

UNIT 9

Overview

TOPICS

- Relationships at work
- Homesickness
- Worrying about family
- Resolving conflicts at work, at home

GRAMMAR

- Review: Conditional in real or possible situations
- Conditional in hypothetical situations
- Conditional in unreal past situations
- Modals in the progressive
- Modals in the past
- *Wish*
- *Unless*

COMMUNICATION GOALS

Listening and Speaking

- Listening for details
- Interviewing classmates and recording their responses
- Discussing how to handle conflict situations

Reading and Writing

- Taking a personality test
- Applying *dos* and *don'ts* to particular situations
- Setting goals for doing more reading in English

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

Personal Qualities

Responsibility
Sociability—demonstrates understanding, friendliness, adaptability, empathy, and exhibits self-control
Self-management

Competencies

Information

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

Interpersonal

Participates as a member of a team
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
- 0.1.4 Identify or use appropriate language in general social situations

4 Employment

- 4.8.5 Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies
- 4.8.6 Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing different points of view, offering options, and making compromises
- 4.8.7 Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups

7 Learning to Learn

- 7.1.1 Identify and prioritize personal, educational, and workplace goals
- 7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
- 7.4.1 Identify or utilize effective study strategies
- 7.5.3 Identify or use strategies to cope with negative feedback

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

Lesson 1

WARM UP

- Ask whether the students think it's a good idea to have personal friendships with co-workers. Encourage them to think of their own past or present work situations. Have they ever become close friends with someone they met at work? Was the friendship successful? Elicit the advantages and disadvantages of working with a close friend. Write the responses on the board.

PRESENTATION

Friendship in the Workplace

- **Set the stage.** Ask the students to cover the conversation and look at the picture. Elicit their opinion of Lynn's expression. Read the instructions aloud.
- **Personalize the situation.** Ask the students what they would do if they were in Eva's situation. Would they ask their co-worker what she was upset about? Or do your students feel that such a question would be inappropriate or too personal?
- **Focus on selected items.** Ask the class to predict how Lynn might respond to Eva's question. Ask the students how they would feel if a co-worker asked them what they were upset about. Would they tell the coworker, or would they prefer not to discuss the problem?
- **Set the listening task.** Write the following on the board: *What happened to Lynn recently? Why is she upset?* Play the cassette twice.
- **Check the listening task.** Ask for the students' answers. (*Lynn was recently promoted. She's annoyed at herself for not being able to accept Ms. Price's praising her in front of her co-workers.*) Write the responses on the board.
- **Practice the conversation in pairs.** Ask the students to practice the conversation in pairs. Encourage them to use natural intonation and expression. Ask a pair to perform for the class.
- **Engage the students in pair work.** Read the discussion questions aloud. Point out that these are general questions, not specifically related to the workplace. Encourage the students to support their opinions with examples from their own experience.
- **Circulate and monitor progress.** If necessary, prompt with questions to help the students think about both the positive and negative consequences of keeping feelings inside. Also ask about the advantages and disadvantages of talking about how you feel when you're angry or upset.

1 Are you an open book?

(page 112)

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

- Read the title aloud. Ask the class to speculate on what it means to be *an open book* (*people can know everything about you*). Point out that English has many idioms or special expressions that relate to the metaphor of an open book. Write *metaphor* on the board. Elicit or explain that a metaphor is a mental image that allows us to think of one thing in terms of another. In this case, people are compared to books—some are open and easy to know; others are closed and private.
- Read the instructions aloud. Ask volunteers to read the statements in the Open Book Test.

After each item is read, clarify meaning as needed and ask the students to mark the appropriate response.

- **Pair.** Read the instructions aloud. Depending on the needs of your class, you may choose to read the article aloud, to have several volunteers read it aloud, or to have the students read it in pairs (either aloud or silently). Ask the students to discuss their results with their partners. Encourage them to say whether or not they think the test accurately assessed their personality. Recap the discussion as a class.

2 You're easy to read.

(page 112)

► **Reading** ► **Writing**

- Ask the students to find all the words and phrases in the article that refer to books. Write their responses on the board. (Note: Some of these expressions are underlined. There are also additional references to the book metaphor that are not underlined: *cover to cover*, *emotional pages*, *open material*, *some chapters*, *broad circulation*, *"Chapters" of your life*, and *private papers*). Leave the expressions on the board for reference during the Expansion activity.
- **Pair.** Direct the students' attention to the chart on page 113. Ask the students to work with a partner and write the underlined expressions from the article under the correct heading. Recap as a class, writing the responses on a transparency or on the board.

