

# UNIT 8

## Overview

### TOPICS

- Advancement in the workplace (getting a promotion)
- Policies and regulations
- How things work in the office
- Communicating effectively

### GRAMMAR

- Passive voice in the future
- Passive voice with modals
- Modals in the past
- *Hope*
- Result clauses with *so... (that)*
- Result clauses with *such a / an... that*

### COMMUNICATION GOALS

#### Listening and Speaking

- Listening for details
- Drawing conclusions
- Role-playing making complaints
- Giving constructive criticism
- Responding to criticism

#### Reading and Writing

- Giving personal responses to a reading
- Making a list of school rules and policies
- Listing characteristics of a good co-worker and supervisor
- Reading an article and taking a test on interpersonal communication skills

## 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  
Interprets and communicates information

##### **Interpersonal**

Participates as a member of a team  
Negotiates

##### **Resources**

Time—allocates time and prepares and follows schedules

##### **Systems**

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

##### **Technology**

Applies technology to task

### GENERAL COMPETENCIES / CASAS\*

#### **0 Basic Communication**

- 0.1.3 Identify or use appropriate language to influence or persuade
- 0.1.5 Identify or use appropriate classroom behavior

#### **4 Employment**

- 4.1.6 Interpret general work-related vocabulary
- 4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
- 4.6.2 Interpret and write work-related correspondence, including notes, memos, and letters
- 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals

#### **7 Learning to Learn**

- 7.2.6 Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination
- 7.3.2 Devise and implement a solution to an identified problem
- 7.3.4 Utilize problem solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions
- 7.4.1 Identify or utilize effective study strategies
- 7.5.3 Identify or use strategies to cope with negative feedback
- 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

- Point out that there are many different reasons why people enjoy their jobs. Write the heading **Job Satisfaction** on the board and elicit its meaning (*being satisfied or happy with your job*). As a class, brainstorm reasons why people might be satisfied with their jobs (*good salary; meaningful work; power or status*).
- Ask which the students would prefer: a high-paying job where they did not have much power over their work, or a lower-paying job that allowed them to make more independent decisions. Encourage the students to give reasons for their preferences.

## PRESENTATION

### *Advancement in the Workplace*

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to identify the people and describe the setting.
- **Personalize the situation.** Explain that the students will hear Nelson telling his friends some very good news. Ask the class who they tell first when they have exciting news (*parents; a wife or husband; friends; co-workers*).
- **Focus on selected items.** Direct the students' attention to the title. Ask them to guess what Nelson's exciting news is. If the students do not generate the word *promotion*, write it on the board and elicit its meaning.
- **Set the listening task.** Write the following on the board: *What is Nelson's new position in the company? What job benefits does Ivan ask Nelson about? How are Sofia's and Gina's reactions different from Ivan's?* Ask the students to listen with the conversation covered. Play the cassette twice.
- **Check the listening task.** Ask for the students' answers. Encourage them to analyze the content of the three friends' responses in order to answer the third question. Replay the cassette if necessary. (*Nelson is leading the design team. Ivan asks about money, a company car, and a private office. Sofia and Gina are more emotionally supportive.*)
- **Practice the conversation in pairs.** Ask the students to practice the conversation in groups of four. Encourage the use of natural intonation and expression. Have a group perform for the class.
- **Engage the students in pair work.** Read the discussion questions aloud. Encourage the students to think about their own promotions or promotions of people they know.
- **Circulate and monitor progress.** If necessary, prompt the students by asking about people they know who have been promoted. Ask whether promotions are always fair. Recap as a class.

**1 Nelson will be given a raise soon.****(page 98)**▶ **Reading**

- Read the instructions aloud. Ask the students to first mark their answers based on what they remember about the conversation. Then ask them to reread the conversation to check their answers.

**Answers**

The following items should be checked:  
1, 5, 6.

