

UNIT 5

Overview

TOPICS

- Learning experiences on the job
- The characteristics of a good boss
- Qualities of a good partner
- Problem-solving at work
- Predicaments at work

GRAMMAR

- Relative clauses
- Relative pronouns as subjects
- Relative pronouns as objects
- Modals of advice or suggestions about the past
- *Not only . . . but (also)*

COMMUNICATION GOALS

Listening and Speaking

- Discussing predicaments at work
- Discussing qualities of a good partner
- Practicing small talk
- Making apologies
- Role-playing problem-solving at work
- Taking notes on a TV show

Reading and Writing

- Understanding pronoun reference
- Making inferences
- Journal writing

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, and speaking

Thinking Skills

Decision making

Problem solving

Knowing how to learn

Reasoning

Personal Qualities

Responsibility

Self-management

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interpersonal

Participates as a member of a team

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*

4 Employment

4.6.1 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

4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing different points of view, offering options, and making compromises

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

7.1.3 Demonstrate personal responsibility and motivation in accomplishing goals

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

7.3.1 Identify a problem and its possible causes

7.3.2 Devise and implement a solution to an identified problem

7.3.3 Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed

7.3.4 Utilize problem solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions

7.4.3 Identify, utilize, or create devices or processes for remembering information

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

Lesson 1

WARM UP

- Ask the class what employees should do if they are unable to complete an assigned task. Should they ask their co-workers for help? Should they talk to the boss or manager?
- Ask what positive and negative outcomes might result from asking for help. Is it more acceptable to ask for help in certain businesses or professions?

PRESENTATION

A Learning Experience

- **Set the stage.** Ask the students to cover the conversation and look at the title and picture. Have a volunteer read the title and instructions aloud. Ask the class to describe what they observe in the picture.
- **Personalize the situation.** Point out that being a student is sometimes similar to being an employee; like an employer, a teacher assigns tasks to the students. Also, much like an employer, a teacher has certain expectations of the students. Ask your class what they do when they are unsure of what a teacher expects of them. Inquire whether these techniques have been successful.
- **Focus on selected items.** Ask what the students would do in Ivan's situation. Remind them to take into account what they know about Ivan, his boss, and the company.
- Point out that the conversation includes many computer-related terms. Reassure the students that they will be able to understand the gist of the conversation even if they do not know all of these terms.
- **Set the listening task.** Write the following on the board: *What is the problem that Ivan is trying to solve? What does Mr. Sanchez tell him to do?* Ask the students to listen with the conversation covered. Remind them that you will play the cassette twice. Encourage them to just listen the first time you play the cassette.
- **Check the listening task.** Ask for students' responses. Write them on the board. (*Mr. Dillon can't open his computer files. Mr. Sanchez tells Ivan to read about magnetic media in the manual.*) Ask the class to read the conversation and see if there is anything they want to add to their responses.
- **Focus on vocabulary.** Ask the students to find all the computer-related words in the conversation. Make a list of these on the board and elicit their meanings. Explain any terms that the students are unable to define.
- **Engage the students in pair work.** Read the instructions aloud. Elicit the meaning of *predicament* (*a puzzling or difficult situation*). Encourage the students to consider predicaments in their work, school, or social life when they talk with their partners. Remind them to talk about how they solved their predicaments.
- **Circulate and monitor progress.** If the students have trouble thinking of a predicament to describe, prompt them with questions like *Did you ever have a problem that you couldn't solve? What did you do to find a solution?*

1 Here's some more work.

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

- Ask your students if they ever read cartoons in English. Elicit reasons why reading and understanding cartoons can be easy (*illustrations aid understanding; some situations are universally understood*) and why it can be difficult (*some humor is culturally based; use of unfamiliar slang or idioms can be confusing*). Write the responses on the board.
- Ask the class to explain what is happening in the cartoon. Make sure the students understand why Dilbert's boss gives him more work (*because Dilbert's low blood pressure indicates he doesn't have enough work*). Elicit the meaning of *get away with something* (*to do something bad without being caught or punished*). Ask the students to explain why the cartoon is funny (*because Dilbert's boss thinks that being unstressed at work is something Dilbert should feel guilty about*).
- **Pair.** Ask a volunteer to read the discussion questions aloud. Clarify that the task has two main parts: (1) to discuss the cartoon and (2) to make a list of the characteristics of a good boss.
- Divide the class into pairs. Allow about fifteen minutes for their discussions.
- Ask the pairs to write their lists on the board. Compare the lists as a class.

