirmative sentence word order*). Also elicit the

reason that the word order of the fourth embedded question does not change (*The original question has subject–verb word order because Who is the subject of the question*).

Answers

2. I don’t know what time it starts.
3. I don’t know how you can find out.
4. I don’t know who might be able to help you.
5. I don’t know why this is happening to you.

Additional Activity. See Unit 3 Appendix.

- **Group.** Read the instructions aloud. Elicit another word for *bad dream* (*nightmare*) and write it on the board. Encourage the students to give details when describing their nightmares. Recap the discussion as a class, inviting individual students to tell the class about their bad dreams.

2 Do you know what my score is?

(page 29)

▶ Listening ▶ Speaking

- Read the instructions aloud. Play the cassette twice while the students listen and complete the chart. Check as a class, replaying the cassette if necessary.

Answers

| | Listening | Structure/Writing | Reading |
|-------|-----------|-------------------|---------|
| Tony | 24 | 24 | 26 |
| Sofia | 20 | 26 | 28 |

- **Pair.** Read the discussion question aloud. Point out that the question relates to college students, so the discussion should focus on tests other than the TOEFL. Encourage the students to give specific support for their opinions. Recap the discussion as a class. Write the students’ responses on the board under the headings **Writing Skills** and **Test-Taking skills**.

3 She aced the test.

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► **Speaking** ► **Reading**

- Explain that there are many idioms and expressions that relate to doing well (or poorly) on tests. These expressions can be used to describe other events as well. Ask for volunteers to read the examples in the first column of the example box. Ask which of these expressions the students have heard before. Repeat with the examples in the second column.

Vocabulary Note: Students often learn an idiom more easily if they know its origin. For example, the verb *ace* comes from the noun *ace*, which indicates an expert in a particular field (*an ace electrician; a flying ace*), a meaning that originally referred to the highest-value playing card. Likewise, the expression *with flying colors* refers to a warship arriving home safely with all its flags (colors) flying. *Cram* means to quickly put a lot of something into a small space, and students who *cram* for tests try to put all the necessary

information into their minds within a short time. Additional information on the derivation of idioms is available in many idiom dictionaries as well as from many websites.

- Ask the students to match the idioms and expressions in the left column with the meanings in the right column. Check as a class.

Answers

| | |
|------|------|
| 1. b | 5. f |
| 2. d | 6. a |
| 3. h | 7. c |
| 4. g | 8. e |

- **Pair.** Read the pair work instructions aloud. Encourage the students to describe one or two specific test-taking experiences.

4 I passed with flying colors.

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

- Read the instructions aloud. Elicit the meaning of *chronological order* (*the order in which events occur in time*). Remind the students that when telling or writing a story, a person does not necessarily relate the events in the same order in which they occurred. Point out that the students should choose the most important events in Tony's story when completing the activity on page 31.
- Check as a class, listing the events on a timeline on the board. Although the students' answers will vary depending on which events they select, they should state that the library was locked between the time Tony fell asleep and the time he woke up.

Expansion (Writing): Ask the students to write a letter to a friend about a test-taking experience

they have had. Encourage them to discuss how they prepared, how they felt before taking the test, and what their results were. Instruct them to include at least two of the expressions learned in Exercise 3. Explain that many of these idioms are very informal and therefore should not be used in formal speaking or writing. They are, however, appropriate to more casual forms of communication, such as letters to friends or informal conversation.

- **Pair.** Read the instructions aloud. Elicit the meaning of *a run of bad luck* (*a series of unlucky events*). Give the students five to seven minutes for their discussions. Recap as a class, asking several of the students to tell the class their stories.

5 I've always wanted to study medicine.

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

- Read the instructions aloud. Ask the class what the purpose of Sofia's letter is (*to convince the university to accept her as a student*). Read the letter aloud or have the students read it silently.
- Ask the students to make brief notes of their responses to the questions. Go over the responses as a class. Alternatively, you can have the students prepare more formal written answers to the questions as an in-class activity or for homework.
- **Group.** Ask a volunteer to read the discussion question aloud. Assign group work roles for this activity. (Refer to Unit 1, Lesson 3, Exercise 5 for information about group work roles). Give the students ten to fifteen minutes for their discussions. Ask the Reporters to tell the class what their groups decided. Encourage the other members of the groups to add to the discussion after the Reporters have finished.

