

UNIT 4

Overview

TOPICS

- Getting advice from friends and co-workers
- Skills and abilities
- Interacting with the boss
- Polite requests
- Policies and procedures
- Benefits
- E-mail
- The help desk

COMMUNICATION GOALS

Listening and Speaking

- Listening for specific information and taking notes
- Making polite requests at work
- Listening for details
- Group problem-solving

GRAMMAR

- Phrasal verbs: separable and inseparable
- Present perfect continuous
- Affirmative and negative statements; information questions

Reading and Writing

- Understanding words from context
- Reading a mind map
- Creating your own mind map
- Reading for humor
- Proofreading

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
Reasoning

Personal Qualities

Responsibility
Sociability—demonstrates understanding, friendliness, adaptability, empathy, and exhibits self-control
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 for information purposes
- 0.2.1 Respond appropriately to common personal information questions

4 Employment

- 4.1.9 Identify procedures for career planning, including self-assessment
- 4.2.1 Interpret wages, wage deductions, benefits, and timekeeping forms
- 4.6.2 Interpret work-related correspondence, including notes, memos, and letters
- 4.6.5 Interpret written workplace announcements and notices
- 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

7 Learning to Learn

- 7.2.2 Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
- 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
- 7.3.1 Identify a problem and its possible causes
- 7.3.2 Devise and implement a solution to an identified problem
- 7.4.1 Identify or utilize effective study strategies

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

Lesson 1

WARM UP

- Ask the students to think about a time when they first started a new job. Ask whether their first few days were positive or negative. Encourage the students to give specific details about what did or did not go well.
- Ask what caused the students' experiences to be positive or negative. Was it something the student did or something the employer or co-workers did?

PRESENTATION

Starting Work

- **Set the stage.** Tell the students to cover the conversation and look at the instructions and picture. Read the instructions aloud. Elicit or remind the students that Gina works in the fashion industry. Ask what kind of advice Ivan might be asking Gina for (*general information about starting a new job*).
 - **Personalize the situation.** Tell the students to imagine that they have a new job that is very important to them. Ask them what kind of advice they could expect from a friend who is working but is in a different field. Write the responses on the board.
 - **Focus on selected items.** Write the following idioms on the board: *start off on the right foot*; *it can either make or break you*. Ask the students what they think these idioms mean (*begin in a positive way*; *it can lead to either great success or great failure*). Elicit the meaning of the idioms. If the students are not able to define the idioms, reassure them that they will be able to after they listen to the conversation.
 - **Set the listening task.** Point out that Gina gives many details about how to succeed on the job, but all of her advice relates to two main ideas. Write the following on the board: *What are the main ideas of Gina's advice to Ivan?* Play the cassette twice while the students listen with the conversation covered.
 - **Check the listening task.** Ask the students for their responses. (*Do your work well and on time. Get along with your co-workers and supervisors.*)
- Ask the students to look at the conversation for details about what Ivan should do to accomplish these goals. Note: If the students initially respond with details but do not identify the main points, group their responses according to which suggestion they refer to. Then elicit how to summarize each set of details into a more general statement of advice.
- If the students were unable to provide the meaning for *start off on the right foot* and *it can make or break you*, elicit or provide the meanings at this point.
 - **Practice the conversation in pairs.** Ask the students to practice the conversation with a partner. If time permits, have a pair perform for the class.
 - **Engage the students in pair work.** Read the discussion questions aloud. Instruct the students to think of at least two suggestions of what you should do to start off well in a new job and two suggestions about what not to do.
 - **Circulate and monitor progress.** Make sure that the students are completing both parts of the task. Ask each pair to read their suggestions to the class. Write the responses on the board. As a class, select the five most important suggestions.

1 Thanks for calling me back.

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► Reading

- Read the instructions aloud. Explain that, in English, many verbs have special meanings when they are used with certain prepositions. These are called *phrasal verbs*, and the prepositions in them are called *particles*.

Grammar Note: There is a difference between a phrasal verb (*verb + particle*: *Ivan called up his supervisor*; *He looked over the user's guide*) and a prepositional verb (*verb + preposition*: *I called up the staircase to my friend*; *I looked over the wall*).

