

UNIT 6

Overview

TOPICS

- Working with a team
- Predicaments at work
- Work schedules
- Computer problems
- E-mail
- Voice mail
- Search engines

COMMUNICATION GOALS

Listening and Speaking

- Listening for details
- Taking notes from a recorded message
- Interviewing classmates

GRAMMAR

- *Either...or*
- *Both...and*
- *Neither...nor*
- Direct and indirect objects
- Comparison of nouns

Reading and Writing

- Writing down recorded messages
- Writing e-mail messages at work
- Writing notes on interviews
- Writing a descriptive paragraph
- Interpreting ads from website companies
- Comparing ads for search engines
- Writing an e-mail
- Selecting magazine articles of your own and skimming or scanning for “gist”

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
Self-esteem
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
Teaches others new skills
Exercises leadership
Negotiates

Resources

Time—allocates time and prepares and follows schedules

Systems

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

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

- 0.1.2 Identify or use appropriate language for information purposes
- 0.1.3 Identify or use appropriate language to influence or persuade

1 Consumer Economics

- 1.2.2 Compare price or quality to determine the best buys for goods and services

4 Employment

- 4.1.9 Identify procedures for career planning, including self-assessment
- 4.4.4 Interpret job responsibilities and performance reviews
- 4.6.1 Follow, clarify, give or provide feedback to instructions
- 4.6.2 Interpret and write work-related correspondence, including notes, memos and letters

7 Learning to Learn

- 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
- 7.4.4 Identify or utilize appropriate informational resources

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

Lesson 1

WARM UP

- Write the word *stress* on the board and elicit its meaning. As a class, brainstorm the kinds of things that can cause stress. Prompt with questions about work, school, or family responsibilities. Write the responses on the board.
- Ask the class whether they think it's important to take time off to relax when you have a lot of pressing responsibilities. Elicit the kinds of things that people can do to take a break from their responsibilities. Write the responses on the board.

PRESENTATION

Coping at Work

- **Set the stage.** Ask the students to cover the conversation and look at the picture. Explain that Nelson has been working very hard lately but that he's taking a break. Ask the students to describe what he's doing to relax (*going to a baseball game with Lynn, Ivan, and Gina*).
- **Personalize the situation.** Ask the students what they do when they feel stressed. Do they try to find a way to give themselves a break and relax? If so, what do they do? How does taking a break help them cope with their responsibilities? Write the responses on the board.
- **Focus on selected items.** Ask what Nelson's job is (*website designer*). Elicit the kinds of stress that he might have in his job (*conflicting instructions from clients; deadlines to meet; technical problems*).
- **Set the listening task.** Explain that the students will listen to Nelson and Lynn talking about the problems Nelson is having on his job. Write the following on the board: *What problems are Nelson having? What advice does Lynn give him?* Play the cassette twice while the students listen with the conversation covered.
- **Check the listening task.** Ask the students for their answers. (*Nelson has three websites to finish by the end of the week, but the people who are supposed to help him don't know what they're doing. Lynn suggests establishing a good working relationship with the support people.*) Write the responses on the board.
- **Practice the conversation in pairs.** Ask the students to practice the conversation in pairs. If time allows, have one pair perform for the class.
- **Engage the students in group work.** Read the discussion questions aloud. Divide the class into groups of three or four. Ask the groups to assign group roles. Allow seven to ten minutes for the discussion.
- **Circulate and monitor progress.** Encourage the students to think about their preferred working style. Point out that they can talk about projects at work or about school projects. If necessary, prompt with questions about specific experiences. Recap the discussion as a class.

1 If you work late too often, you should do some work on your schedule. 🎧 (page 70)

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

- **Pair.** Ask the students to work with a partner to choose the answers that best represent their opinions. Point out that, although the partners should discuss their answers, they do not have to choose the same answer. Remind them to circle their answers.
- Discuss the students' answers as a class. On the board, write the number of students that chose each answer.
- Remind the class that Lynn had specific advice for Nelson about these same topics. Instruct them to listen and check the answer that represents Lynn's advice. Play the cassette twice.
- Check as a class. If necessary, replay the cassette, stopping to discuss Lynn's advice each time she speaks. Compare her advice with the students' answers. Ask why the students agree or disagree with Lynn's advice.