Expansion (Writing): Bring in photocopies of instructions for writing letters of application from several different colleges and universities. (This information can often be found on the schools' websites.) Ask the students to compare the instructions and decide what additional information they would need to know in order to write a good application letter to that particular school.

- For homework, have each student write a letter of application based on one of the sets of instructions. Encourage the students to make their letters as realistic as possible by typing them or producing them on a computer. Ask the students to exchange letters with a partner and give each other advice on how they could improve the effectiveness of their letters.

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

Lesson 2

WARM UP

- Ask the students to freewrite for five minutes about a time when they had to adjust to a major change in their lives. What was the change they had to adjust to? What was the easiest part of the adjustment? The most difficult part? Remind the students that freewriting is a way of brainstorming ideas on paper. They should not worry about spelling or grammar when they freewrite. They also shouldn't use their dictionaries during this activity.
- Ask for volunteers to tell the class about their experience with making adjustments. Encourage the students to speak without reading their notes from the freewriting session.

PRESENTATION

I need some time to adjust.

- **Set the stage.** Ask the students to cover the conversation and look at the picture. Explain that Nelson is talking with one of his classmates, Steve, about the adjustments he's been making in his graphic design class. Remind the students that Nelson is an international student studying in the United States.
- **Personalize the situation.** Ask the class to predict the kinds of adjustments that Nelson is having to make. Write them on the board. Ask whether the students have ever had to make similar adjustments.
- **Focus on selected items.** Elicit the meaning of *graphic design*. Ask your students how important English speaking skills would be in that profession. Ask if there are other skills that would be more important. Encourage the class to give reasons for their responses.
- **Set the listening task.** Write the following questions on the board: *Why does Nelson feel he needs to make adjustments? What kind of adjustments does he have to make? What is Steve's opinion of Nelson's class work? How did Nelson first learn to use a computer?* Ask the students to listen with the conversation covered. Play the cassette twice while they take notes.
- **Check the listening task.** Write the students' answers on the board. Ask the students to uncover the conversation and check their answers (*because he's never been in a class with Americans before; cultural and language adjustments; Steve thinks Nelson's work is good; he bought a used computer and started using it in his spare time*). Elicit the meaning of *hands-on* (*actively doing something, not just talking about it*).
- **Practice the conversation in pairs.** Ask the students to practice the conversation in pairs. Circulate and assist with pronunciation, focusing on past tense verbs and past participles. If time permits, ask a pair to perform for the class.
- **Engage the students in pair work.** Read the discussion questions aloud. Elicit the meaning of *relate to* (*understand; empathize with*). Ask the students to discuss their experiences and suggestions with a partner.
- **Circulate and monitor progress.** Encourage the students to give specific examples from their own experience and specific suggestions that relate to Nelson's situation. Recap the discussion as a class.

1 I hadn't even touched a computer.

(page 33)

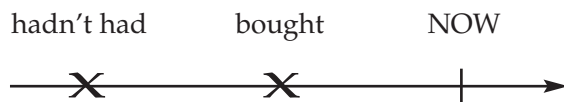
► Reading

- Read the instructions aloud. Write *infer* on the board. Elicit or explain that *infer* means to understand a writer or speaker's indirectly stated meaning. In this activity, the students respond to a combination of directly and indirectly stated information.
- Ask the students to first complete the activity without looking at the conversation. They should then reread the conversation to verify their answers. Check as a class. Ask the students to explain why their answers are correct.

Answers

- | | |
|-----------|-----------|
| 1. Nelson | 4. Steve |
| 2. Nelson | 5. Nelson |
| 3. Steve | |

- Write the first sentence on the board. Elicit the verb and tense in each clause (*hadn't had*, *past perfect*; *bought*, *simple past*). Draw a timeline on the board and mark an X to indicate that *bought* occurred in the past. Ask the class when Nelson didn't have a computer: before or after he bought one (*before*). Elicit that the past perfect describes an event that occurred before another event in the past.