Although it is not necessary to analyze this difference when introducing phrasal verbs, many teachers feel that it is important to teach the students the correct terminology.

- Point out that although some phrasal verbs have meanings that are easy to guess, many phrasal verbs are idioms. The meaning of an idiom cannot be guessed by simply understanding the meaning of the words. Explain that some phrasal verbs even have both an idiomatic and a non-idiomatic meaning.
- Direct the students' attention to *cut off*. Write the following sentence on the board: *I cut off a piece of my steak*. Elicit the meaning of *cut off* in this sentence. Now ask the students to find the same phrasal verb in the conversation. Ask whether it has the same meaning in the conversation (*it doesn't*). Elicit that the idiomatic meaning of *cut off* is *interrupt(ed)*.
- **Pair.** Instruct the students to work with a partner to match the phrasal verbs with their meanings. Remind them that the context of the conversation will help them decide which meaning is correct. Check as a class.

Answers

- | | | |
|------|------|-------|
| 1. d | 5. a | 8. e |
| 2. i | 6. b | 9. f |
| 3. g | 7. h | 10. c |
| 4. j | | |

2 Ivan called up his supervisor.

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► Speaking ► Reading ► Writing

Note: This activity can be done as a spoken exercise, a written exercise, or a combination of the two.

- Remind the class that Ivan has just finished asking Gina how he can succeed at his new job. Read the instructions to the class. Ask a volunteer to read the first sentence aloud. Ask what phrasal verb can be used instead of *replaced the telephone receiver on its hook* (*hung up*). Be sure that the students used the simple past form.
- **Pair.** Ask the students to work with a partner to complete the passage with the appropriate phrasal verbs. Specify whether you want them to write their answers or to do the activity orally.
- Check as a class. If possible, mark the answers on a transparency of the passage.

Answers

- | | |
|--------------|-----------------|
| 1. hung up | 6. turn on |
| 2. called up | 7. look over |
| 3. talk over | 8. try out |
| 4. come over | 9. writing down |
| 5. find out | 10. looking up |

3 First, turn on the power.

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► Speaking ► Reading

- Read the instructions aloud. Ask a volunteer to dictate the first set of example sentences while you write them on the board. Write *transitive* on the board. Point out that *turn on* is a transitive verb (*it requires an object*). Explain that most transitive phrasal verbs are *separable* (*the verb can be separated from its particle*). Ask the students what the object of *turn on* is (*the power*). Elicit that the object can be placed either before or after *on*.
- Remind the class that sometimes a speaker or writer prefers to use a pronoun instead of a complete noun phrase. Ask the class where the pronoun is located in the third example sentence (between *turn* and *on*). Point out that an object pronoun cannot be placed after the particle in a phrasal verb. Write *turn on it* on the board and draw a line through it to remind the students that this word order is not acceptable.
- Ask a volunteer to read the second set of examples aloud. Ask: *Can I say "write down them"?* (No.) Repeat with the remaining sets of examples.
- **Pair.** Ask the students to work with a partner to make as many sentences as possible using the cues in the activity. Remind the students to use the correct tense or form of the verbs. Recap as a class.

4 I warm up with a few leg and arm exercises.

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► Speaking ► Reading ► Writing

- Explain that, just as some phrasal verbs are transitive and require objects, some are intransitive and do not take objects. Write *intransitive* on the board. Point out that a good learner's dictionary will indicate whether a verb is transitive or intransitive. Direct the students' attention to the list of phrasal verbs in the activity. Ask what the abbreviation for *intransitive verb* is (*intr.v.*). Write the abbreviation on the board. Ask the students to guess what the abbreviation for *transitive verb* might be (*tr.v.*). Write it on the board as well.
- Read the instructions aloud. Explain that each of the phrasal verbs in the list should be used once. Remind the students to use the correct tense or form of the verbs. Have the students check their answers by reading the conversation with a classmate. Check as a class.