Answers

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

2 You've got to help me get out of this mess. (page 70)

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

- Read the title aloud. Elicit the meaning of *get out of a mess* (*find a solution to a difficult situation*).
- **Pair.** Read the instructions aloud. Point out that there may be more than one request possible for each situation. Encourage the students to discuss each situation in order to choose the most relevant request.
- **Pair.** When they have matched the requests with the situations, have the pairs discuss what advice they would give Nelson in each situation. Encourage them to be specific and to use their knowledge of technology, business, and interpersonal relations.
- Discuss the answers as a class.

Answers

(Answers will vary.)

3 They'll either fix it or replace it. (page 71)

► *Reading* ► *Writing*

- Read the instructions aloud. Ask two volunteers to read the first message and response aloud. Ask what Nelson wrote after *either* (*fix it*) and after *or* (*replace it*). Remind the class that objects or complements that follow *either* and *or* must be parallel (the same part of speech or the same grammatical pattern).
- Direct the students' attention to the third message. Write *collaboration* on the board and elicit the meaning (*working as a team with other people*).
- Ask the students to write the responses that Nelson might have had to each message.

- Ask volunteers to write their answers on the board. If possible, elicit several different responses for each message. Go over the answers as a class. Discuss content as well as grammatical form.

Answers

(Answers will vary.)

4 Career Choices

(page 71)

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

- Read the instructions aloud. Direct the students' attention to Nelson's notes. Point out that when reading information that contains a slash (/), we often say *or* in place of the slash (*stay here and suffer or find a new job*). Ask volunteers to read Nelson's notes aloud.
- Write the example answer on the board. Elicit that the first sentence describes Nelson's options. Elicit that the second sentence describes the hypothetical (*imaginary, but possible*) result of his getting a new job.
- Direct the students' attention to the first clause (*If he found a new job*). Ask whether this refers to the future, present, or past (*future*). Elicit that statements of hypothetical condition require a tense backshift, so the past tense must be used.
- Direct the students' attention to the second clause of the sentence. Elicit that this states the hypothetical result of Nelson's having a new job. Ask whether this statement indicates a definite or a possible result (*possible*). Elicit that the modal *might* indicates possibility. Ask what other modals can be used in statements of hypothetical result (*would; could*). Write these modals on the board. Elicit what each of these indicates (*definite result; ability*). Point out that when the students discuss Nelson's options, they should choose the modal that best expresses their meaning.
- **Pair.** Ask the students to work in pairs to discuss Nelson's options. Encourage them to talk about all the possible options. Remind them to use hypothetical statements of condition and result. (If your class needs focused practice with these forms, have the pairs write their statements.) Circulate and assist with the structure as needed.
- **Class.** Discuss the answers or ask volunteers to write their statements on the board. As a class, discuss which options Nelson should choose and why.

5 I love my job!

(page 72)

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

- **Pair.** Read the instructions aloud. Ask volunteers to read each character's list of strengths. Elicit or provide the meaning of any unfamiliar vocabulary.
- Ask a volunteer to read the first example sentence aloud. Elicit that *Both Ivan and Nelson* is the subject of the sentence. Point out that since the subject includes both of them, it is plural and requires a plural verb. Model by eliciting a few sentences about students in the class. (*Both Nikko and Sammi wear glasses. Both EunMi and Jamie are from Korea.*)
- Ask a volunteer to read the second sentence aloud. Point out that, as with *either . . . or*, the words or phrases following *both* and *and* must have parallel structure (*sociable* and *reliable* are both adjectives).
- Have the students work in pairs to complete the activity. Specify whether you want them to write their sentences or to do the activity orally.
- **Group.** Read the instructions aloud. Ask a volunteer to read the example sentence aloud. Then write on the board *Neither Gina nor*

Nelson . . . and elicit a plausible ending for the sentence (it should begin with *is*). Point out or elicit that when *Neither . . . nor* is in the subject, the verb agrees with the nearest subject. In the example in the book, *are* agrees with *her friends*; in the example on the board, *is* agrees with *Nelson*.