- Direct the students' attention to the verb *hadn't had*. Elicit how to form the past perfect (*past tense of HAVE + past participle*). Write another example on the board: *When Sue came home, her roommate had already made dinner*. Ask which event occurred first: Sue coming home or her roommate making dinner (*her roommate making dinner*). Rewrite the sentence with both verbs in the simple past: *When Sue came home, her roommate made dinner*. Elicit that in this sentence, the roommate made dinner *after* Sue came home. Ask the students to write two or three example sentences of their own using the past perfect and the simple past to describe one event occurring before another in the past.
- Explain that the past perfect may be needed to show which action occurred first. However, if either *before* or *after* is used in the sentence, the time relationship is clear and the simple past can unambiguously be used for both actions (although the past perfect can still be correctly used for the event that occurred first). Demonstrate by asking the students to rewrite the sentences about Sue and her roommate using *before* or *after* and only the simple past. (*Before Sue came home, her roommate made dinner. After Sue came home, her roommate made dinner.*)

Grammar Note: Learners of English sometimes overuse the past perfect due to the incorrect perception that it should be used to describe events occurring in the distant past. Emphasize throughout this lesson that the past perfect should only be used to describe an event that occurred *before another event in the past or a specific point in time in the past*.

2 Nelson's English was good because he had studied at the World Language Center. (page 33)

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

- Ask a volunteer to read the first example aloud. Ask which part of the sentence happened first (*he studied English*). Elicit that *because* indicates a cause or reason for the situation.
- Ask a volunteer to read the second set of examples aloud. Elicit the meaning of *in order to* and *so (that)* in these sentences (*both phrases show purpose*). Explain that it is acceptable to use either *so* or *so that*. Elicit that *in order to* is followed by a verb phrase containing the simple form of the verb, while *so (that)* is followed by a complete clause. Point out that the clause beginning with *so (that)* usually contains a modal indicating possibility, such as *can* or *could*. Because the clauses in this exercise refer to the past, *could* is used.
- As a class, number each pair of sentences to indicate the order in which the events occurred. Point out that the students will have to determine the relationship between the events in the sentences: cause and effect (*because*) or action and purpose (*so, so that, in order to*).

Remind the students to use the past perfect for the event that occurred first.

- Check the results orally or on the board.

Answers

(Other answers may be possible.)

3. (1, 2) Nelson found the concepts in the graphic design class easy because he had studied design in his country.
4. (1, 2) Nelson had learned about computers in his spare time so that he could get a job at a company as a website developer.
5. (2, 1) Nelson enjoyed working at the new company because he had always wanted to work on websites.
6. (1, 2) Nelson felt happier at his job because he had made friends with one of his colleagues named Joe.

3 Nelson had designed a simple website, but his client wanted a flashy one. (page 34)

► **Reading** ► **Writing**

- Read the title and instructions aloud. Elicit the meaning of *flashy (dramatic; fancy)* and *client (customer)*. Ask three volunteers to read Nelson's statement, Mr. Franklin's response, and the sentence that combines and restates what the two characters said. Emphasize that this conversation occurred in the past.
- Ask the students to complete the retelling of the conversation between Nelson and Mr. Franklin. When they have finished, ask them to compare their answers in pairs. Check as a class.
- Remind the class that Nelson's problem was a result of the lack of communication between Mr. Franklin and his partner. Elicit ideas about what Nelson should do in this situation.

Answers

2. Mr. Franklin wanted some animation, but Nelson hadn't put any animation in his website.
3. Mr. Franklin wanted a link to the Department of Transportation, but Nelson hadn't created links to any government agencies.
4. Mr. Franklin wanted bright colors to attract customers, but Nelson had used navy blue and gray.
5. Mr. Franklin didn't want his picture on the website, but Nelson had put it there.
6. Mr. Franklin definitely wanted audio with loud sound effects, but Nelson hadn't included any audio.

4 A brief history of the Internet

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► Reading ► Writing

- Read the title to the class. Read the article aloud or have the students read it silently. Elicit or provide the meaning of any unfamiliar language.
- Direct the students' attention to the timeline. Ask a volunteer to read the example sentence aloud. Instruct the class to find that information in the article (*In 1962, . . . Licklider came up with the idea of a global computer network*). Ask why the past perfect was used in the example sentence (*because the action occurred before 1963, which is a specific point in the past*). Point out that past perfect is often used with past time phrases that begin with *by* (*by my tenth birthday; by the first of this month*).
- Ask the students to complete the timeline with specific events from the article, then write sentences describing the events. Remind the

students that they will need to use both the simple past and the past perfect to complete the activity.

