

UNIT 7

Overview

TOPICS

- Technical studies
- Sightseeing
- Lifelong learning
- Planning a career
- Rehearsing for an interview
- Workplace synergy
- Planning a workshop

COMMUNICATION GOALS

Listening and Speaking

- Following spoken instructions to complete a chart
- Conducting a survey
- Listening for details
- Teaching a recipe
- Planning and presenting a workshop in class

GRAMMAR

- Verb + direct object + infinitive
- Verb + infinitive (*to* + verb); verb + gerund (verb + *-ing*)
- Verb + either infinitive or gerund
- Participles in adverbial phrases
- Participles in adjective clauses
- Prefixes: *im-*, *in-*, *un-*, *ir-*, *anti-*, *is-*

Reading and Writing

- Reading for details
- Reading travel ads
- Reading a flow chart and writing a paragraph with the information
- Reading and writing a recipe in paragraph form
- Reading an article for details
- Setting goals for more writing in English

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-management

Competencies

Information

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

Interpersonal

Participates as a member of a team
Exercises leadership
Negotiates

Resources

Time—allocates time and prepares and follows schedules

Systems

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

Technology

Applies technology to task

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

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

1 Consumer Economics

- 1.2.1 Interpret advertisements, labels, and charts in selecting goods and services

4 Employment

- 4.1.9 Identify procedures for career planning, including self-assessment
- 4.4.5 Identify job training needs and set learning goals
- 4.8.2 Identify ways to learn from others and to help others learn job-related concepts and skills

7 Learning to Learn

- 7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
- 7.2.5 Evaluate a situation, statement, or process, assembling information and providing evidence, making judgements, examining assumptions, and identifying contradictions
- 7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination
- 7.4.1 Identify or utilize effective study strategies
- 7.5.6 Identify or use strategies for communicating more successfully

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

Lesson 1

WARM UP

- Elicit the names of cities or countries where the students have visited friends. Ask what special places the students have seen or events they have participated in with their friends.
- Ask the students what they usually do when they visit friends in other cities. Do they go to special places, or do they only visit with their friends in their homes? Ask which the students prefer: sightseeing or only visiting. Elicit reasons for the students' opinions.

PRESENTATION

Planning a Visit

- **Set the stage.** Read the title and instructions aloud. Elicit the meaning of *an aviation school* (a school where you learn to fly planes and helicopters).
- **Personalize the situation.** Ask whether any of the students are or have been pilots or aviation students. Ask them to tell the class what kinds of things an aviation student does while learning to fly. If no one has had aviation experience, have the students use their imaginations.
- **Focus on selected items.** Ask if any of the students have ever visited Florida. Elicit the names of cities or attractions they visited. Write the responses on the board.
- **Set the reading and listening task.** Write the following on the board: *What five things does Pablo suggest possibly doing during the visit?* Ask the students to listen and take notes or mark each suggestion in the text. Play the cassette once or twice.
- **Check the reading and listening task.** Ask the students for their answers. Write the five items on the board (see the *flight simulator*; go camping at a river or lake; go to Lion Country Safari; visit the National Archaeological Park in St. Augustine; go to an exhibition baseball game). (Note: *St. Augustine* is pronounced *Saint Augustine*.) Ask the students to provide details from the reading about each of these activities or places. Write the details on the board.
- **Focus on vocabulary.** Write the following on the board: *flight simulator, take off, speed, altitude*. Elicit or provide the meaning of these terms. Discuss any other words or expressions that the students may be unfamiliar with. Encourage the class to work as a team to explain these vocabulary items.
- **Engage the students in pair work.** Read the pair work questions aloud. If possible, have the students work with a partner from a different country. Encourage them to ask their partners follow-up questions.
- **Circulate and monitor progress.** Prompt the students as needed by asking about different types of places and activities a visitor might enjoy (*parks or other outdoor places; museums; sporting events; national festivals; concerts; shopping areas*). Recap as a class.

1 Ready for Take-off **(page 84)**▶ **Listening** ▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Elicit the meaning of *simulated* (something that appears real but is not). Ask the class to explain what a *simulated take-off* might be like. (If you have pilots or aviation students in your class, encourage them to explain this to the class.)
- As a class, preview the chart so the students know what kind of information they need to listen for. Point out that the information is presented in the same order as in the chart. Elicit the meaning of *joystick* (a control lever). Elicit or explain that a flight simulator often uses a computer keyboard. Explain that the students will hear some commands that refer to special keys on the keyboard. If the students know the abbreviations for these keys, they can write the abbreviations. Otherwise, encourage them to only write what they hear. Play the cassette twice.
- Ask the students for the information they added to the chart. Write the answers on a transparency or on the board. If necessary, replay the cassette.