- Divide the class into groups. Ask each group to write at least three sentences about characteristics that the characters do not have. Encourage the students to use all the information they have learned about Gina, Nelson, and Ivan, not just work-related characteristics.
- Recap as a class. If you wish, have the students write their answers on the board.
- **Mixer.** Read the instructions aloud. Encourage the students to use information from the mind

maps they made of their skills (Unit 4, Lesson 1, Exercise 6) when they talk to their classmates. Instruct the students to write at least five characteristics for each classmate they interview.

- **Pair.** Help match pairs of students who have interviewed the same classmate. Have the partners compare their notes and write a paragraph about the classmate. Try to ensure that no two pairs of students write about the same person. Encourage the students to use *either . . . or*, *both . . . and*, and *neither . . . nor* (*Keiko enjoys both studying and playing sports*). If you wish, have the students write their paragraphs without using the name of the person they are describing (*This student . . .*). Have the students read their descriptions aloud and ask the class to guess which classmate is being described.

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

Lesson 2

WARM UP

- Ask the students to describe a typical workweek in countries that they are familiar with. Elicit information about the number of hours worked per day and the number of workdays in a week. Ask how the workweek of a businessperson differs from other workers' schedules. Write the responses on the board.
- Ask how the students or people they know balance the responsibilities of work and family. Which is more important in the students' native cultures?

PRESENTATION

That's how it is.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe what is happening in each part of the office. Tell the students that they will listen to a conversation between Nelson and his supervisor, Ms. Ho.
- **Personalize the situation.** Ask the students whether they think it's easy to talk to a supervisor at work. Encourage them to think about the supervisors they (or people they know) have had. What makes a supervisor easy or difficult to talk to?
- **Focus on selected items.** Ask the students to think about the problems Nelson's been having with his job. Have them predict what Nelson might want to talk to his supervisor about. Write the predictions on the board.
- **Set the listening task.** Write the following on the board: *What problem does Nelson ask Ms. Ho about? What is her response?* Ask the students to listen with the conversation covered. Play the cassette twice while the students listen and take notes.
- **Check the listening task.** Ask for the students' responses. Write them on the board. Encourage the class to recall the specific details of Ms. Ho's response to Nelson's question about his schedule. (*Everyone in the company has to work long hours because it's a small company. Nelson would be able to have a better schedule in a larger company, but if he stays with his current job, he might make a lot of money.*) Ask the students to uncover the conversation and add information to their answers as necessary.
- **Focus on vocabulary.** Write the following on the board: *to be a step ahead of our competitors; fixed schedule.* Elicit or provide the meaning of these expressions and write them on the board (*to be more successful than other companies in the same area of business; a work schedule that is the same from week to week*).
- **Engage the students in pair work.** Read the discussion questions aloud. Encourage the students to compare Nelson's present situation with the situation he would encounter at a larger company. Suggest that the students organize their ideas into four categories: (1) the advantages of staying, (2) the disadvantages of staying, (3) the advantages of leaving, and (4) the disadvantages of leaving.
- **Circulate and monitor progress.** As the students discuss Nelson's options, circulate and encourage them to consider all aspects of Nelson's job, not just his work schedule. Recap the discussion as a class.

1 I've got to give this report to the Sales Department.

(page 74)

► **Speaking** ► **Reading**

- Read the instructions aloud. Ask volunteers to read the statements aloud. Elicit or provide the meaning of any unfamiliar vocabulary (*memo, personnel, blueprints, voice mail*).
- **Pair.** Ask the students to work in pairs to complete the activity. Remind them to assign one statement to each cubicle.
- Go over the answers as a class.

Answers

- | | |
|------|------|
| 1. a | 4. b |
| 2. f | 5. e |
| 3. c | 6. d |

2 I'll water them twice a week.

(page 74)

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

- **Pair.** Read the instructions aloud. Ask two pairs of volunteers to read the example requests and responses. Point out that the partner responding to the request should listen carefully, since there may be more than one request possible for each item. Ask the students to take turns asking and responding to the requests.
- **Pair.** Read the instructions aloud. Ask two volunteers to read the example role-play. Point out that the students' role-plays can be about work, school, or any other situation. Allow about five minutes for preparation, then ask the pairs to perform their role-plays for the class.