**2 Many changes will be made under Nelson's leadership.  (page 98)**▶ **Listening** ▶ **Speaking** ▶ **Writing**

- Read the instructions aloud. Elicit the meaning of *foresee* (*predict*). Ask volunteers to read the cues aloud. Clarify meaning if necessary.
- Ask a volunteer to read the example sentence aloud. Elicit that the verb is passive. Encourage the students to write their answers using the passive voice if possible. Also point out that the students will need to choose modals that correctly express the degree of certainty or possibility of each proposed change.
- Play the cassette twice while the students listen and take notes. Following the listening, encourage the students to rephrase their answers as needed so that they use the passive voice.
- **Pair.** Read the discussion questions aloud. Encourage the pairs to consider each change individually and what effect it would have on them as a worker.

**Expansion (Speaking, Writing):** Ask whether it sounded as though Nelson had consulted with his superiors before giving his speech to his team. Ask how Nelson's supervisors might react to the changes he's promised his team. Divide the class into pairs or small groups. Ask each group to

**Answers**

(Wording may vary.)

2. Responsibilities will be based on each individual's strengths and talents.
3. Weekly meetings will be held.
4. Suggestions can be sent to Nelson via e-mail.
5. Bonuses may be given to the team members with the most innovative and effective ideas.
6. Annual meetings may be held at a resort.
7. Travel expenses will be paid by the company.
8. Casual clothes can be worn to work.

imagine that they are Nelson's supervisors and that they are writing Nelson a memo about the changes he has proposed. Point out that before they write, each group of "supervisors" should decide what their general opinion of the changes is. Ask the groups to read their memos to the class.

### 3 No children are allowed at work.

(page 99)

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

- Read the instructions aloud. Ask one or more volunteers to read Nelson’s memo aloud. Clarify meaning as needed.
  - **Group.** Divide the class into groups of three or four. Have each group choose group roles. Allow about fifteen minutes for the group discussions. Instruct the students to suggest alternative solutions to rules that they disagree with. Ask the Reporters to tell the class the groups’ opinions. Write any alternative suggestions on the board.
  - **Pair.** Read the instructions aloud. Ask the students to find specific structures that Nelson used in his memo to indicate rules (. . . *should be made*; . . . *must be used*; . . . *should not be used*; . . . *are not permitted*; . . . *is required*). Write these structures on the board. Elicit that all of them are in the passive voice. Encourage the students to use these or other passive structures when writing the rules and policies of your school.
  - Recap as a class, either orally or on the board. If your students misrepresent any of the school policies in their responses, clarify the policy.
- Expansion (Writing).** Have the students analyze the tone of Nelson’s memo (*authoritative and firm*). Ask whether they think this tone is the most effective for a memo of this type. Elicit reasons for the students’ responses. Explain that one of the skills a good writer has is the ability to choose the appropriate tone, or “voice,” for each writing task. Ask the students to rewrite Nelson’s memo using a warmer, friendlier tone. Point out that the content of the memo should not change. (Note: The passive voice, which Nelson used in his memo, often leads to a more formal tone. If your students have difficulty achieving an informal tone while rewriting the memo, suggest that they try changing passive structures to active ones.)
- Have the students read their memos aloud in small groups. Ask each group to choose one memo to read to the class. Discuss specific changes that make the rewritten memo sound friendlier or less formal.

### 4 Something has to be done!

(page 99)

► **Reading** ► **Writing**

- Read the instructions aloud. Ask two volunteers to read the example sentences aloud. Elicit the difference between the structure of the two sentences (*The first sentence contains a noun clause that is the object of hope; in the second sentence, the object of hope is a verb phrase beginning with an infinitive*).
- **Pair.** Ask the students to work together to write statements about what Nelson hopes to change. If time permits, have the pairs write their statements both ways (with a noun clause and with a verb phrase). Recap orally or by having the students write their answers on the board.

#### Answers

(Other answers may be possible.)

2. Nelson hopes (that) he can help them get along better. Nelson hopes to help them get along better.
3. Nelson hopes (that) he can reduce employee absences. Nelson hopes to reduce employee absences.
4. Nelson hopes (that) he can get them to stop downloading programs. Nelson hopes to get them to stop downloading programs.
5. Nelson hopes (that) he can increase employee promptness. Nelson hopes to increase employee promptness.