Answers

1. How: CTRL-DOT (*control-dot*)
2. When: 150; How: the nose
3. What: increasing; How: forward
4. How: G
5. How: F5, AP
6. What: 12,500; How: 1,800

2 He advised them to check the parking brake.**(page 84)**▶ **Speaking** ▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Ask volunteers to read the verbs in the vocabulary box. Elicit or provide the meaning for each one. If the students have difficulty explaining the meaning of a verb, encourage them to illustrate the meaning with an example (*Some restaurants forbid smoking, so you can never smoke there*).
 - Ask two volunteers to make sentences from the cues in the example box. Explain that some verbs must be followed by gerunds, while others must be followed by infinitives. Point out that some verbs also take objects. Elicit or explain that the verbs in this exercise all require an object followed by an infinitive because they refer to directions the instructor gave Ivan and Nelson.
- Grammar Note:** *Help* can be used with either the infinitive or the simple (base) form of a verb. (*She helped me to improve my English. She helped me improve my English.*) In either case, *help* requires an object for clarity. Note also that some of the verbs in the box (*expect; get; need; promise; want; would like*) can be used without an object. In this case, the subject of the main verb also performs the action that follows the main verb: *I need to cook dinner* as opposed to *I need you to cook dinner*.
- **Pair.** Ask the students to work in pairs to make statements about the flight instructor's directions. Specify whether the students should write the sentences or to do the activity orally.

- Ask each pair to tell the class one or two of their sentences. As a class, listen for correct meaning and grammatical accuracy.
- Ask the pairs to answer the questions about you and your teaching.

- **Class.** Recap as a class. If you wish, have the students write their responses on the board. If necessary, take this opportunity to clarify any misconceptions the students may have about your expectations or classroom rules.

3 Experience the adventure.

(page 85)

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

Note: Depending on the pronunciation and reading skills of your students, you may prefer to read the articles aloud yourself.

- **Group.** Read the instructions aloud. Divide the class into groups of three or four. Ask the students to assign group roles. Ask the groups to read the first article aloud and answer the questions that follow. Instruct them to then repeat the process with the second article. Point out that there are many possible answers for some of the questions.

Answers

(Other answers may be possible.)

Lion Country Safari:

1. It was America's first drive-through cageless zoo.
2. a habitat for endangered and threatened animal species
3. letting visitors feed them
4. a family of siamangs and a group of spider monkeys
5. feed the alligators and share information about them

St. Augustine:

1. because of its sense of antiquity
2. many historical sites, such as the oldest house in the United States
3. guides in period costume
4. the Fountain of Youth
5. foundations and artifacts from the first mission and colony

- Circulate and assist with vocabulary as necessary. Recap as a class.
- **Class.** Read the discussion question aloud. Discuss as a class. Write the students' responses on the board. Encourage the students to support their opinions.

Expansion (Internet Skills, Speaking, Reading):

Ask the students to reread the two articles and find a specific item or place that they would like to research on the Internet. (If you have a computer lab available, take the class to the lab to do their research together.) Encourage the students to use one or more of the search engines described in Unit 6, Lesson 3 for their research. Ask them to make notes of specific data or information about their topic. Point out that the articles in the book, which were taken from the Internet, show the source URL for the article. Explain the importance of not plagiarizing from the Internet. Ask the students to write down the URLs where they find their information so they can credit the source of their information. Have the students share their research in small groups. Suggest that they give their groupmates handouts of the information and URLs.

4 Volunteers Invited to Chimps' Birthday Party

(page 86)

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

- **Pair.** Read the instructions aloud. Elicit the meaning of *press release* (an informational publicity statement given to newspapers, magazines, and television and radio stations).
- Elicit or explain that the students will choose between gerund and infinitive forms based on the verb that precedes each blank. Point out that an infinitive is often used to indicate an action that occurs after the action of the main verb. For example, in the sentence *I asked her to open the window*, *open* occurs after *ask*. Emphasize that this is a general guideline, however, not a rule.
- Many of these verbs can be found in the summary charts on page 96 along with information about the forms that accompany them. Ask the students to consult their classmates or their English dictionaries for help with the verbs that are not in the summary charts.