2 Rick Dillon is the sales manager who can't open his documents.

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

- Read the instructions aloud. Direct the students' attention to the first item in the activity, which has been matched with description *c*. Ask two volunteers to model the activity by reading the example question and answer aloud. Make sure the students understand that they must do the matching activity before they try to form the questions.
- Ask the students to work individually to match the information in the two columns. Check by having the students ask and answer questions

based on the items in the activity. (Note: In order to form correct questions, the students must have matched the items correctly.)

Answers

- | | |
|------|------|
| 2. a | 5. d |
| 3. e | 6. b |
| 4. f | |

3 Ivan works for a company that designs sportswear.

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

- Read the instructions aloud. Write the first pair of sentences from item 1 on the board. Ask what noun is repeated in both sentences (*company*). Have two volunteers read the example question and answer aloud. As the answer is read, cross out *the company* in the second sentence on the board. Write *that* above it.
- Elicit or explain that the second sentence has now become a *relative clause* or *adjective clause*. Elicit that *that designs sportswear* modifies or describes *a company*. Point out or elicit that relative clauses describing a person begin with *who* or *that*; those that describe other nouns begin with *that* or *which*.
- **Pair.** Ask the students to work with a partner to combine each pair of sentences into one sentence containing a relative clause. Then have them ask and answer questions beginning with

What kind of. Point out that these questions should be based on the noun the relative clause modifies.

Answers

2. What kind of job does Mr. Sanchez have? He has a job that (which) is very interesting.
3. What kind of (tennis) shoes does Rick sell? He sells tennis shoes that (which) are comfortable and inexpensive.
4. What kind of reports does Judith write? She writes reports that (which) are clear and concise.
5. What kind of web pages does Maria design? She designs web pages that (which) advertise the company's products.

4 The man who is the sales manager used to work in a department store.

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

- Read the title and instructions aloud. Ask volunteers to read the names of the employees aloud. Assist with pronunciation as needed. Tell the class that you will play the cassette twice while they listen for information about each employee's previous job. Remind them to take brief notes instead of trying to write complete sentences.
- Check as a class. Write the answers on a transparency of the exercise or on the board. If necessary, play the cassette again.

Expansion (Writing): Direct the students' attention to the title of Exercise 4. Ask the class to identify the relative clause (*who is the sales manager*) in the title. Ask the students to write a sentence with a relative clause about each employee in the chart. Encourage them to use the

Answers

2. tennis player
3. student
4. worked in an insurance company
5. teacher
6. worked for a fashion magazine
7. college professor
8. worked for a large import-export company

title as a model. Ask for volunteers to write their sentences on the board. Go over the responses as a class.

5 People who work in sales often have frustrating jobs.

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► Listening ► Speaking

- Read the instructions aloud. Ask the class to look at the picture and briefly describe the responsibilities of the person's job. Write the responses on the board next to the title of each job.
- Ask a volunteer to read the statement of opinion (A). Ask other students to read the statements of agreement, disagreement, and partial agreement. Monitor pronunciation and grammar (*I'm agree* is a common error).
- **Group.** Divide the class into groups of three or four. Tell the students that they will not use their normal group roles for this activity. Instead, they will take turns leading the discussion. One student will state his or her opinion of one of the jobs and the other group members will respond by giving their opinions. Another student will then lead the discussion by giving an opinion about a different job and asking the group members for their opinions.
- Give the students ten minutes to finish the activity. Circulate and encourage the students to use the expressions of agreement and disagreement shown in the activity.