- Check as a class. Ask the students to explain their tense choices.

Answers

(Wording may vary.)

2. By 1968, Lawrence Roberts had published his "Plan for the ARPAnet" computer network.
3. In 1969, the first tests were made at UCLA and at Stanford.
4. In 1972, the Internet and e-mail were first presented.
5. In 1989, the World Wide Web began.

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

Lesson 3

WARM UP

- Ask the students how they found out about the school or program where they're studying English. Elicit other ways to find out about schools, colleges, and universities. Write the responses on the board.
- Ask what the students had to do in order to apply to your program. Write the steps on the board. Ask how long it took to complete these steps. Leave the notes on the board for reference during the Presentation activity.

PRESENTATION

CollegeLink.com

- **Set the stage.** Ask the students to close their books or cover the reading. Read the instructions aloud. If the students mentioned the Internet during the Warm Up activity, remind them of the ways that they used it during their search for a school. If the Internet was not mentioned, elicit ways that it could be used during the college application process.
- **Personalize the situation.** As a class, brainstorm the features that the students would expect from a website designed to help them apply to college (*help with the application letter or form; complete listings of colleges; easy application to multiple schools*). Write the responses on the board.
- **Focus on selected items.** Direct the students' attention to their list of steps on the board. Ask how applying to college online might differ from the traditional application process.
- **Set the reading task.** Ask the students to uncover the text and read about CollegeLink. Instruct the students to make a list of the steps involved in applying to college through CollegeLink. Remind them to indicate whether the applicant or CollegeLink performs each step. Point out that the students should not copy the text of the ad but should summarize each step in note form.
- **Check the reading task.** Ask the students to compare their lists of application steps. Have one or two students put their lists on the board. Go over the lists as a class, adding or deleting information as necessary.
- **Engage the students in pair work.** Read the discussion questions to the class. Encourage the students to think about the CollegeLink application process in relation to the standard method of applying to college. You may want to have some pairs list the advantages while others list the disadvantages.
- **Circulate and monitor progress.** Remind the students to read the testimonials (*statements from people who feel the CollegeLink program is a good idea*). If possible, have each pair present one piece of information to the class. If this is not practical, ask two or three pairs to write their lists on the board. Finally, ask the class if there are any other points they would like to add.

1 Have CollegeLink do it for you!

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► Reading ► Writing

- Read the instructions aloud. Ask three volunteers to read the example sentences aloud. Listen carefully for the correct reading of infinitive and simple (base) verb forms. Ask the readers to repeat the sentences if necessary.
- **Pair.** Ask the students to work in pairs to find the additional sentences in the reading that describe having something done. While the students write, circulate and check for accuracy of verb forms. Check the answers as a class.

Answers

1. [W]e . . . welcome students who have the CollegeLink program prepare and submit their applications.
 2. We have you fill out our form once and select your schools.
 3. We get you to make any necessary changes via your personal online account.
- Direct the students' attention to the verbs in bold in the example sentences. Explain that the

verbs *have*, *get*, and *make*, when used in this manner, are called *causative verbs* because they describe causing something to happen. Point out that a causative verb must be followed by another verb that describes the action. Ask the students to identify these verbs in the examples (*do*; *to accept*; *support*). Elicit that *have* and *make* are followed by an object and the simple (base) form of the verb, while *get* must be followed by an object and an infinitive.

- Ask the students to scan the reading for an additional use of a causative verb. Point out that it is not the main verb of a sentence but is used in its gerund form as the subject of a sentence (*Getting CollegeLink to submit my application once was a lot easier than filling out seven applications . . .*).
- Again direct the students' attention to the example box. Point out that these three causative verbs have slightly different meanings. Elicit or explain that the strongest of the three is *make*, since it means requiring someone to do something.

2 Mrs. Silva made Tony finish his homework before he could watch TV.

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► Speaking ► Reading

- **Pair.** Read the instructions aloud. Encourage the students to monitor each other's grammatical accuracy while they discuss the situations.
- Check as a class, either orally or on the board.