## 5 A Party for Nelson

(page 100)

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

- Read the instructions aloud. Ask a volunteer to read the sample response aloud. Encourage the students to use the passive voice when writing what will be done to prepare for Nelson's party. Play the cassette twice. Recap as a class.
- **Group.** Read the instructions aloud. Divide the class into groups of three or four. Ask the groups to assign group roles. Suggest that each group choose five to seven reasons why people have parties.
- Ask each group to write its list on the board, with the most important reason at the top of the list.

### Answers

(Wording may vary.)

2. The guests will be invited by e-mail.
  3. The cake will be baked by Stella's Bakery.
  4. Ivan's friend who plays the guitar will be invited.
- Compare the lists as a class. Encourage the students to give reasons for their choices.

## 6 Let's speculate about the future.

(page 100)

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

- Read the instructions aloud. Elicit or provide the meaning of *speculate* (make guesses). Ask volunteers to read each item aloud. After each item is read, clarify meaning as needed and ask the students to mark whether they agree or disagree with the prediction. Instruct them to complete the survey with their own predictions.
  - **Class.** Ask the students to raise their hands to indicate whether they agree or disagree with each statement. Write their responses on a transparency or on the board. Elicit reasons for their responses.
- Additional Activity.** See Unit 8 Appendix.

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

# Lesson 2

## WARM UP

- Write *personal conflict* on the board and elicit the meaning (*when someone is angry with you or when you have a misunderstanding with someone*). Ask your students what they do when they have a personal conflict with someone. Do they ignore the situation? Do they speak directly to the person and try to resolve the conflict, or do they ask someone else for advice first? Write the responses on the board.
- Encourage the students to give reasons for their approaches to coping with conflicts. Elicit advantages and disadvantages to the different ways of coping.

## PRESENTATION

### *I'm just beginning to learn how things work.*

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask the class to describe the situation. Ask them how Nelson seems to be feeling (*distracted; thoughtful*).
- **Personalize the situation.** Explain that the students will hear Nelson talking with his client, Ms. Pavlik, about a problem he's having at work. Ask the students what they have done when they had a problem at work. Write the responses on the board.
- **Focus on selected items.** Ask the students to think about Nelson's recent promotion and the changes he's trying to make in the workplace. Ask the students to predict what kind of problems Nelson might be having at work. Write the responses on the board.
- **Set the listening task.** Write the following on the board: *How does Ms. Pavlik know that Nelson is having a problem? What is Nelson's problem? What is Ms. Pavlik's reaction to hearing about his problem?* Play the cassette twice.
- **Check the listening task.** Ask the class for their answers. (*Nelson seems distracted. One of Nelson's co-workers is giving him a hard time. Ms. Pavlik encourages him to tell her about his problem.*) Write their responses on the board. Ask the students to uncover the conversation and check their answers. If necessary, add missing information to the responses on the board.
- **Focus on vocabulary.** Write the following on the board and elicit the meanings: *bells and whistles (complicated options added to a product or service); Are you here with me? (Are you paying attention?); Tell me what's on your mind (Tell me what you're thinking or what's bothering you); My co-worker is giving me a hard time (My co-worker is criticizing me or being angry with me).*
- **Engage the students in group work.** Read the discussion questions aloud. Divide the students into groups of three or four and ask them to assign group roles. Allow seven to ten minutes for their discussions.
- **Circulate and monitor progress.** Encourage the groups to think of the possible consequences of discussing this type of problem with a client. Point out that the group members do not have to agree with one another's opinions. Recap by having the Reporters tell the class the opinions of the group members. Encourage the other members of the group to add to the class discussion if they wish.

## 1 She refused to speak to me.

(page 102)

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

- Read the instructions aloud. Write two column headings on the board: **Conclusions** and **Advice**. Ask which of the modals express conclusions (*would have, may have, might have, must have*) and which express advice (*could have, should have*). Write the modals under the appropriate headings. Elicit that although *could have* expresses advice, *couldn't have* expresses a conclusion of past impossibility. Write *couldn't have* under **Conclusions**.
- Ask volunteers to read the statement, conclusion, and advice in the example box. Elicit other possible statements of conclusion or advice and write them on the board.
- **Pair.** Ask the students to work in pairs to write statements of conclusion and advice for each situation. Recap by asking several pairs to read their responses to each situation. Alternatively, have the pairs write their statements on the board.