6 Judith is the person who(m) Mr. Sanchez introduced last week.

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► Reading ► Writing

- Write the following on the board: *Ivan works for a company that designs sportswear.* Ask the class to identify the relative clause (*that designs sportswear*). Remind the class that a relative clause, like all clauses, must have a subject and a main verb. Ask the class to identify the subject of the relative clause (*that*).
 - Write the following on the board: *Judith has the computer manual that Ivan needs to consult.* Ask the students to identify the relative clause (*that Ivan needs to consult*) and its subject (*Ivan*) and verb (*needs to consult*). Elicit from the class that the relative pronoun *that* is the object of *consult*. If necessary, show the students how this sentence can be written as two sentences. (*Judith has a computer manual. Ivan needs to consult the computer manual.*) Point out that the computer manual is the object of the second sentence. Explain that when the relative pronoun is the object of the verb in the relative clause, it can be omitted, since the clause will still have a subject. Demonstrate by erasing *that*.
 - Direct the students' attention to the first example sentence. Elicit that *who/whom* is the object of *introduced*. Point out that when the relative pronoun *who* is the object of the verb in the relative clause, the objective form *whom* must be used if the relative pronoun immediately follows a preposition. If the pronoun does not immediately follow a preposition, *who* is also acceptable in common usage.
- Grammar Note:** This lesson focuses on restrictive relative clauses. Omission of relative pronouns occurs only in restrictive relative clauses. Non-restrictive relative clauses require relative pronouns; however, these are not the focus of the lesson.
- **Pair.** Ask the students to work in pairs to write sentences based on the cues. Ask them to omit the relative pronouns when possible.
 - Recap by having several students write their sentences on the board. Check for correct meaning and structure.

Answers

(Pronouns in parentheses can be omitted.)

Cindy is the office manager (who / that) I had lunch with yesterday. OR . . . with whom I had lunch yesterday.

Cindy is the office manager who (OR that) has the tax forms (that / which) I need to fill out.

Ben is the assistant (who / that / whom) Mr. Sanchez hired right out of college.

Ben is the assistant who (OR that) has catalogs for computer parts (that / which) I need to order.

Rick is the sales manager (who / that / whom) I tried to help yesterday.

Rick is the sales manager who (OR that) has computer disks I couldn't open.

7 I'd like someone who's creative.

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► Listening ► Speaking ► Reading

- Read the instructions aloud. Elicit or explain that *to rank* things means to decide on their order of importance. Read the adjectives in the chart aloud and elicit or provide their meanings. Give the students several minutes to rank the adjectives in their order of importance.
- **Group.** Read the instructions aloud. Elicit the meaning of *come to a consensus* (*agree*). Divide the class into groups of three or four and assign group roles. Give the groups ten to fifteen minutes to reach consensus and record their results.
- Ask the Reporter from each group to write the group's list on the board in order of importance, with the most important at the top of the list. Compare and discuss the results as a class.

Additional Activity. See Unit 5 Appendix.

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

Lesson 2

WARM UP

- Ask the students to think about the ways they learn things. Do they prefer to discover answers and solutions to problems themselves, or do they prefer to have someone give them the answers? Which method is easier? Which method helps them learn more? Encourage the students to give specific reasons for their responses.

PRESENTATION

Trial and Error

- **Set the stage.** Have the class cover the conversation. Ask the students to describe the problem that Ivan had in the previous lesson. Then direct the students' attention to the title of this lesson. Elicit the meaning of *trial and error* (*trying out different solutions in order to solve a problem*).
- **Personalize the situation.** Ask the students to describe an occasion when they used the trial-and-error method in order to solve a problem. If they have difficulty thinking of an example, prompt them by mentioning different professions that sometimes use this method (*auto mechanics; physicians; scientists*).
- **Focus on selected items.** Ask the students to list the steps in Ivan's trial-and-error method. If necessary, they can turn back to his conversation with Mr. Sanchez in Lesson 1. Write the steps in order on the board. (*First, Ivan tried the disk in the computer. Then he tried another disk. Next, he rebooted the computer. After that, he put the disk in another computer.*)
- **Set the listening task.** Write the following on the board: *What was the problem with Mr. Dillon's computer? How did Ivan figure out what the problem was? Why didn't Mr. Sanchez tell Ivan what was wrong?* Play the cassette twice.
- **Check the listening task.** Ask the students for their answers. (*The problem was with the diskettes, which had been sitting in bright sunshine. Ivan used one of his own diskettes and it worked. Mr. Sanchez wanted to test Ivan's problem-solving skills.*) Write the responses on the board.
- **Practice the conversation in pairs.** Ask the students to look at the conversation and find the contractions (*wasn't, could've, it'd, should've, would've, I'm, didn't*). Elicit the full forms that these contractions are based on (*was not, could have, it had, should have, would have, I am, did not*). Briefly practice the contractions as a class. Point out that these contractions are common in spoken English. Ask the students to practice the conversation with a partner. Circulate and encourage the students to pronounce the contractions clearly. If time permits, have two students perform for the class.
- **Engage the students in pair work.** Read the pair discussion questions aloud. Remind the students to illustrate their points with specific examples.
- **Circulate and monitor progress.** Encourage the students to discuss both the general steps they take (*First, I identify the problem*) and a specific example of how they applied these steps (*When my car broke down, I first checked to see whether I was out of gas*). Recap the discussion as a class.