Answers

- | | |
|--------------|--------------|
| 1. taking | 5. providing |
| 2. to attend | 6. to buy |
| 3. to bring | 7. to assist |
| 4. to have | |

Grammar Note: The verbs in items 2, 3, and 7 (*invite; ask; recruit*) all require objects and infinitives in this context. However, since they appear here in passive constructions, the object comes before the main verb (*Lion Country Safari has invited the volunteers to attend* becomes *The volunteers have been invited to attend*). If necessary, give a mini-lesson on the passive as it relates to verbs requiring objects and infinitives.

- **Group.** Read the discussion questions aloud. Divide the class into small groups and have the students assign group roles. Encourage the students to support their opinions. Recap as a class.

5 I enjoy visiting theme parks, but Maria can't stand them.

(page 86)

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

- Read the instructions aloud. Ask volunteers to read the activities in the chart aloud. Clarify meaning as necessary. Ask volunteers to read the verbs in the key aloud. Elicit the meaning of *don't mind* and *can't stand* in the key (*I don't like it, but I don't have a problem with going there; I strongly dislike*). Instruct the students to mark their own preferences in the chart.
- **Mixer.** Have two students model the activity by asking and answering a question using the first cue (*Do you like to visit theme parks?* OR *Do you enjoy visiting theme parks? No, I don't*). Point out that the question should use either *like* or *enjoy*. Ask the students to circulate around the room and interview three of their classmates.
- Elicit which verbs in the key require gerunds (*enjoy; don't mind*) and which can take either gerunds or infinitives (*like; can't stand; hate*). When the students report their results to the class, encourage them to use the structures they studied in Unit 6: *both . . . and, neither . . . nor, either . . . or*.

Expansion (Writing): Have the students write eight or more sentences about the information they gathered. Collect and check for correct use of infinitives and gerunds as well as use of the structures from Unit 6.

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

Lesson 2

WARM UP

- Ask the students about the typical age of college students in their countries and whether any older students attend college. If so, elicit information about who these students are and why they are attending college. If older students do not generally attend college in the students' countries, elicit why this is so. Write the responses on the board.

PRESENTATION

Lifelong Learning

- **Set the stage.** Ask the students to cover the conversation and look at the picture. Ask the class to describe the situation. (*Gina and Lynn are relaxing. They look tired.*) Read the title aloud. Elicit the meaning of *lifelong* (*throughout a person's life*). Tell the class that they will hear Gina and Lynn talking about some of their older classmates.
- **Personalize the situation.** Ask the class how they would feel about having classmates who are in their 50s or 60s. (If you have students in this age group in your class, ask the students what the benefits are of having a wide range of ages in the class.)
- **Focus on selected items.** Write the following on the board: *I just want to come home and crash, motivated, phenomenon, age restriction, determination, a different perspective.* Elicit the meanings. If the students are unable to provide the meanings, leave the list on the board and assure them that they will be able to determine the meanings after they hear Gina and Lynn's conversation.
- **Set the listening task.** Write the following on the board: *Why did Gina's classmate come back to school after retiring? How do younger students benefit from having older classmates? How do the older classmates benefit from being around younger people?* Ask the students to listen to what Gina and Lynn say about these topics. Play the cassette twice while the students listen with the conversation covered and take notes.
- **Check the listening task.** Ask the students for their answers. Write their responses on the board. Ask the students to uncover and read the conversation. Elicit additional details to add to the responses on the board.
- **Focus on vocabulary.** Ask the class to find each of the previously discussed vocabulary items in the conversation. Elicit or provide the meanings for each item. (Note: *To crash* is a slang expression that means *to relax and do absolutely nothing*.) If your students were previously able to define all the vocabulary items, ask them to practice the conversation with a partner. Have a pair perform for the class.
- **Engage the students in pair work.** Read the discussion question aloud. Ask the students to explain their opinion of lifelong learning to their partners.
- **Circulate and monitor progress.** Encourage the students to think of older classmates they have had or other older people they know who have gone back to school. Recap as a class.