Vocabulary Note: Some phrasal verbs can be used both transitively and intransitively with the same meaning. For example, *warm up* means *to get ready, to exercise for a short time*. This is actually a reduction of a transitive structure: *I need to warm up my muscles before I exercise*. In addition, other things can be *warmed up* as well. (*I warmed up the soup before I ate it. You should warm up your car on winter mornings.*)

Answers

1. work out
2. warm up
3. go back
4. lie down/sit down
5. passed out
6. standing up
7. came to
8. sit down/lie down
9. go on

5 Have you looked up a word in the dictionary recently?

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► *Speaking* ► *Reading*

- **Class.** Read the instructions aloud. Ask two volunteers to read the example dialog. Read each cue in the box aloud, eliciting the meaning of each phrasal verb. Ask the students to stand and circulate to do the activity. Encourage them to talk to as many classmates as possible.
- Recap as a class. Encourage the students to use complete sentences to relate their information:
Minh got over an illness last week.

6 I don't give up easily.

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► *Speaking* ► *Reading* ► *Writing*

- Direct the students' attention to Ivan's mind map of skills. Explain that mind maps can be a helpful brainstorming tool. Elicit reasons why Ivan might have wanted to create this mind map (*to prepare a résumé; to identify which skill areas are strong and which need improvement*).
- **Group.** Read the instructions aloud. Divide the class into groups of three or four. Give the students two minutes to choose group roles. Remind them to discuss whether Ivan's job as a help-desk technician is a good match with his skills. Give the students five to ten minutes to complete the task.
- **Group.** Read the second set of instructions aloud. Tell the students to work individually for a few minutes, creating mind maps of their own skills. Ask them to share their mind maps with their groups and get advice about the kinds of work they would qualify for.
- Recap as a class. Ask several students to tell the class what kind of work their groups thought they would qualify for and why. Encourage them to refer to specific skills that they had identified in their mind maps.

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

Lesson 2

WARM UP

- As a class, brainstorm the different kinds of relationships that employers can have with their employees. Are these relationships typically more formal in certain kinds of businesses? In what kind of businesses are they usually more formal?
- Ask the students which they think is better, a more formal or more informal relationship between an employer and employees. Encourage them to give specific reasons for their opinions based on their own work experience if possible.

PRESENTATION

Meeting the Boss!

- **Set the stage.** Ask the students to cover the conversation and look at the title and picture. Ask a volunteer to read the instructions aloud. Elicit whether Ivan and his boss appear to have a formal or informal relationship. Ask what Ivan might be feeling at the beginning of this meeting.
- **Personalize the situation.** Ask the students to tell a partner about an experience they had meeting an employer for the first time. What was the employer like? What did he or she do to establish the relationship with the new employee?
- **Focus on selected items.** Ask the students to predict the kinds of things Ivan's boss might ask or say during this first meeting. Write the responses on the board.
- **Set the listening task.** Write the following on the board: *How does Ivan show respect for his new boss? What does Mr. Sanchez do to make Ivan more comfortable during the meeting?* Ask the students to listen with the conversation covered. Play the cassette twice.
- **Check the listening task.** Ask the students for their answers. Write the responses on the board. (*Ivan calls his boss "sir," Mr. Sanchez asks Ivan how he likes his job, asks about his work history, and shows interest in his family. He also relates his personal experience as a newcomer to the United States.*) Ask the students to look at the conversation and see if there is anything they want to add.
- **Practice the conversation in pairs.** Ask the students to practice the conversation in pairs. Encourage them to use natural intonation. If time permits, ask a pair to perform for the class.
- **Engage the students in pair work.** Read the discussion questions aloud. Point out that there are no right or wrong answers to these questions.
- **Circulate and monitor progress.** Encourage the students to refer to specific information in the conversation during their discussions and to provide reasons for their analysis. Recap as a class.