Expansion (Writing): Ask the students to write a short paragraph about themselves using some of the expressions on the board. Request that the

Answers

Talking about feelings: open book; easy to read; read your face like a book; get things off your chest; open up; get a good read; get things out in the open.

Keeping feelings to oneself: hide behind a thick cover; off limits; wrapped up tight; hidden on the shelf; tucked away; hold them in.

students not refer to the article while they write. Ask them to look only at the expressions on the board and in the chart. (This will help them write original sentences instead of simply copying the ideas presented in the article.) Ask the students to read their paragraphs aloud in groups of three or four.

3 You can read their faces like a book.

(page 113)

► **Listening** ► **Reading**

- Read the instructions aloud. Ask volunteers to read the statements aloud. Explain that the students will hear a short talk or lecture that includes these ideas. Elicit predictions of the topic of the lecture (*how different people express emotions*). As a class, predict whether each statement will be true or false. Write the predictions on the board.
- Play the cassette twice. Recap as a class, replaying the cassette if necessary. Compare the results with the students' predictions.

Answers

- | | |
|------|------|
| 1. F | 4. T |
| 2. T | 5. F |
| 3. F | 6. F |

4 If Lynn rides on the carousel, she might get dizzy.

(page 113)

► **Listening** ► **Speaking**

- Read the instructions aloud. Direct the students' attention to the first picture and set of cues. Elicit the meaning of *carousel* (*merry-go-round*). Ask a volunteer to read the title of this activity aloud. Elicit other possible things that *will*, *might*, or *could* happen if Lynn rides the carousel.
- **Pair.** Ask the students to discuss the pictures with their partners. Encourage them to describe several different outcomes for each situation. Recap as a class.

5 What would you do if . . . ?

(page 114)

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

- Read the instructions aloud. Ask volunteers to read each cue, beginning with *What would you do if . . .*. Clarify meaning as needed. Ask the students to write their own responses in the chart.
- Ask two students to stand and model the mixer activity for the class using the first cue. Elicit or explain that the second student does not need to repeat the entire cue but can instead use contrastive stress and say *What would **you** do?* OR *And what about **you**?*
- Write the contrastive-stress questions (*What would **you** do? And what about **you**?*) on the board and underline the stressed *you* in each. Practice as a class. Use hand motions or tapping to emphasize the stress patterns.
- **Mixer.** Have the students circulate and ask their classmates what they would do in each situation. Instruct the students to write their classmates' names and responses in the chart. Recap the activity by asking them to explain what both they and their classmates would do in each situation. Encourage the students to give their opinions of each other's ideas.

6 They must have been enjoying themselves.

(page 114)

► Reading ► Writing

- Read the instructions aloud. Ask a volunteer to read the first cue and sample answer aloud. Ask whether the speaker is very certain or only slightly certain (*very certain*). Ask how the statement would change if the speaker were only slightly certain (*They may have been dancing*). Elicit other possible responses to the first cue.
- Write the sample answer on the board. Elicit that this sentence expresses a conclusion about an ongoing action in the past. Ask the students to explain how to form this structure (*could have + been + present participle*). Write this pattern on the board.
- **Pair.** Ask the students to work in pairs to write statements about each picture. Recap as a class. Encourage the students to explain why they are or are not sure of their assumptions.

Answers

(Answers will vary.)

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

Lesson 2

WARM UP

- Write *worry* on the board and elicit its meaning. Ask the students what kinds of things they worry about. Write their responses on the board.
- Ask when it is helpful to worry about things and when it is unhelpful. Elicit specific reasons and examples from the students' experience.

PRESENTATION

Going Home for a Visit

- **Set the stage.** Read the title aloud. Ask the students to cover the conversation and look at the picture. Ask them to identify the people and describe what's happening in the picture. (*Lynn is looking at a picture and seems sad. The picture could be of her family.*)
- **Personalize the situation.** Write *homesick* on the board and elicit or provide the meaning. Ask whether the students have ever felt homesick. Ask what they did to overcome their homesickness. Write their responses on the board.
- **Focus on selected items.** Elicit reasons why Lynn might be feeling homesick or sad. Ask what she could do to feel better.
- **Set the listening task.** Write the following on the board: *Why is Lynn worried? Why does she think that? What does she wish she had done differently? What does Gina suggest?* Play the cassette twice.
- **Check the listening task.** Ask the students for their answers. Write the responses on the board. Ask the students to uncover the conversation and check their answers. (*She thinks her mother is sick; Her mother didn't sound good and hadn't answered the phone the week before; She wishes she had gone to visit her mother during the summer; Gina says that Lynn should call her sister and ask if her mother's ill.*)
- **Focus on vocabulary.** Write the following on the board: *choked up; feel guilty; Stop all this should have, could have.* Ask the students to find each expression in the conversation. Elicit or provide the meaning of each expression (*very emotional; feel that you should have done something differently; Stop thinking about past possibilities*). Ask what the difference is between *being guilty* and *feeling guilty* (*The former means that you actually did something wrong; the latter describes an emotional state*).
- **Engage the students in pair work.** Read the discussion question aloud. Elicit the meaning of *to regret something (to wish you had done something differently)*. Encourage the students to describe the decision they made, why they regretted it, and what they should have done differently.
- **Circulate and monitor progress.** Encourage the students to discuss the results of their choices and what might have been different if they had made another choice. Recap as a class.