1 He should have used the manual.**(page 60)**▶ **Reading**

- Read the instructions aloud. Ask a volunteer to read the first sentence aloud. Ask whether Mr. Sanchez solved the problem for Ivan (*No*). Elicit the meaning of this sentence (*It was possible for him to have resolved the problem, but he didn't*).
- Have a volunteer read the second sentence aloud. Ask who this sentence refers to (*Mr. Dillon*). Elicit the meaning of the sentence (*This is the only possible explanation*).
- Ask the students to complete the exercise on their own. As a class, recap the answers and the meaning of each sentence.

Answers

- | | |
|---------------|----------------|
| 2. Mr. Dillon | 4. Ivan |
| 3. Ivan | 5. Mr. Sanchez |

2 Ivan shouldn't have done that!**(page 60)**▶ **Reading** ▶ **Writing**

- Ask a volunteer to read the first example aloud. Elicit the meaning of this sentence (*It was possible to ask your co-workers, and it would have been a good idea, but you didn't*). Have volunteers read the other examples aloud. Elicit the meaning of each sentence. Explain that using these hypothetical structures (*could have, should have, shouldn't have*) is a way to give advice about something that happened in the past.
- Elicit the grammar pattern used in these sentences (*could have + past participle; should(n't) have + past participle*).
- **Pair.** Read the instructions aloud. Elicit the meaning of a *chat room* (a way to "chat" with other people on the Internet). Ask the students to work in pairs to read what Ivan says and give him advice using *could have, should have, or shouldn't have*.
- Check as a class. Ask several students for their advice for each situation.

Answers*(Answers will vary.)***3 Ivan shouldn't have been in such a hurry.****(page 61)**▶ **Listening** ▶ **Speaking** ▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Ask volunteers to read the examples to the class. Elicit that advice beginning with *should have* is stronger than advice beginning with *could have*. Explain that *could have* has an additional meaning. *Could have* (or *might have*) can also express a possible reason why something happened. Additionally, *couldn't have* and *might not have* describe strong and moderate past impossibility.
- Ask the students to complete the exercise individually. Point out that their statements can be statements of either advice or possibility.

- Go over the students' answers orally or by having them write them on the board. Elicit several answers for each item. Ask whether each answer is a statement of advice or of past possibility.
- **Pair.** Read the instructions aloud. Elicit the meaning of *regret* (*wish you hadn't done something*). Give the students five to seven

minutes for their pair discussions. Recap as a class by asking several volunteers to briefly describe what they regret having done and their partners' advice.

Answers

(Answers will vary.)

4 Regrets

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

- **Pair.** Read the instructions aloud. Elicit other categories of mistakes that people make (*romance; interactions with strangers; shopping*). Have the students write a brief description of a mistake they made in each category in the chart. Remind the students to take notes about the

advice their partners give them. Allow at least fifteen minutes for this activity.

- Recap as a class. Ask volunteers to tell the class about the best piece of advice their partners gave them.

5 Small talk

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

- Elicit the meaning of *small talk* (*short conversations*). Read the instructions and elicit the meaning of the noun *compliment* (*telling someone something positive about themselves*). Point out that the verb form can be either *compliment [someone]* or *give [someone] a compliment*.
- Practice the phrases and sentences as a class. Remind the students of the importance of intonation with short "small talk" expressions. Model various intonation patterns with one of the example phrases. For example, *Way to go!* could be said in an excited, approving manner or in a sarcastic, negative way.

- **Pair.** Have the students work with a partner to choose an appropriate compliment for each situation. Ask the pairs to write down their responses and then practice saying the compliments in response to each statement.

Answers

(Answers will vary.)

- **Class.** Ask each student to stand and tell the class, in one sentence, something positive he or she did recently. Prompt the class to respond with appropriate compliments.