1 After graduating from college, Gina is going to open her own business. (page 88)

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

- Read the instructions aloud. Direct the students' attention to the flowchart in the activity. Point out that Gina's goal is in the center of the chart. Ask volunteers to read an item in the flowchart, following the direction of the arrows. Clarify the meaning of any unfamiliar vocabulary. Ask what the purpose of a flowchart is (*to show the steps in a process*). Elicit that this chart shows the steps Gina will follow to achieve her goal of opening a business.
- **Pair.** Ask the students to work in pairs to write a paragraph describing Gina's plans. Ask a volunteer to read the example sentence aloud. Encourage the students to use this sentence pattern in some of the sentences in their paragraph. Elicit other ways to show the sequence of the steps in Gina's plan (*sequence words such as Then, Afterwards, Next, Finally*). Point out that the items in a flowchart are often in note form, so articles are omitted. When the students write their paragraphs, they should be sure to add any necessary articles.
- Circulate and assist with vocabulary and grammar as needed. Recap by having the students read their paragraphs aloud.
- Ask the students to work individually to create a flowchart for a personal or academic goal. If possible, provide markers and transparencies or large pieces of paper for the students to use to create visual aids for their presentations. Have the students present their flowcharts to the class and describe the process they will follow to reach their goals.

2 Before starting out, list your reasons for wanting to go into business. (page 88)

► *Listening* ► *Reading*

- Read the instructions aloud. Point that some of the items paraphrase (restate) the advice the students hear. However, some of them contradict the instructor's advice. Still others are not mentioned at all in the instructor's lecture. Explain that the students should check the items that agree with the instructor's advice.
- Ask volunteers to read the statements aloud. Assist with meaning and pronunciation as needed. Play the cassette twice. Check as a class.

Answers

The following statements should be checked:
1, 2, 4, 6.

3 Lynn's schedule is very busy.

(page 89)

► Reading ► Writing

- Read the instructions aloud. Ask volunteers to read the pairs of sentences in the example boxes. Elicit or point out that the examples show two ways of expressing the relationship between two actions. The first sentence in each box uses a complete clause that begins with an adverb of time (*an adverbial clause*); the second sentence uses an adverb of time followed by the present participle (*an adverbial phrase*).

Grammar Note: As the examples show, the adverbial clause or phrase can be placed either before or after the main clause with no change in meaning.

- **Pair.** Ask the students to work in pairs to restate the adverbial clauses as phrases. Encourage the students to write their answers as complete sentences. Recap by having volunteers write the answers on the board.

Answers

1. Since starting college a couple of months ago, I've never been so busy in my life.
2. After getting up in the morning, I review my notes from the previous night.
3. Most of my classes are after 5:00, so after getting off work, I take the bus to school.
4. When arriving home, I crash on the couch.
5. Before making dinner, I take a short nap.
6. After cleaning the kitchen and washing the dishes, I study until at least 1:00 in the morning.

4 Before going to the interview, I'd rehearse my responses.

(page 89)

► Listening ► Speaking ► Reading

- **Pair.** Read the instructions aloud. Ask a volunteer to read the first cue and example answer aloud. Elicit or point out that *I'd* (*I would*) is used because these are hypothetical (imaginary) situations.
- Ask volunteers to read the other cues aloud. Clarify meaning as necessary. Remind the

students to discuss what each partner would do both before and after the event described in the cue. Encourage the students to discuss the differences between their ideas for each situation.

- Recap as a class.

5 After boiling the water, add rice to it.

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► Speaking ► Reading ► Writing

- **Pair.** Read the instructions aloud. Ask volunteers to read the steps of the recipe. Elicit or provide the definitions of the ingredients and cooking terms. Have the students work in pairs to rewrite the recipe. Point out that the information within each step may need to be rearranged for clarity.

- Recap by having five pairs write the five steps of the recipe on the board. As a class, check for accuracy of content, sequence of events, and grammar.

Answers

(Wording may vary.)

After heating 3 tablespoons of oil in a nonstick pan, sauté a pound of chicken legs or breasts over medium heat for about 20 minutes. While cooking, stir occasionally with a wooden spoon.

After adding a teaspoon of salt, pepper, and tumeric, add 6 pounds of chopped spinach. After covering the dish, cook for 10 minutes over medium heat.

After adding 3 cups of pitted prunes, 1 cup of water, and 3 tablespoons of orange juice, cover and simmer for about an hour longer over low heat.

After checking to see that the chicken is cooked, transfer the stew to a deep casserole. Cover and place in a warm oven before serving.