### Answers

(Answers will vary.)

- **Group.** Read the instructions aloud. Point out that the students should now draw conclusions about the general nature of Nelson and Paula's relationship. Encourage the students to talk about similar problems they have had. Point out that they do not have to name the person with whom they had the conflict. Encourage the students to tell their groupmates what they did to resolve their problem.
- Divide the class into groups of three or four. Ask each group to choose a manager (the other roles are not needed in this discussion). Give ten to fifteen minutes for their discussions. Recap as a class.

## 2 Take it easy.

(page 102)

► *Speaking* ► *Writing*

- Read the instructions aloud. As a class, practice the expressions in the box. Encourage the students to use appropriate intonation for expressing anger (a loud, strong voice) as well as for responding to anger (a calm, soothing voice). Clarify the meanings of the expressions as necessary.

**Cultural Note:** Your students may be reluctant to learn how to express anger in English. Point out that it is important to know how to express emotions accurately. If your students cannot express anger or displeasure appropriately when the situation calls for it, they may be taken advantage of in social or work situations. Using a humorous approach when practicing these phrases may help your students overcome their discomfort.

- **Pair.** Ask the pairs to discuss what's happening in each picture. Instruct them to then choose one of the situations and write a dialog for it. Point out that there are more than two people in each situation, so when the pairs present their conversations, they will need to ask a classmate to read the additional part or parts. (Alternatively, you can ask the students to work in groups of three to write and perform their conversations.) Allow fifteen to twenty minutes for the task.
- **Class.** Have as many pairs as possible perform for the class.

### 3 You're late!

(page 103)

► **Listening** ► **Speaking**

- Read the instructions aloud. Elicit or provide the meaning of *act impulsively* (*act without thinking first*). Ask volunteers to read each character's statements. Encourage the readers to use appropriate intonation. Elicit or provide the meaning of any unfamiliar vocabulary.
- **Group.** Divide the class into groups of three or four. Explain that each group should think

about advice for each of the three people. Encourage them to think of all the details about each person's situation.

- Recap as a class. Have all the groups report their advice for Paula. Follow with a discussion of the other two characters.

### 4 I should have told you about my problems.

(page 103)

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

- Read the instructions aloud. Ask volunteers to read the statements aloud. Point out that the students will identify who drew each conclusion, regardless of whether the conclusion was correct. Play the cassette twice.

#### Answers

Paula concluded that Nelson wasn't happy with her work. Nelson drew the other conclusions.

- **Class.** Read the instructions aloud. Ask the class to listen carefully to determine which conclusions were correct. Recap as a class. Encourage the students to recall specific things that Nelson and Paula said during their conversation.

#### Answers

It is true that Paula was not being a good team player and that she was being rude. The other conclusions are false.

### 5 If Anna hasn't come yet, the meeting may have lasted longer than expected.

(page 104)

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

- **Pair.** Read the instructions aloud. Ask the students to work with a partner to complete the statements with their own ideas. Circulate and monitor for correct grammar.
- Have several pairs read one of their completed sentences.

#### Answers

(Answers will vary.)

- **Pair.** Ask the students to tell their partners about a situation they experienced that was similar to Nelson and Paula's. Encourage them to explain both the situation and what they did about it. For example, how long did they wait? Did they try to call the person? Did they get angry? Recap as a class.

## 6 I've tried to understand what caused the conflict.

(page 104)

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

- Read the instructions aloud. Ask volunteers to read each statement aloud. Check for comprehension by asking for a paraphrase of each statement. Ask the students to mark their responses as each statement is read.
- Give the students a few minutes to write other things they have done when they were angry with someone.
- **Pair.** Read the instructions aloud. Elicit the meaning of *positive resolution* (a positive result or outcome). Ask each pair to write three or four statements of advice for someone who gets angry easily.
- Recap by having each pair read its advice to the class. Ask the class to paraphrase each statement of advice. Write notes on the board.