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

Lesson 3

WARM UP

- As a class, brainstorm ways that the Internet, e-mail, and the World Wide Web have changed the relationships people have with each other. Also elicit ways that these innovations have changed the way people communicate. You might want to remind the students of the ideas discussed in Lesson 3 of Unit 4. Write their responses on the board.
- Ask the students whether the overall effect of these changes has been good or bad for society in general. Encourage the students to give specific reasons for their opinions.

PRESENTATION

E-mail Connections Unlimited

- **Set the stage.** Ask the students to cover the article. Read the activity title and heading of the article aloud. Elicit or explain that *E-mail Connections Unlimited* is an e-mail matchmaking or dating service. Ask the class to explain what a matchmaking or dating service does.
- **Personalize the situation.** Ask the class what kind of matchmaking or dating services exist in their countries. Ask whether they think these services are a good idea. If they think they are not a good idea, elicit other ways that people can meet people to date or possibly marry. Ask the students whether they would ever consider using a matchmaking or dating service.
- **Focus on selected items.** Write the names of the three people in the article on the board (*Jeanette Harrison, Anthony Mari, Lucille Kinkaid*). Practice saying the names as a class.
- **Set the listening task.** Write the following on the board: *What reasons does each person give for liking E-mail Connections Unlimited? Which person is not interested in a long-term relationship? Which person is going to get married soon? How long had this person "known" his or her future spouse before they met?* Ask the class to listen to what three people have to say about this online service. Play the cassette twice while the students listen with the article still covered.
- **Check the listening task.** Ask the class for their answers to the listening comprehension questions. Write their responses on the board. Ask the students to uncover the article and check their answers.
- **Focus on vocabulary.** Write the following words and phrases on the board: *courtship, he was the one, get serious, anonymously, take it to the next level, blind date, singles bar*. Instruct the students to work with a partner to find each of these terms in the article. Ask them to write down the meaning for as many of the expressions as they can without using their dictionaries. Discuss the meanings of the terms as a class.
- **Engage the students in pair work.** Read the discussion questions aloud. Remind the students to give specific reasons for their opinions.
- **Circulate and monitor progress.** As you circulate, take note of whether each pair is focusing on the advantages or on the disadvantages of meeting people through the Internet. Encourage them to think of reasons to support both sides of this issue, even if they have a strong personal opinion about it. Recap as a class. List the advantages and disadvantages in two columns on the board.

1 She might be shy.

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► Reading

- Read the instructions aloud. Point out to the class that they will be drawing conclusions and making inferences based on information in the article. Explain that, although some statements could refer to more than one person, the students should choose the person that is the best match for each description. Tell them that you will be asking them to support their inferences with specific information from the article. Ask the students to complete the task individually.
- Recap as a class. For each answer, ask the students what they read in the article that helped them to make their inference.
- **Group.** Read the discussion question aloud. Divide the class into groups and ask each group

Answers

1. Lucille Kinkaid
2. Jeanette Harrison
3. Anthony Mari
4. Jeanette Harrison or Lucille Kinkaid
5. Anthony Mari
6. Lucille Kinkaid
7. Lucille Kinkaid

to assign group roles. Encourage the students to refer to the reading when reaching their conclusions. Ask the Reporters to tell the class what their groups decided.

2 Not only do I work 10 hours a day, but I also study at night. (page 64)

► Writing

- Read the instructions aloud. Ask three volunteers to read the examples to the class. Encourage the students to use correct stress and to pause at the comma (*Not only do I work 10 hours a day, but I'm also a student*).
- Direct the students' attention to the structure of the first clause in each sentence. Explain that there is a special rule for clauses that begin with *not only*. Elicit this rule from the class (*The clause must use question word order, including the appropriate use of do or did*).

Grammar Note: This sentence pattern can also be used without *but*: *Not only do I work 10 hours a day, I'm also a student.*

- Ask the students to write what Tony might say about himself. Remind them to begin their sentences with *I*. (Note: If your students need focused practice with third-person forms, instruct them to write *about* Tony, beginning their sentences with *He*.)

- Have three volunteers write their answers on the board. As a class, check for meaning and grammar. Elicit other possible responses for each item.

Sample answers

1. Not only do I work out, but I also take vitamins.
2. Not only am I a great tennis player, but I also play soccer.
3. Not only can I sing, but I also love to dance.