Expansion: Ask the students to tell their partners what they have or have had other people do for them. Encourage them to use the causative verb that best suits the situation they are describing. For example, it is more appropriate to say *I got my apartment manager to fix my sink* than *I made my apartment manager fix my sink*. Recap by having the students report what their partners told them.

Answers

(Wording may vary.)

1. Mrs. Silva made Tony finish his homework before watching TV. She made him take the dog for a walk (walk the dog) after dinner. She made him brush his teeth before he went to bed.
2. Tony got Ivan to do his laundry. He got him to pick up his suit at the dry cleaners. He got him to cash a check at the bank.
3. Tony has someone wash and wax his car. He has someone else do the painting. He has someone deliver the paper every Sunday.

3 I'd get him to go and see the professor immediately.

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► **Speaking** ► **Reading**

- Read the instructions to the class. Ask volunteers to read the first situation, the three possible solutions, and the complete sentence indicating which solution was chosen. As a class, discuss why this would be the best solution. If some students feel that another solution (possibly *b*) would be better, encourage them to explain their choice.
- Read the five situations aloud to the class. Elicit or provide the meaning of the following: *interfere with her studies* (keep her from doing her homework), *not doing his fair share* (not being a responsible partner), *a ton of homework* (a large amount of homework), *right around the corner* (happening in the very near future).
- **Group.** Divide the class into groups of three or four and assign group roles (refer to the notes about group work in Unit 1, Lesson 3, Exercise 5). Give the students ten to fifteen

minutes to agree on the best solution to each problem in the activity. Remind the students to support their choices.

- Recap the discussions as a class. Although the students may use the verbs in the prompts (*persuade; advise; convince*), you can also prompt them to use causative verbs by asking *What would you get her to do in that situation?* (Note: The causative verb *make* is not appropriate for the situations in this activity because a roommate would not normally *make* another roommate do something.)

Expansion (Speaking): Ask the students to think about a situation in which they persuaded or convinced someone to do something difficult. Have the students tell a partner about the situation and what they got another person to do. Recap the discussion as a class.

4 Online

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

- **Group.** Read the instructions aloud. Divide the class into groups of three or four and assign group roles. (Assigning a Time-keeper is especially helpful when the discussion questions are as detailed as they are in this activity.) Ask the students to choose one person in each group to read the article aloud while the others read along.
- Give the students ten to fifteen minutes to discuss the questions. Recap as a class, writing the students' ideas on the board.

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

STRATEGIES FOR SUCCESS

1. **Warm Up.** See Unit 1 for your introduction.
2. For **Exercise 1**, tell the students that successful language learning involves good test preparation. Ideally, this exercise will refer to a real test they have in the near future. This exercise helps the students to prepare for the test ahead of time. If the students have brainstormed in pairs, they might combine into groups of four to review for the test.
3. For **Exercise 2**, the students are being asked to focus on strategies to use during the test. Beyond the three here, they might brainstorm other strategies, such as: don't let your mind wander; focus on the test; guess intelligently; do the easy items first.
4. For **Exercise 3**, this is an individual journal-writing exercise. If the students need some prompting, you could lead them in a one- or two-minute discussion of "decisions" they will have to make soon. The journal writing is mainly to reinforce the unit's material in written form.

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 and Communication Summary. Direct the students' attention to the examples for *Stating a purpose or reason*. Ask them to write two complete sentences: one stating a goal that they have already accomplished and the other stating a goal that they are currently working toward. Instruct them to add a statement of either reason or purpose to each sentence.
- Ask the students to exchange papers with their partners. Encourage the students to give each other feedback and ask follow-up questions after they have read each other's goals and statements.
- Other grammar structures and communication skills in the summaries 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

ADDITIONAL ACTIVITIES

Lesson 1, Exercise 1

(page 29)

Information, please!