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

# Lesson 3

## WARM UP

- Ask the students about cultural differences in communication. How do people from different cultures communicate differently? Brainstorm ways that people communicate other than through the words they use (*body language; tone of voice; posture; hand gestures*). How do these other ways of communicating differ from culture to culture? Write the responses on the board.
- Ask the students to think of trying to communicate with a person from a culture very different from their own. Ask them to imagine that a misunderstanding has occurred due to differing styles of communication. Elicit strategies that the students could use to repair the misunderstanding. Write the responses on the board.

## PRESENTATION

### *Interpersonal Relations*

- **Set the stage.** Remind the students that many “self-help” books and articles have been written in the last several decades. The writers of these books and articles try to help people find ways to improve themselves, their lives, and their relationships with the people around them.
- **Personalize the situation.** Ask the students whether they have ever read a self-help book or article. Elicit the different self-help topics the students have read or heard about (*nutrition; spiritual development; recovery from a personal tragedy; financial success*). Write the responses on the board.
- **Focus on selected items.** Explain that this self-help article presents one strategy that people can use to improve their communication skills. Ask how the students’ lives would benefit from improved communication with friends, co-workers, and families. Write their responses on the board.
- **Set the reading and listening task.** Write the following on the board: 1. *According to the author, what kinds of questions do not improve communication? What kinds of questions are better?* 2. *What are I-messages? How do they improve communication?* Ask the students to read along while you play the cassette.
- **Check the reading and listening task.** Ask the class for their answers. (1. *Yes/No and Why questions do not improve communication. Who, What, Where, and How questions are better.* 2. *I-messages are statements beginning with I. They involve both people in finding a solution to a problem.*) Ask what other points in the article were interesting and why.
- **Focus on vocabulary.** Write the following on the board and elicit or provide the meanings: *proactive (acting before there is a problem), reactive (acting after there is already a problem), motivation (a person’s reasons for doing something), consequences (the result of an action or event), to bark at someone (to yell at someone).*
- **Engage the students in pair work.** Read the discussion questions aloud. Encourage the students to give specific examples of ways in which they are or are not good communicators. Ask them to think of possible consequences of not being a good communicator.
- **Circulate and monitor progress.** Encourage the students to think of themselves as successful communicators. Remind them of things they have done in your class that showed their abilities in this area. Recap the discussion as a class.

## 1 Getting Along with Your Colleagues

(page 106)

### ► Reading

- Read the instructions aloud. Ask volunteers to read each statement aloud. Clarify meaning and ask the students to mark their responses.
- Ask the students to tally their scores. If you wish, have the students write their scores anonymously on small slips of paper. Ask a volunteer to collect the slips and read the scores aloud while another student writes them on the board. Discuss the results as a class, encouraging the students to explain what communication skills they would like to improve.
- Ask whether the students feel that some of the ideas are not necessary for good communication. Encourage them to explain the reasons for their opinions.

## 2 Rick's such a clear speaker.

(page 106)

### ► Reading ► Writing

- Read the instructions aloud. Ask two volunteers to read the example sentences aloud. Direct the students' attention to the two ways that the sentences begin. Elicit or explain the pattern for using *such* or *so* followed by a result clause (*such a/an + noun phrase + result clause; so + adjective phrase + result clause*). Point out that the noun in a *such . . . that* clause may or may not be preceded by an adjective.
- Ask the students to complete the sentences using *such a/an*, *such*, or *so*. Remind them to look carefully at the entire first clause. They should ask themselves whether the subject complement is a noun phrase or an adjective phrase. Review by asking what the sentence requires if the complement is a noun (*such a/an*) or if it is an adjective (*so*).
- Recap orally as a class. Ask the students to explain their answers.

### Answers

- |            |         |
|------------|---------|
| 1. such a  | 6. such |
| 2. such an | 7. so   |
| 3. so      | 8. such |
| 4. such an | 9. so   |
| 5. so      |         |

## 3 Tell me about what happened.

(page 107)

### ► Listening ► Speaking ► Reading ► Writing

- **Pair.** Read the instructions aloud. Write *encourage* and *discourage* on the board and elicit or provide the meanings. Ask the students to work in pairs.
- Recap as a class. Encourage the students to give reasons why certain comments would discourage communication.