Expansion (Speaking, Writing): Ask the students to write two true statements about themselves using *Not only . . . but also*. Ask the students to read their statements to a partner. Then ask the students to write two statements about themselves that are not true. Encourage the students to be

wildly creative with these statements (*Not only was I elected president, but I also won the Nobel Peace*

Prize). Have the students read these statements to the class.

3 I won't use my computer for personal e-mail any longer. (page 65)

► **Speaking** ► **Reading**

- Read the instructions aloud. Have two volunteers read the e-mails aloud or have the students read them silently. Ask the students to make brief notes in response to the four discussion questions.
- Answer the discussion questions as a class. When discussing the differences between the two e-mails, prompt the students with questions about the salutations, the sentence length and complexity, and the level of formality of the language used.

Expansion (Writing): Ask the students to write two e-mails apologizing for missing an appointment. One should be written to you, their teacher, in apology for missing class. The other should be written to a friend, apologizing for having missed a lunch date. Remind the students to think of their audience when they write. Brainstorm ways that the content, form, and language of these two e-mails will differ. If possible, have the students submit this assignment by e-mailing their work to you. Ask them to send the two e-mails separately.

4 I'm sorry I'm late. I had to stop at the bank. (page 65)

► **Speaking** ► **Writing**

- Ask the class to describe what is happening to Gina in each situation (*She's late for a lunch date; she's sick in bed; she's been pulled over by a police officer*). Ask a volunteer to read the example sentence aloud. Remind the students that an apology usually includes a reason or excuse. Elicit that Gina's excuse in the first situation is that she was delayed at work.
- Ask the students to work individually to write Gina's apologies. Ask several students to read their answers for each situation. As a class, decide which apology is most effective for each situation.

Sample answers

2. I'm sorry I can't come to work today. I'm very sick.
3. I'm sorry I didn't stop. I didn't see the red light.

Expansion (Speaking): Remind the students that there are different levels of formality in spoken English, just as there are different levels of formality in written English. If you have an answering machine or voice mail, ask your students to leave a message on your phone either (1) apologizing for missing class, (2) inviting you to an event, or (3) requesting an appointment with you. Remind the students to use a level of formality appropriate to their relationship with you. Emphasize that this phone call is a form of role-play and that the apology, invitation, or request should not be based in fact. Give the students a time frame within which they should make their calls (for example, before 4:00 P.M. Thursday).

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

6 Wrap Up**(page 66)**

- **Group.** Read the instructions aloud. Divide the class into groups of five. If the number of students is not divisible by five, make one or two groups of four. These groups will not have the character of Ms. Hulce. Ask the members of each group to count off (1, 2, 3, 4, 5). Tell all the “ones” that they are Mr. Nash. Read his character description aloud and ask if there are any questions. Assign the other roles in the same fashion.
- Give the students five to seven minutes for their role-plays. Encourage the students to stand up and move the classroom furniture around to make their role-plays more realistic.
- If your class is small, have each group improvise its role-play in front of the class. Discuss the solutions each “Mr. Nash” reached. If your class is large, conduct all the role-plays simultaneously. When the groups have finished, discuss the different solutions reached in each group.

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

1. For **Exercise 1**, this exercise offers further practice in complimenting others, which is not always an easy thing to learn in English. You may need to role-play this to get the students started: A: “I won first place in the long jump in high school.” B: “Really? Wow, that’s great! You’re a good athlete!”
2. For **Exercise 2**, simply watching English-speaking TV is a good strategy for exposing a learner to more English. In this case, you may need to help the students to get together to watch a TV show. You may also need to model their exchanges with something like: A: “I liked the star actress because she looked beautiful.” B: “Well, I didn’t like her. She may look beautiful but her acting was not convincing.”
3. For **Exercise 3**, successful learners not only set goals but also follow-up on them regularly. Remind the students to look at their original goals and to assess their success so far. Their journal entries should reflect their honest self-assessment along with possible new goals.

Follow-up

- Review with the students some of the strategies they have practiced so far. List the strategies (in the headings of the first five units of Strategies) on the board, then ask them to give brief examples for each of the strategies.

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 *Not only...but (also)*. Ask the students to use this structure in three sentences about a very embarrassing situation that occurred in the past (the sentences should all relate to one situation). Encourage the class to be creative; their sentences do not have to be based in reality.
- Have the students read their sentences to a partner. Ask the partners to give advice using *Modals of advice or suggestions about the past*.
- 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.