Sample Answers

1. Could you please fax this estimate to the new client?
Sure, I'll do that right away.
2. Please mail these letters to Mr. Burns.
All right, I'll do that on my way home.
3. Please write a memo to the supervisors.
Certainly. I'll be happy to do that.
4. Could you send the announcements to all our customers?
Of course, I can do that this afternoon.
5. Please give Beth the report about this month's sales.
OK, I'll give it to her tomorrow.
6. Could you take the packages to Kim in shipping?
Sure, I'll take care of that right now.

3 I rented you a compact car.

(page 75)

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

- Read the instructions aloud. Ask volunteers to read the cues aloud. Assist with pronunciation as needed. Have two volunteers read the example conversation.
- **Pair.** Ask the students to work with a partner to create conversations based on the cues. If you

wish, this activity can be done as a mixer so that the students have new partners for each cue. Recap by having pairs perform each conversation for the class.

4 Hi, Nelson, this is Gina.

(page 75)

► *Listening* ► *Writing*

- Read the instructions aloud. Ask what information the students should listen for (*name, request, times or dates*). Remind the students that they should write brief notes, not complete sentences. Play the cassette while the students listen and take notes.

- Ask volunteers to write their notes about Nelson's phone calls on the board. Replay the cassette and check as a class.

Answers

1. From Carolyn Ho to Nelson. Photocopy the monthly sales report.
2. From Nelson to Mary Wright in the Photocopy Department. Make a copy of a report he's sending her. Send it back to him when it's ready.
3. From Gina to Nelson. Pick up ice cream for the dinner party. She'll see him around 6:00.
4. From Jim Baker in Sales to Nelson. E-mail him his latest web page design.
5. From Nelson to Jim Baker. His e-mail isn't working. Can he fax Jim the design instead?

5 Ad-Ons has more features than CyberWeb.

(page 76)

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

- Ask volunteers to read the two ads aloud. Elicit the meaning of the various benefits listed for each company.
- **Group.** Read the instructions aloud. Elicit the rule for using *fewer* and *less* (*fewer* is used with plural count nouns; *less* is used with noncount nouns, although it is also sometimes used informally with count nouns).
- Divide the class into groups of three or four. Ask the students to assign group roles. Suggest that the students first look for features that both companies offer (*search engine registration; Internet website address*) and then focus on the unique benefits of each company. Remind the groups to decide which company Gina should choose for her website. Allow fifteen minutes for the task.
- Recap the discussion as a class. Encourage the groups to give specific reasons why the company they chose would be best for Gina's situation.

Additional Activity. See Unit 6 Appendix.

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

Lesson 3

WARM UP

- Write *Internet search engine* on the board and elicit the meaning (*a website that enables you to search for information on the Internet*). (If some of the students do not know what a search engine is, ask other students to explain the term.) Ask

which Internet search engines the students have used. Which do they like the best? What are the benefits of those search engines? Write the responses on the board.

PRESENTATION

Search Engines

- **Set the stage.** Tell the students that they will read and listen to an article about Internet search engines.
- **Personalize the situation.** Ask the students what additional information they would like to know about search engines. Write their responses on the board.
- **Focus on selected items.** Explain that the author suggests a three-step process for more successful searching on the web. Ask the class to predict what these three steps might be. Write the results on the board. (You may need to write several different sets of three steps.)
- **Set the reading and listening task.** Write the following on the board: *What are the three steps the author suggests?* Ask the students to read while you play the cassette. Instruct them to underline the three steps in the article.
- **Check the reading and listening task.** Elicit what the three steps to successful web-searching are. Encourage the students to use their own words to paraphrase (restate) the author's ideas. Write the responses on the

board. (*Decide whether you want to locate, browse, or consult. Choose the best search engine for the kind of search you want to do. Before you view the web pages, decide which results are probably the most relevant.*)

- **Focus on vocabulary.** Direct the students' attention to the author's use of the words *locate*, *browse*, and *consult*. Elicit the difference between these terms. Ask the students how their web searching would differ depending on their goal.
- **Engage the students in pair work.** Read the discussion topic aloud. Encourage the students to think of previous academic work they have done with the help of the World Wide Web. Ask them to also think of additional ways they would like to use the web for their studies.
- **Circulate and monitor progress.** Help the students brainstorm by reminding them of the online activities included in this book as well as other activities you may have assigned that required the use of the web. Recap the discussion as a class. Write the results on the board.