1 Would you please fill out these forms?

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► *Speaking* ► *Reading* ► *Writing*

- Remind the students that it is very important to know how to make polite requests. Explain that in most social contexts, a direct order (*Fill out these forms*) is considered too abrupt and may be offensive.
- Ask volunteers to read the examples aloud. Remind the students to use rising intonation with the requests that are questions. Ask for the students' opinions about the level of formality for each request. Elicit reasons for the students' opinions. Point out that even the least formal of these can be made more polite by using intonation that conveys respect.
- Read each prompt aloud and elicit its meaning. Ask the students to complete the requests. Instruct them to use each type of request at least once. Check as a class, asking for two or three different ways of making each request. If

necessary, review the verb form used in each structure (*would you mind + gerund; could you + simple (base) verb; would you + simple (base) verb*).

Answers

(Answers may vary.)

Expansion (Speaking): Have the students practice making polite requests of one another. Make instruction or situation cards to use as prompts. (*You need a piece of paper; there is noise in the hallway and you can't hear because the door is open.*) The prompts should relate to your classroom situation and should generate requests that the students can fulfill. Give one card to each student. Have each student address his or her request to a specific classmate. Ask the classmate to respond to the request.

2 Would you mind explaining the procedure for taking vacations?

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► *Speaking* ► *Reading* ► *Writing*

- Read the instructions aloud. Ask two volunteers to read the examples aloud. Read each prompt aloud and elicit its meaning.
- **Pair.** Have the students work with their partners to complete the requests. Encourage them to use a variety of structures for their requests.
- Check as a class. If time permits, ask for two or three different answers for each item.

Answers

(Answers will vary.)

3 Ivan's benefits package

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

- Read the instructions aloud. Tell the students that you will play the cassette two or three times. Suggest that they just listen during the first playing and take notes during subsequent playings. Play the cassette.
- Ask for volunteers to tell the class about Ivan's benefits. Write their responses on the board or on a transparency. Ask the rest of the class whether they agree with the answers. If necessary, play the cassette again while the

students check their answers. If appropriate for your class, elicit or provide the meaning of a *401-K retirement plan*, which is a common plan in the United States.

Answers

2. Health insurance: full medical; partial dental
 3. Sick leave: five days
 4. Paid holidays: ten days
 5. Work hours: forty hours/week
 6. Overtime: no pay for overtime
 7. Bonus: depends on how his work goes
 8. Retirement plan: 401-K
 9. Other: three personal days
- **Pair.** In order to conduct this activity, you should contact the employees at your school and find out which of them would be willing to be interviewed by your students. Reassure them that they will not have to tell the students what their salaries are (explain to the students that it would be inappropriate to ask about salary amounts).
 - Suggest that the students use a chart like the one in this exercise during their interviews. Elicit other questions that the students might want to ask. (*What is your job title? Do you work part time or full time? How many years have you been on the job?*)
 - Before the students interview the school employees, have several pairs role-play their interviews for the class. (Either you or a student can play the part of the employee.) Ask the class to give the pairs suggestions for improving their interviews. These suggestions should focus on appropriate use of greetings, requests, and concluding expressions of thanks.
 - Assign each employee to a pair or group of students. If possible, arrange to have the interviews conducted during your class time. If the students are to go to the employee's office, make sure they know where to go.
 - Following the interviews, have the pairs or groups meet to discuss the information they gathered. Recap by having the students present their information to the class.

4 Ivan works in a sportswear design company, doesn't he? (page 48)

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

- **Pair.** Read the instructions aloud. Complete the first tag question as a class (*doesn't he?*). Elicit the purpose of a tag question (*to confirm information*). If necessary, review the structure of tag questions (*negative question + positive tag; positive question + negative tag; use appropriate auxiliary verbs*). Ask the students to work with their partners to complete the tag questions. Check as a class.
- Ask each pair to take turns asking and answering the questions about Ivan. Recap as a class.

Expansion (Speaking, Writing): Ask the students to write three more tag questions about Ivan. Have the students ask and answer the questions in small groups or as a class. Alternatively, if the students need to review the structure of tag questions, have them write their questions on the board.