### Answers

- |      |      |
|------|------|
| 1. e | 5. d |
| 2. e | 6. e |
| 3. e | 7. d |
| 4. d | 8. e |

- Ask the students to discuss the situations and write a response to each one in pairs. Recap the responses by having the pairs read both the statement and response.

### Answers

(Answers will vary.)

**Expansion (Speaking):** Ask the pairs to expand one of the situations in the activity into a short role-play. Encourage the students to use the communication techniques from this unit. After each pair has performed, ask the class how the people in the situation could have improved their communication.

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## 4 I feel so frustrated.

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### ► Speaking ► Writing

- **Pair.** Read the instructions aloud. Ask a volunteer to read the example sentence aloud. Have the students work in pairs to write two or three I-messages that they could use in their lives. Encourage them to think about situations in which they would like to improve their communication (*in relationships with spouses, roommates, or parents; in school or in the workplace*). Circulate and assist with content and language as needed.
- **Class.** Recap by having several pairs write their I-messages on the board. As a class, discuss the effectiveness of the I-messages. Elicit possible ways to improve the messages. Encourage the students to try using I-messages in their lives and tell the class whether this technique was successful.

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## 5 Online

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

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## 6 Wrap Up

(page 108)

- **Group.** Read the instructions aloud. Divide the class into groups of three or four. Ask the students to assign group roles. Give the students ten minutes to write their lists of characteristics. Circulate and assist with vocabulary as needed.
- **Class.** Ask the Reporters to write the lists on the board. As a class, look for similarities and differences between the lists.

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

## STRATEGIES FOR SUCCESS

### Exercise 1

- Complaining is something that is very culture-specific. This exercise offers the students a chance to role play several situations in which they must complain about something. If time permits, ask several pairs to role play for the class. Encourage the other students to offer ideas about how to make the complaint more polite or effective.

### Exercise 2

- In the previous two units (see Strategies for Success, Units 6 and 7, Exercise 2), the students set listening and speaking goals. Now, they are

setting *writing* goals. This list, too, should be copied onto an index card or Post-it™ as a daily reminder of the goals.

### Exercise 3

- It is often useful for learners to think about how their native language differs from English. They may need your guidance in identifying differences to help them get started. Think of items such as sounds and grammar points that are different. Assist the students in making a list of three to five problematic differences they could concentrate on in the next week.

## 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. Ask the students to think about a current social issue or a recent event in the news that concerns them. Write the topics on the board under the headings **Social Issues** and **Current Events**. Direct the students' attention to the example boxes for *The passive voice with modals* and *Modals in the past (perfect modals)*. Ask the students to choose one of the topics on the board and write three sentences of advice about it, using the appropriate modals. Elicit that they will probably use the passive voice to discuss social issues (*Poor children should be given free medical care*) and modals in the past to discuss recent events (*The robber must have had an accomplice*).
- Have the students read their sentences to a partner and ask for his or her opinion. Recap by having several volunteers tell the class what their topic is and what advice they gave. Encourage the class to respond to the advice with follow-up questions or further suggestions and advice.
- 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 6

(page 100)

#### *The Crystal Ball News*

- In this activity, the students create a news report based on their speculations about the future.
- Divide the class into groups of three. Ask the students to compare their responses to the survey in Exercise 6 and choose three statements about the future that they agree on. Have them elaborate on their predictions by asking each other questions about *who*, *where*, *when*, *why*, and *how* these changes would occur.
- Tell the students to imagine that they are television news reporters fifty years in the future. Instruct them to write a script for a three- or five-minute television news show reporting the predictions as current events. Clarify that the students should use verb tenses that give the correct time frame for the events (just before the time of the news report). Explain that the students will perform their news reports for the class.
- Explain that news teams usually have one person who is the *anchor* (*main reporter*) and other reporters who help present the news stories. Suggest that the groups use this format in their news reports. Remind them that each group member must speak during the report.
- If you wish, you can supply markers and large sheets of paper that the students can use to make visual aids for their reports.
- Allow the students to move the classroom furniture around in order to create a “set” for their news shows. Have each group present its news show to the class.