Before serving the chicken, prepare saffron rice to serve with it.

- **Group.** Ask the students to write their favorite recipes using adverbial phrases wherever possible. If your class is small, have the students present their recipes to the class. For a larger class, have the students share their recipes in small groups. Each group should choose one recipe to present to the class.

Expansion (Writing): Make a cookbook of the students' recipes. Provide unlined white paper for the students to write their recipes on. Encourage the students to illustrate their recipes with drawings or pictures from magazines. Collect the recipes and make as many photocopies of each as you have students. The students can collate the copies into recipe books. Provide sheets of colored paper and markers so the students can make covers for their recipe books. If possible, schedule a potluck meal so the students can sample the dishes they have written about.

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

Lesson 3

WARM UP

- Ask the students how they think the workplace will change in the next ten years, the next twenty years, and the next thirty years. Encourage them to think about social, physical, and technological changes. Write their responses on the board.

PRESENTATION

Work in the 21st Century

- **Set the stage.** Read the title aloud. Explain that the article is about a change that is occurring in the way people interact at work. Direct the students' attention to the ideas they had brainstormed about social changes in the workplace of the future.
- **Personalize the situation.** Ask the students to think about social changes that have occurred in the workplace within the last ten to thirty years. How have people's interactions changed? Encourage the students to think about outward signs of these changes: different ways of dressing for work, changes in the design of office spaces, new social "rules" regarding titles and forms of address in the workplace.
- **Focus on selected items.** Write the following on the board and elicit the meanings: *model, competition, cooperation*. (Note: In this context, *model* means a new pattern or philosophy of how to conduct business.) Read the title aloud. Check for comprehension by asking for a paraphrase the title (e.g., *A new way of achieving productivity in the workplace*).
- **Set the reading and listening task.** Write the following on the board: *What is "workplace synergy"? What are some visible signs of the new model? How are some managers helping their employees adapt to the new workplace?* Play the cassette twice.
- **Check the reading and listening task.** Ask the students for their answers. If they quote directly from the text, encourage them to paraphrase in order to show that they understand the information (*a new type of work environment that is based on cooperation instead of on competition; comfortable furniture, plants, redesigned floor plans, espresso machines; by offering them workshops where they can learn to understand their co-workers and work better together*).
- **Focus on vocabulary.** Ask the students to work in pairs to choose one word from the article that they would like to know more about. Have them write these words on the board. If possible, elicit the meanings using the students' background knowledge and the context in which each word is used.
- **Engage the students in class discussion.** Read the discussion question aloud. Encourage the students to present the information in the article and their personal opinions. Write the responses on the board.

1 It's possible to see employees joking and laughing.

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► **Speaking** ► **Reading**

- Read the instructions aloud. Ask volunteers to read each statement to the class. Clarify the meaning of any unfamiliar vocabulary items.
- Check as a class. Ask the students to support their responses.
- As a class, discuss which of these statements describe a work environment the students would enjoy and which describe an environment that would make them uncomfortable. Encourage the students to support their opinions.

Answers

- | | |
|-------|-------|
| 1. WS | 5. WS |
| 2. T | 6. T |
| 3. T | 7. WS |
| 4. WS | 8. T |

2 I buy casual clothes when shopping for work clothes.

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

- Read the instructions aloud. Ask the class to look at the pictures and describe them. Ask two volunteers to read Sam Farrell's and Paula Cooper's statements aloud.
 - Read the instructions aloud. Ask for one or two statements that describe Sam's and Paula's management styles. Direct the students' attention to the *-ing* (*present participle*) phrases in the statements. Elicit or explain that phrases with present participles (*verb + -ing*) act like adjectives and modify nouns. Point out that these phrases follow the nouns they modify (although not always immediately).
 - **Pair.** Encourage the pairs to discuss additional characteristics of the two management styles before they complete the conversation.
- Encourage the use of participle phrases to complete the conversation. Ask the pairs to practice their conversations after they have written their answers.
- Ask students to discuss the two offices with a partner and decide which they would prefer. Recap as a class. Encourage the students to explain their answers.
 - Have several pairs perform their conversations for the class.

Answers

(Answers will vary.)

Additional Activity. See Unit 7 Appendix.