▶ *Listening* ▶ *Speaking*

- Read the title and instructions aloud. Elicit the meaning of *small talk* (*short conversations*). Ask for volunteers to read the responses aloud. Emphasize the importance of intonation that conveys sincerity. Explain that with short responses such as these, much of the meaning is expressed by intonation. Incorrect intonation can turn an otherwise polite refusal into an expression of rudeness or can make an acceptance sound sarcastic or insincere. Help the students practice appropriate intonation.
- Direct the students' attention to the two forms of acceptance that begin with *No*. Elicit the specific request form that would generate these responses (*Would you mind . . .*). Explain that although the other response forms could also be used after *Would you mind . . .*, the responses

beginning with *No* are *only* used after *Would you mind*.

- **Pair.** Have the students work in pairs to ask and answer requests about each situation. Ask two volunteers to read the example dialog. Have several pairs briefly role-play each situation for the class.

Answers

(Answers will vary.)

Expansion (Speaking): Repeat the expansion activity that follows Exercise 1 (page 47). Ask the students to use one of the responses learned in Exercise 5 to either accept or refuse the request.

Additional Activity. See Unit 4 Appendix.

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

Lesson 3

WARM UP

- Ask the students how many of them use e-mail. Ask how long they have used e-mail and who they send e-mail to. Inquire whether their lives have changed since they began using e-mail and if so, how.
- Have the class think about people they know who do and do not use e-mail. How are these groups of people similar or different? Ask the students whether they think using e-mail and the Internet changes people's lives. If so, how?

PRESENTATION

Why I Hate E-mail

- **Set the stage.** Ask the students to cover the article and look at the picture. Read the title aloud. Elicit that this article was written by someone who works in a large company or office.
 - **Personalize the situation.** Ask what kind of negative changes a person might experience as a result of using e-mail. Write the responses on the board. Ask whether the students have experienced any of these changes themselves. Encourage them to give detailed responses.
 - **Focus on selected items.** As a class, brainstorm reasons why this author, who is an office worker, might hate e-mail. Write the responses on the board.
 - **Set the reading and listening task.** Write the following on the board: *How has Beverly Marks's work life changed since getting e-mail?* Ask the class to read along while they listen to the cassette. Instruct them to note each place where the author describes a change that has occurred as a result of e-mail. Play the cassette twice if necessary.
 - **Check the reading and listening task.** Ask the students to compare the items they noted with those of a partner. Have each pair make a list of changes that occurred in the author's life.
- Check as a class. Ask the students whether any of them have experienced these specific changes due to using e-mail.
- **Focus on vocabulary.** At this point, you may elect to have the students do Exercise 2 in the Strategies for Success section at the end of this unit. This activity focuses on the idioms and special expressions used in this article. After the students have completed the activity, go over their results as a class, noting the idioms and their meanings on the board. Also elicit or provide the meanings of non-idiomatic words that the students are unfamiliar with.
 - **Engage the students in pair work.** Read the discussion questions aloud. Have the students discuss their opinions with a partner.
 - **Circulate and monitor progress.** As you circulate, remind the students that it is not necessary for them to agree with their partners' opinions. Encourage the students to refer to the text for specific words, structures, or meanings that indicate whether the article was meant to be humorous. (*It is meant to be humorous. The last sentence is the clearest indicator of this, but the author's vocabulary choices also indicate her ironic attitude toward her subject.*)

1 People have been shopping online.**(page 51)**▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Ask a volunteer to read the example statement to the class. Elicit that the (A) before the response indicates that the student who answered agreed with the statement. Ask a volunteer to read the student's reasons for agreement.
- Have three volunteers read the statements in the activity aloud. Check for comprehension by asking for a paraphrase of each statement. Elicit or provide the meaning for any unfamiliar language (*related services; accomplish*).
- Ask the students to complete the activity. Encourage them to give at least two reasons for their opinion.
- Go over the answers as a class. For each item, ask for a show of hands of those who agree with the statement. Ask those students to tell the class why they agree. Ask for a show of hands of those who disagree and ask them to explain the reasons for their disagreement.