1 Search engines provide both news and information.**(page 78)**▶ **Reading**

- Read the instructions aloud. Ask volunteers to read each sentence aloud. Clarify vocabulary and meaning as necessary. Ask the students to reread the article to determine which statements are true and which are false. Ask them to underline the sentences in the article that provide the information necessary to complete this activity.
- Check as a class. Ask the students to read the sentences that helped them choose the correct answers. Ask the class how to rewrite the “false” statements so that they are true.

Answers

1. True
2. False (AltaVista and Hotbot are indexes.)
3. True
4. True
5. False (Yahoo is more selective.)

2 Doing a Net search can be both confusing and time-consuming.**(page 78)**▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Remind the students that the words or phrases that follow *both* and *and* must have grammatically parallel structure. For example, both words might be adjectives or might be noun phrases.
- Ask three volunteers to write their answers on the board. Check as a class. Elicit other possible answers.

Answers*(Wording may vary.)*

2. Google is both simple and fun. You can both shop and chat on Google.
3. Ask Jeeves is both unique and practical.
4. AltaVista can both help you find people and tell you about the weather.

3 Neither Gina nor Paul is interested in camping.**(page 79)**▶ **Listening** ▶ **Speaking** ▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Ask the students to read the e-mails silently. Elicit or provide the meaning of any unfamiliar vocabulary or expressions as necessary.
- Ask the students to write at least three sentences comparing Gina’s and Paul’s interests. Go over

the results as a class, either orally or on the board. Check for both content and grammatical accuracy.

Answers*(Answers will vary.)*

- **Class.** Read the discussion questions aloud. Ask the class to “vote” on whether or not Paul is a good match for Gina. Ask the students to explain their opinions. Write their responses on the board.
- Have the students form pairs or small groups with other students who share their opinion

about Paul. Ask each pair or group to write an e-mail response from Gina to Paul. If possible, provide transparencies and pens for the students to use. Have each pair or group read its e-mail to the class.

4 Online

(page 80)

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

5 Wrap Up

(page 80)

- Read the instructions aloud. Ask volunteers to read the workshop topics aloud. Check for comprehension by asking for a paraphrase of each topic. Ask the students to check the workshops they would be interested in attending.
- **Group.** Divide the class into groups of three. Have the students in each group interview one

another to find out which workshops the other group members would be interested in. Remind the students to mark the results on their charts.

- **Group.** Ask the students to analyze their group’s results. Ask the groups to write at least five sentences about their members’ choices and the reasons for those choices. Have each group read its sentences to the class.

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

STRATEGIES FOR SUCCESS

Exercise 1

- Tell the students that good readers don’t just read things from beginning to end. They practice scanning, skimming, highlighting, and word-attack skills, which include analyzing any prefixes or suffixes, writing the word in a sentence, looking it up in a dictionary, using a synonym, or asking someone. This activity provides a chance for the students to practice those skills on their own. For a pair follow-up to this, the students could summarize the article for a partner and talk about several new words they learned.

Exercise 2

- This is a simple journal-writing assignment in which each student makes a list of listening goals. You might suggest that students write those goals on a Post-it™ or index card and put it where they will see the goals and remind themselves to practice them.

Exercise 3

- Help the students to find an appropriate magazine or newspaper, if necessary. One purpose of this exercise is to practice critical thinking skills (about how advertisements try to convince you to buy their product or service). Another goal of the activity is to stimulate more practice of language learned in the unit.

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 *Either . . . or*. Ask the students to use this structure to write three sentences about their options for the future (*I can either stay at the language school for another term or return to my regular university courses*).
- Have the students read their sentences to a partner. Ask the partners to ask follow-up questions about the options. Encourage the students to use comparative forms when

responding to the follow-up questions (*I'll learn more English at the language school, but I'll make more progress toward my degree at the university*).

- 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 2, Exercise 5

(page 76)

Be a smart shopper.