3 I'd like to find work helping people.

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

- Read the instructions aloud. Ask volunteers to read the items in the Interest Survey. Clarify meaning as needed. Ask the students to check the items that apply to them.
- **Pair.** Read the instructions aloud. Ask two volunteers to read the example questions and answers. Point out that the responses contain information beyond saying *yes* or *no*. Encourage the students to respond in the same way. Ask them to think of at least one job that would be appropriate for their partners.
- Recap as a class. Ask what jobs the students recommended for their partners and why. Encourage them to refer to their partners' responses to the Interest Survey.

4 I have just been to the worst workshop of my life.

(page 93)

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

- **Pair.** Read the instructions aloud. Elicit the meaning of *workshop* (*a seminar on a specific topic*). Ask three volunteers to read Gina's, Lynn's, and Ivan's statements aloud. Ask the students to discuss the experiences in pairs and decide which was the worst and why. Ask how the presenters could have made the workshops better.
- Recap as a class.
- **Class.** Read the instructions aloud. Ask the students to complete the activity first without looking at the discussion. Then have them look at the discussion and check their answers.
- As the students find each word, write it on the board as a column heading. Direct the students' attention to the beginning of each word. Elicit or provide the term *prefix* and write it on the board. Ask the students to identify the prefix in each word (*ir-*, *anti-*, *dis-*, *im-*, *un-*, *in-*). Brainstorm other words the students know that begin with these prefixes. Write the words on the board below the word from the activity that begins with the same prefix.

Answers

- | | |
|------------------|---------------|
| 1. irresponsible | 4. impossible |
| 2. antisocial | 5. unbearable |
| 3. disappear | 6. incapable |

- **Group.** Divide the class into groups of three or four. (It is not necessary to assign group roles for this activity; however, you may want to assign a discussion leader if a particular group is especially quiet.)
- Recap the discussion as a class. Ask the students what words they were able to use beginning with the prefixes from the activity. Write these words on the board.

5 Online

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

- **Group.** Read the instructions aloud. Ask volunteers to read the workshop topics and planning steps aloud. Divide the class into groups. Help the students get started with selecting their topic and beginning to prepare their presentations.
- Since this activity requires a fair amount of student preparation, you may want to assign dates for completion of each step of the planning process. In this schedule, include the amount of class time that will be devoted to working on the presentations. You should also explain the criteria you will use for grading the presentations. If possible, schedule brief conferences to discuss the progress of each group's presentation.
- If your class is large, you may want to have the students present over the course of several days. Encourage the class to ask follow-up questions after each presentation.

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

STRATEGIES FOR SUCCESS

Exercise 1

- Planning a class trip may get very elaborate, but it requires language that the students have been learning in this unit. The pairs should brainstorm ideas, as well as express likes and dislikes. In the class discussion, everyone should use English to agree on final plans.

Exercise 2

- In the previous unit (see Strategies for Success, Unit 6, Exercise 2), the students set listening

goals. Now, they are setting *speaking* goals. This list should also be copied onto an index card or Post-it™ as a daily reminder of the goals.

Exercise 3

- This is another open-ended exercise in using the material from this unit to apply to the students' lives. If time permits, you might have the pairs report their hopes and plans to the class.

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 verbs in the first two boxes (*Verb + direct object + infinitive; Verb + infinitive (to + verb)*). Ask the students which verbs can be used in both patterns (*expect; need; promise; want; would like*). Ask the students to write pairs of sentences for three of these verbs. One sentence should use a direct object and the other should not. Elicit or provide a pair of example sentences. (*I expect you to be home by 5:00. I expect to be home at 5:00.*) Ask for an explanation of the difference between the two sentences.
- Have the students read their sentences to a partner. Ask the partners to explain the difference in meaning between the two sentences in each pair. Recap by having several volunteers each read a pair of sentences. Elicit the difference in meaning from the class.
- 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 3, Exercise 2

(page 92)

- In this activity, the students analyze the ways in which a business or company could improve its work environment and write a proposal to the company's management team.
- Point out that the students have read and discussed different work environments and management styles. As a class, brainstorm a list of businesses or companies that could benefit from some changes in these areas.
- Ask the students to work in groups to choose a company and devise a plan for improving that company's work environment. Encourage the groups to select a company that their classmates are familiar with. Explain that each group will present its plan to the class. The class will role play the part of the company's management team. Remind the groups that they will need to use polite forms when they present their suggestions to the "managers."
- If possible, provide markers and transparencies or large sheets of paper for the students to use as visual aids during their presentations. Have each group present its plan to the class.
- Follow with a discussion about which plan was the most realistic or the most likely to be accepted by the company managers.