# WORKBOOK UNIT 8 ANSWER KEY

## Lesson 1, pages 65–68

### Exercise 1

- |                        |                                       |                     |
|------------------------|---------------------------------------|---------------------|
| 2. will it be repaired | 5. will be scheduled                  | 8. will be returned |
| 3. will be repaired    | 6. won't be deposited                 |                     |
| 4. will be analyzed    | 7. will the new schedule be given out |                     |

### Exercise 2

- |  |  |  |
|--|--|--|
| 2. No change                                     | 5. No change   | 8. Ways to increase production are going to be investigated. |
| 3. Nobody will be hired for the next six months. | 6. Employees will not be given raises for at least six months. | 9. No change   |
| 4. 10 percent of the staff will be laid off.     | 7. Costs are going to be cut.                                  |  |

### Exercise 3

Answers will vary.

### Exercise 4

- |   |   |
|---|---|
| 2. Computers can't be bought for less than \$100.   | 5. That bill should be paid by Friday.            |
| 3. That computer must be used at night.             | 6. The secret password must have been discovered. |
| 4. The meeting might ( <i>or may</i> ) be canceled. |   |

### Exercise 5

Errors are crossed out. Any necessary additions are bold.

I have received several complaints in the past week regarding our response time in customer service. Customers ~~must tell~~ **must be told** when there is going to be a delay in service. No customer should be asked to call back the next day. If the problem can ~~solve~~ **be solved**, it should ~~solve~~ **be solved** right away. If we don't take immediate action to change how complaints are handled, a lot of business will probably ~~lose~~ **be lost**. I think we can all ~~be agreed~~ **agree** that we hope that that won't ~~be happened~~ **happen**.

### Exercise 6

- |  |  |
|--|--|
| 2. Ivan hopes he'll get a better job. Ivan hopes to get a better job.              | 5. Sofia hopes she'll go to medical school. Sofia hopes to go to medical school.                   |
| 3. Lynn hopes she'll become a social worker. Lynn hopes to become a social worker. | 6. Tony hopes he'll get into an American college. Tony hopes to get into an American college.      |
| 4. Oscar hopes he'll open a restaurant. Oscar hopes to open a restaurant.          | 7. Yumiko hopes she'll become a team leader at work. Yumiko hopes to become a team leader at work. |

### Exercise 7

Answers will vary.

# WORKBOOK UNIT 8 ANSWER KEY

## Lesson 2, pages 69–70

### Exercise 1

Possible answers:

2. A teller may/might have misplaced it.
3. Some children may/might have been playing with matches.
4. They may/might have done well on their exams.
5. There may/might have been a fire.
6. He/She may/might have gone on vacation without telling anyone.
7. He/She may/might have been injured.
8. The children may/might have volunteered to help elderly people.

### Exercise 2

Possible answers:

2. The bank teller must have stolen the money.
3. The man must have forgotten he had something on the stove.
4. The students must have gotten their awards for helping people in need.
5. There must have been a fight.
6. The director must have been kidnapped.
7. The soccer player must have been injured.
8. The children must have been in a show.

### Exercise 3

3. He could have waited until the morning to continue driving.
4. His boss might have required him to drive too many hours.
5. He might not have realized how tired he was.
6. He could have pulled over and slept for a few hours.

# WORKBOOK UNIT 8 ANSWER KEY

## Lesson 3, pages 71–73

### Exercise 1

---

- |           |           |
|-----------|-----------|
| 2. such a | 6. such a |
| 3. so     | 7. so     |
| 4. so     | 8. such a |
| 5. so     |           |

### Exercise 2

---

Answers will vary.

### Exercise 3

---

- |      |                       |
|------|-----------------------|
| 1. a | 3. Answers will vary. |
| 2. c | 4. b                  |

### Exercise 4

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Answers will vary.

### Exercise 5

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- |                                     |                       |
|-------------------------------------|-----------------------|
| 2. Try to cool down. OR: Cool down. | 4. I'm fed up . . .   |
| 3. I've had it with my job.         | 5. Oh Dad, calm down. |