2 She has been sending more e-mails.**(page 51)**▶ **Speaking**

- Read the instructions aloud. Ask a volunteer to read the first example sentence to the class. Ask the class to identify the complete verb in the first sentence (*has been sending*). Elicit the tense (*present perfect progressive*) and the time frame that this tense refers to (*from the past until now*). Elicit or explain that the present perfect progressive describes either a continuous action or a repeating action that began in the past and continues to the present.
- Ask a volunteer to read the second sentence aloud. Ask whether this sentence means that Shelley used the phone more in the past or whether it means that she uses it more now (*she used it more in the past*).
- **Pair.** Have the students work with a partner to describe the changes in Shelley's life. Recap as a class.
- **Class.** As a class, discuss recent changes in the students' lives. Prompt the students to generate the target structures by asking *What have you been doing more often than you used to? What is something you haven't been doing as often as you used to?*

3 I design websites. **(page 51)**▶ **Listening** ▶ **Speaking** ▶ **Reading**

- Read the instructions aloud. Ask five volunteers to read the statements aloud. If you wish, you can have the students predict the answers based on their knowledge of Ivan and Nelson's jobs.
- Play the cassette twice while the students listen and mark each statement according to who performs each task. Check as a class. Encourage the students to recall what they heard the characters say in reference to each statement.

Answers

- | | |
|----------|------|
| 1. I | 4. I |
| 2. N | 5. N |
| 3. I / N | |

- **Group.** Divide the class into groups of three or four. Assign group roles (refer to the notes about group work in Unit 1, Lesson 3,

Exercise 5). Read the discussion questions aloud. Play the cassette again while the students listen and take notes.

- Ask the students to compare their notes in their groups and discuss their findings. If necessary, replay the cassette in order to allow the students to take additional notes. Ask the Reporter from each group to report the group's findings to the class.

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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- Read the instructions aloud. Ask three students to read the first question, response, and possible solution aloud. Elicit the meaning of Ivan's note in the last line of the first form (*Ivan wonders whether he should give his company's employees a workshop on presentation software*). Elicit the students' opinion of this solution. Encourage them to give specific reasons for their opinion. Repeat with the second question.
- **Group.** Divide the class into groups of three or four. Have each group assign new group roles so that the students have different roles from the ones they had in the previous group activity. Ask the groups to discuss the remaining two responses that Ivan received. Encourage them to provide specific solutions for the problems. Ask the Reporter of each group to explain the solutions to the class.

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

STRATEGIES FOR SUCCESS

1. For **Exercise 1**, using e-mail to practice English is an excellent strategy. Tell the students that they don't usually have to worry much about grammar when they e-mail, but that for this exercise they are being asked to practice their proofreading skills.
2. For **Exercise 2**, tell the students that this exercise is to help them practice guessing meanings from context. If they can't guess a meaning, then it's OK to use a dictionary. If they still can't figure out what a word or phrase means, they could discuss this with the whole class if you want to take the time to review the idioms.
3. For **Exercise 3**, one of the strategies that successful learners use is making a "game" out of language learning. This is a "game" of sorts, in which they are to solve the "puzzle" of making up a story with as many of these phrasal verbs as possible. If time permits, ask some or all the students to share their stories.

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 *Talking about past events that are continuing into the present*. Ask the students to write three things that they have been doing more or less frequently than they used to.
- In a mixer, have the students talk about these changes. Instruct the students to ask each other follow-up questions to find out why their partners made these changes and what effect the

changes have had on their lives. Briefly recap the activity by asking several students to tell the class what they learned about their partners.

- 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 2, Exercise 5

(page 49)

Language in the Real World

- This activity helps the students become aware of the different functions for which they use English.
- Ask your students to keep a log of how and when they use English in their daily lives outside of class. If your students live in an English-speaking environment and use English frequently, have them keep the log for just one or two days. If your students use English less frequently, have them keep the log for several days or a week.
- As a class, brainstorm a list of situations in which the students use English. Remind them to think about all four skills (*listening; speaking; reading; writing*), not just speaking. Encourage them to think of situations beyond the obvious (*using the Internet; writing a note to the apartment manager; making a shopping list; writing a check; listening to the radio; calling a store for information*).
- Suggest that the students carry a small card or piece of paper at all times during the logging period so that they can make quick notes about when, where, and how they use English. These notes should be transferred regularly to their logs.
- Ask the students to include the following information in their logs: the situation (place, person, reason), the skill used (listening, speaking, reading, writing), special language forms used (for example: greetings, polite requests, listing, web-search techniques).
- As a follow-up, have the students discuss their use of English with the class or in small groups. You may also want them to write an essay analyzing their daily use of English.