- Prepare cue cards with *Wh-* questions on them. There should be at least one unique question for each student. Some of the questions should be easy to answer (*What time is it?*). Other questions should be beyond the students' knowledge (*How many languages does our teacher speak?*) or answerable only by a few students (*Where does Keiko live?*).
- Write an example question on the board: *What time does Alberto go to bed?* If the students can't answer the question, they should begin their responses with *I don't know . . .* or *I can't tell you . . .* (*I can't tell you what time he goes to bed*). If they can answer the question, they should begin their responses with *I can tell you . . .* (*I can tell you what time he goes to bed! He goes to bed at 11:00.*)
- Point out that there is an important pronunciation difference between *can* or *can't*. *Can* is generally unstressed, while *can't* is almost always stressed. Point out that because the *t* in *can't* is so difficult to hear, this difference in stress is often the only way the listener knows which word the speaker has used. As a class, practice saying *I can TELL you* and *I CAN'T TELL you* with the correct stress patterns.
- Distribute the question cards. Instruct the students to stand up, find a partner, and ask and answer each other's questions using embedded questions in their answers. When they finish with one partner, they should exchange cards and find new partners. Allow enough time so that the card-exchange process can occur three to five times.

WORKBOOK UNIT 3 ANSWER KEY

Lesson 1, pages 19–20

Exercise 1

- | | |
|-------------|-------------|
| 2. When | 6. How long |
| 3. What | 7. What |
| 4. Who(m) | 8. How many |
| 5. How much | |

Exercise 2

Possible Answers:

- | | |
|--|---|
| 2. Could you tell me when it opens? | 6. Can you tell me how long I have to wait before I can cash a check? |
| 3. Can you tell me what time it closes? | 7. Could you tell me what kind of identification I need? |
| 4. Could you tell me who(m) I should talk to about opening an account? | 8. Can you tell me how many tellers there are in the bank? |
| 5. Would you mind telling me how much money I need to open an account? | |

Exercise 3

- | | |
|-------------------------|--|
| 1. when the deadline is | 6. what the e-mail address for Admissions is |
| 2. Where can I get | 7. where it is |
| 3. what time it opens | 8. who I should address |
| 4. Could you give me | 9. Should I address |
| 5. what it is | |

WORKBOOK UNIT 3 ANSWER KEY

Lesson 2, pages 21–23

Exercise 1

Part I

3. a: She left after it was clear we couldn't help her.
b: We couldn't help her because she wasn't there any more.
4. The same
5. The same
6. a: They were married when I met them.
b: They were no longer married when I met them.

Exercise 2

2. By the time the train left, there had been a three-hour delay.
3. By the time they got married, they had known each other for five years.
4. By the time she got a job, she had had twenty interviews.

Exercise 3

Possible answers:

2. I hadn't seen her in a long time.
3. she hadn't used one before.
4. he had forgotten to go to the store.
5. she hadn't written in a long time.
6. she had changed a lot.

Exercise 4

- | | | |
|-----------------|----------------------|-------------------------|
| 1. got | 9. walked | 17. left |
| 2. was | 10. didn't have | 18. was |
| 3. was | 11. Had he forgotten | 19. had spent |
| 4. had studied | 12. wanted | 20. wanted / had wanted |
| 5. (had) gotten | 13. had studied | 21. had learned |
| 6. started | 14. nodded | 22. was |
| 7. sat | 15. heard | |
| 8. opened | 16. got | |

The second and fourth pictures show what happened in Ellen's class.

WORKBOOK UNIT 3 ANSWER KEY

Lesson 3, pages 24–28

Exercise 1

Answers will vary.

Exercise 2

Answers will vary.

Exercise 3

Possible answers:

2. Ricky has the barber cut his hair, but he develops his own photos.
3. Ricky fixes his own car, but he has someone else wash it.
4. Ricky has others clean his house and take care of his garden.

Exercise 4

Answers will vary.

Exercise 5

Possible answers:

- | | |
|----------------------|--------------|
| 1. to help | 5. help |
| 2. finish | 6. to answer |
| 3. to finish / to do | 7. do |
| 4. do | |

Exercise 6

- | | |
|---|------|
| 1. Not Just Another Essay; How to Approach Your Topic; Getting Started; The Writing Process | 3. d |
| 2. d | 4. c |

Exercise 7

Answers will vary.

Exercise 8

- | | |
|------------------------|------------------------------|
| 1. aced the test | 5. passed with flying colors |
| 2. made the honor roll | 6. skipped class |
| 3. flunked | 7. blew off the test |
| 4. crammed | |