WORKBOOK UNIT 7 ANSWER KEY

Lesson 1, pages 56–58

Exercise 1

2. She invited him to come to dinner.
3. She expected him to be home at 5:00.
4. He told her to clean her room.
5. He needs her to lend him \$5.00.
6. She reminded her to pick her up at 9:00.

Exercise 2

1. a. avoid
2. b. practice
3. a. can't afford
4. c. intend
5. b. am looking forward to
6. b. recommend

Exercise 3

2. Oscar stopped buying candy. (Change in meaning)
3. Keiko prefers to work with other people. (No change in meaning)
4. Do you like to go to the beach? (No change in meaning)
5. Carlos stopped to speak Spanish with Lucy. (Change in meaning)
6. Nelson tried to talk to his boss. (Change in meaning)
7. I can't stand to see them like that. (No change in meaning)

Exercise 4

Errors are crossed out. Any necessary additions are bold.

Hi. How are you? I hear you are planning ~~coming~~ **to come** to Dallas next month. I hope you decide to stay with us. We would love to see you again. Would you enjoy ~~to go~~ **going** on a car trip to see some of the rest of the state? I can arrange ~~borrowing~~ **to borrow** my brother's car. San Antonio is beautiful. We could even stop ~~visiting~~ **to visit** Felipe on the way there. He called last night and we discussed ~~to get~~ **getting** together again. He offered ~~letting~~ **to let** us stay with him a few days. This is good because I really can't afford to stay at a hotel since I quit my job.

Let me know what you want to do. I'm really looking forward to ~~see~~ **seeing** you soon.

Exercise 5

Answers will vary.

WORKBOOK UNIT 7 ANSWER KEY

Lesson 2, pages 59–60

Exercise 1

Participial phrases – After placing the sliced potatoes in baking dish; After adding the wine and sour cream; Before putting the fish in the oven

Adverbial clauses – After you season the mixture; After you bake the dish

Exercise 2

- | | |
|------|---|
| 2. e | 2. He took the fish out of the oven after baking it for half an hour. |
| 3. g | 3. He added more salt after tasting the dish. |
| 4. a | 4. He burned himself while lighting the oven. |
| 5. f | 5. He tried out the recipe for himself before making it for his guests. |
| 6. c | 6. He thanked his guests for coming while saying good night to them. |
| 7. b | 7. He's known the people he invited since returning to Spain. |

Exercise 3

- | | |
|---|---|
| 2. Kong doesn't talk to anybody when he works (<i>or</i> when he's working). | 5. Anna likes to read while she watches TV (<i>or</i> while she's watching TV). |
| 3. Louisa has less free time since she started school. | 6. Laura and Roger are always careful when they shop (<i>or</i> when they are shopping). |
| 4. Lisa likes to take a break after she sits (<i>or</i> after she has sat <i>or</i> after she has been sitting) for a few hours at the computer. | 7. Juan has had more freedom since he got his own car. |

Exercise 4

Answers will vary.

WORKBOOK UNIT 7 ANSWER KEY

Lesson 3, pages 61–64

Exercise 1

2. He's the person holding a bag.
3. He's the person sitting at a computer.
4. She's the person wearing a suit.
5. He's the person sleeping.
6. He's the person looking at his watch.
7. She's the person drinking tea.
8. She's the woman sitting in the library with Tony.

Exercise 2

2. He's the person who/that is holding a bag.
3. He's the person who/that is sitting at a computer.
4. She's the person who/that is wearing a suit.
5. He's the person who/that is sleeping.
6. He's the person who/that is looking at his watch.
7. She's the person who/that is drinking tea.
8. She's the woman who/that is sitting in the library with Tony.

Exercise 3

Answers will vary.

2. Employees working in groups . . .
3. People working alone . . .
4. Jobs requiring people to work long hours . . .
5. People using the Internet a lot at work . . .
6. Companies offering good benefits . . .

Exercise 4

inaccurate; disagree; inappropriate; incompetent;
undependable; ineffective; inflexible;
disorganized; impersonal; unreliable; insincere

2. inappropriate
3. incompetent
4. disorganized
5. inaccurate

Exercise 5

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

Exercise 6

Answers will vary.