WORKBOOK UNIT 4 ANSWER KEY

Lesson 1, pages 29–31

Exercise 1

2. She's going to call Ricky up (*or call up Ricky or call him up*).
3. She wants to look up Ricky's phone number (*or look his phone number up*).
4. She has forgotten to turn it on (*or turn her cell phone on or turn on her cell phone*).
5. She's going to write something down.
6. She's going to call him back (*or She's going to call Ricky back*).
7. She asks him to come over.
8. They get along with each other.

Exercise 2

1. back
2. up; out
3. down
4. out; up
5. on
6. up
7. over
8. over

Exercise 3

Separable: call back; call up; figure out; find out; hang up; look over; look up; make up; talk over; try out; turn on; warm up; write down

Inseparable: come over; count on; cut down on; face up to; get ahead; get along with; get over; get into; give up; go back; go on; lie down; look down on; pass out; sit down; stand up; work out

Exercise 4

3. ✓ I looked the report over and I have a couple of questions. I looked it over.
4. X
5. ✓ You should always warm your muscles up before doing heavy lifting. You should always warm them up.
6. ✓ Can you find the teacher's name out? Can you find it out?
7. X
8. I want to try the new software out before you leave. I want to try it out.
9. We need to talk the situation over before we make a decision. We need to talk it over.
10. X

WORKBOOK UNIT 4 ANSWER KEY

Lesson 2, pages 32–33

Exercise 1

2. The library's on the sixth floor, isn't it?
3. You haven't taken my notebook, have you?
4. There's no homework for tomorrow, is there?
5. This key doesn't belong to you, does it?
6. You didn't come to class last week, did you?
7. You have a driver's license, don't you?

Exercise 2

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

Exercise 3

Answers will vary.

Exercise 4

2. Would you please show me how to use my seat belt?
3. Would you please give me some water?
4. Could you please get me another seat?
5. Could you please give me several newspapers?
6. Could you please fix my light?
7. Would you mind telling the other passengers to keep quiet? OR Would you mind asking the pilot to come and chat with us?

WORKBOOK UNIT 4 ANSWER KEY

Lesson 3, pages 34-37

Exercise 1

Possible answers:

2. She's been jogging.
3. He's been crying
4. He's been carrying heavy boxes.
5. She's been ironing all day.
6. She's been waiting for the bus for a long time.

Exercise 2

Errors are crossed out. Any necessary additions are bold.

Hi. How are you? I'm fine but I've ~~been working work~~ hard lately. Besides my part-time job, ~~I'm~~ I've ~~been~~ attending school three nights a week for the last three months. I like the class a lot. In just a short time I've ~~been meeting~~ met a lot of interesting people, and I've learned many interesting things.

Vural has asked me to send you his best wishes. He's okay but he still hasn't found a job. He's a little depressed about it since he's ~~looked~~ **been looking** for several months. I hope he finds something soon.

What ~~you have~~ **have you** been doing lately? How is Elba? ~~Has she still gone~~ **Is she still going** swimming every day? ~~I'm going~~ I've ~~been going~~ **been going** swimming every Tuesday night since September. I always enjoy it.

I don't know if you've ~~been hearing~~ **heard** the news, but Carl and Ann have ~~been getting~~ **gotten** married. The wedding was last month, and they both seem very happy.

Well, that's about it from here. Have you ~~been making~~ **made** plans for your vacation yet? If not, why don't you come and visit us here? We'd love to have you.

Take care and write soon.

Exercise 3

1. d
2. b and d
3. d
4. b

Exercise 4

Answers will vary.

Exercise 5

Answers will vary.