- This activity encourages the students to become more knowledgeable consumers by developing their ability to compare the features and benefits of products or services.
- As a class, brainstorm a list of products or services that the students are considering purchasing in the near future. This list might include major purchases such as cars or computers or less expensive items such as an English-language dictionary or an appointment book. Services that the students might be considering can include items as diverse as health insurance, a sightseeing tour, veterinary services, or even car repair.
- Have each student choose one product or service to research. Ask them to find two different sources for the product or service and to obtain detailed information about the features and benefits of buying from those sources.
- Ask the students to write a short essay in which they compare and contrast the two sources and explain which source they would purchase from. Elicit the meaning of *compare* (to describe

similarities) and *contrast* (to describe differences).

Review the components of a comparison essay (*introduction with thesis; body; conclusion with recommendation*). Point out that their comparison/contrast essays can follow either of two formats: (1) describe all aspects of the first source and then describe all aspects of the second source or (2) describe one aspect of both sources, then an additional aspect of both sources, and so on.

- If you wish, you can ask the students to bring their information to class before they write their essays. Ask the students to explain the information to a partner in order to clarify and focus their ideas. Encourage the partners to ask follow-up questions about the products or services.
- Have the students share their essays in small groups before you collect them.

Note: If your students need more practice with speaking than with writing, you can have them give class presentations about their products or services instead of writing essays.

WORKBOOK UNIT 6 ANSWER KEY

Lesson 1, pages 48–49

Exercise 1

- | | |
|------|------|
| 1. d | 4. c |
| 2. f | 5. a |
| 3. e | 6. b |

Exercise 2

Answers will vary.

Exercise 3

2. He eats either a sandwich or some pizza.
3. He leaves either at 5:00 or at 6:00.
4. He either plays basketball or watches TV.

Exercise 4

Answers will vary.

WORKBOOK UNIT 6 ANSWER KEY

Lesson 2, pages 50–52

Exercise 1

2. Direct object: a letter; Indirect object: all the supervisors
3. Direct object: a table; Indirect object: the two of us; Direct object: you
4. Indirect object: Ms. Osmond; Direct object: the information; Direct object: a decision
5. Direct object: the bill; Indirect object: me; Indirect object: you; Direct object: the money
6. Indirect object: everyone; Direct object: something to eat

Exercise 2

2. Write all the supervisors a letter so that they are all informed.
3. Reserve the two of us a table . . .
4. Get the information for Ms. Osmond . . .
5. Fax me the bill, and I'll send the money to you right away.
6. I'll buy something to eat for everyone in the office.

Exercise 3

- | | | |
|--------|--------|--------|
| 2. to | 5. for | 8. for |
| 3. for | 6. Ø | 9. to |
| 4. Ø | 7. to | |

Exercise 4

Possible answers:

2. Yes, I've gotten them for them.
3. No, she didn't buy them for me.
4. No, he (or she) didn't lend it to me.
5. Yes, she (or he) has given it back to me.
6. No, I didn't show it to her (or him).

Exercise 5

2. The job at Dalton Enterprises has more benefits than the job at Firsthand, Inc.
3. The successful job applicant has to work fewer hours at Dalton Enterprises than at Firsthand, Inc.
4. The applicant needs the same experience at Dalton Enterprises as at Firsthand, Inc.
5. The job at Dalton Enterprises provides the same paid vacation time as the job at Firsthand, Inc.
6. The job at Dalton Enterprises includes fewer responsibilities than the job at Firsthand, Inc.

WORKBOOK UNIT 6 ANSWER KEY

Lesson 3, pages 53–55

Exercise 1

Possible answers:

2. Marko is both neat and independent.
3. Both Sheila and Bob are assertive.
4. Both Josef and Susan are serious.
6. Hiro is neither efficient nor serious.
7. Neither Diane nor Paula is neat.
8. Erica is neither friendly nor responsible.
9. and 10. Answers will vary.

Exercise 2

1. d
2. b
3. c
4. Here's an idea.

Exercise 3

Answers will vary.

Exercise 4

1. are
2. is
3. are
4. lives
5. have
6. has
7. are
8. think
9. knows
10. enjoy

Exercise 5

Answers will vary.