Lesson 1, Exercise 7

(page 58)

The Ideal Project Partner

- In this activity, the students expand the information they developed in Exercise 7 into a full essay which describes their ideal partner for a school project.
- Tell the students that they will write an essay describing an ideal project partner. Ask them to look at their personal ranking of the characteristics in Exercise 7. Ask them to put a checkmark next to the three characteristics that they decided were most important to have in a project partner. Then instruct them to make three columns on a piece of paper and write the characteristics as the headings of the columns.
- Ask the students to brainstorm reasons why each of these characteristics is important and write the reasons in the columns. Circulate and assist as needed.
- Review the components of a successful essay: an introductory paragraph, body paragraphs with clear topic sentences and appropriate support, and a concluding paragraph. Elicit that the introductory paragraph usually contains a thesis statement. In this case, the thesis statement would usually state the three characteristics that the writer is going to discuss. Review your expectations regarding topic sentences and the conclusion.
- Ask the students to write their essays for homework. If you wish, you can have the students read each other's essays and comment on which details provided the most effective support for the writer's choice of desirable characteristics in a project partner.

WORKBOOK UNIT 5 ANSWER KEY

Lesson 1, pages 38–41

Exercise 1

Possible answers:

2. He's the man that works in his aunt's store.
3. She's the woman who is in the United States studying music.
4. Sung-An is the one that likes traveling and meeting new people.
5. Fahad is the one who comes from Saudi Arabia.
6. Sergio is the one who's having a great time in the United States but misses his family.
7. He's the one who is married and has two children.
8. Felicia is the one who studied biology in college.

Exercise 2

2. New York is the state that has the longest bridge.
3. Hawaii is the state that has the rainiest spot.
4. California is the state that has the lowest town and the lowest point.
5. Maine is the state that has the highest point on the Atlantic coast.
6. Colorado is the state that has the highest city.
7. Oregon is the state that has the deepest lake.
8. Rhode Island is the smallest state.
9. Mississippi and Missouri are the states that have the longest river.

Exercise 3

Answers will vary.

Exercise 4

2. I really like the outfit [that *or* which *or* no *relative pronoun*] you are wearing.
3. Gina was wearing beautiful shoes [that *or* which *or* no *relative pronoun*] she bought at Butler's Department Store.
4. He works in a building that (*or* which) is on Fourth Street.
5. Frank is a designer that (*or* who) works for Jessica Holloway.
6. Did you get the tickets [that *or* which *or* no *relative pronoun*] I asked you to buy?
7. Did you see the woman [that *or* who *or* whom *or* no *relative pronoun*] Leo introduced me to? Did you see the woman to whom Leo introduced me?
8. Frank and Gina are a young couple [that *or* who *or* whom *or* no *relative pronoun*] Margo met on their honeymoon.

Exercise 5

Answers will vary.

WORKBOOK UNIT 5 ANSWER KEY

Lesson 2, pages 42-43

Exercise 1

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

Exercise 2

Answers will vary.

Exercise 3

- | | |
|--|--|
| 2. He could have asked the teacher for extra help before the exam. He could have studied more. | 4. He could have had somebody else go to the meeting. He could have postponed the meeting. |
| 3. She could have borrowed money for a car. She could have used public transportation. | |

Exercise 4

Answers will vary.

WORKBOOK UNIT 5 ANSWER KEY

Lesson 3, pages 44–47

Exercise 1

2. Not only did I have to go to work early, but I (also) had to stay late.
3. Not only have I had nothing to eat all day, but I also haven't had anything to drink.
4. Not only do I work hard, but I also make very little money.
5. Not only does my boss often seem unhappy with my work, but he is also unfriendly.

Exercise 2

2. Not only does she play the piano, but she also plays the guitar.
3. Not only does she speak Spanish, but she also speaks French.
4. Not only does she enjoy sports, but she also enjoys concerts.
5. Not only does she cook Chinese food, but she also cooks Italian food.
6. Not only does she take care of her daughter, but she also takes care of her mother.

Exercise 3

2. must; might
3. might; must
4. must; might
5. must; might
6. must; might
7. might; must
8. must; might

Exercise 4

Answers will vary.

Exercise 5

1. a
2. You can ask questions immediately and then get clarification if you don't understand something.
3. Because your correspondent may make assumptions about you based on your e-mail communication.
4. b, c

Exercise 6

Answers will vary.