1 Lynn could have taken a week off from work to visit her family. (page 116)

► *Reading* ► *Writing*

- Direct the students' attention to the picture. Read the instructions aloud. Elicit the meaning of *what she could have done* (something it was possible for her to do but that she did not do).
- **Pair.** Ask the students to work in pairs to complete the activity. Recap by having

volunteers write their answers on the board. Elicit other possible answers.

Answers

(Answers will vary.)

2 Lynn's mother may have been tired. (page 116)

► *Reading* ► *Writing*

- **Pair.** Read the instructions aloud. Ask the students to work with a new partner to write possible explanations for each situation.
- Have several students write their answers on the board. Elicit other possible answers. As a

class, decide which response is the most probable for each situation.

Answers

(Answers will vary.)

3 Lynn should have been more careful. (page 117)

► *Reading* ► *Writing*

- Read the instructions aloud. Elicit or provide the meaning of *careless mistakes* (mistakes she made because she wasn't thinking about what she was doing).
- **Pair.** Ask the students to find a new partner. Point out that the students should give both negative and affirmative advice about each of Lynn's mistakes.
- Recap orally as a class.

Answers

(Answers will vary.)

- Summarize the perfect modals used in Exercises 1, 2, and 3. Write the modals *could have*, *may have*, *might have*, and *should have* on the board. As a class, review which modals refer to past possibility (*may have*, *might have*, *could have*) and which give advice about the past (*should have*, *could have*). Ask the students whether any of the negative forms have different meanings ("*Couldn't have*" refers only to past impossibility, and is not used to give advice about the past).

Additional Activity. See Unit 9 Appendix.

4 If Lynn had gone home last summer, her mother would have been delighted.

(page 117)

► Reading ► Writing

- Ask a volunteer to read the first example sentence aloud. Elicit what Lynn did or did not do last summer (*She didn't go home*). Elicit or explain that this sentence describes an unreal condition in the past (what would have happened if Lynn had gone home).
- Direct the students' attention to the verbs in the example sentences. Elicit that the *if*-clause (the condition clause) refers to Lynn's actions in the past. Remind the students that an unreal or hypothetical condition clause requires two changes: (1) a back-shift in tense and (2) a change from negative to positive (or positive to negative). Therefore, *She didn't go home* becomes *If she had gone home*.
- Ask what the complete verb in the result clause is (*would have been*). Elicit the three modals that are used in result clauses (*would; could; might*). Elicit that a result clause about the past uses *would have, could have, or might have*. Write the modals on the board. Explain that these are called perfect modals. Elicit the meanings of

these perfect modals (*would have* indicates certainty; *could have* indicates ability or possibility; *might have* indicates possibility).

- Ask the students what the difference is between the two example sentences (*The position of the two clauses has been reversed, but there is no difference in meaning*). Point out that a comma must follow the condition clause when it comes first in the sentence.
- Ask the students to complete the sentences. Recap by having several students write their answers on the board. As a class, check for content and grammatical accuracy.

Expansion (Writing): Ask the students to recall the regrets they discussed in the Presentation activity. Ask them to use unreal conditionals to write three sentences about what might have happened if they had done something differently. Have several volunteers write their sentences on the board.

5 What do you wish?

(page 118)

► Listening ► Speaking ► Reading ► Writing

- Ask volunteers to read the example question and response aloud. Elicit or explain that this question and response refer to the present. Ask whether the person responding owns a new car (*No*). Elicit that the verb following *wish* contains a tense back-shift because *wish* refers to situations that are unreal or counterfactual (*contrary-to-fact*).
- Ask volunteers to read the questions. Point out that all the questions contain a tense back-shift.
- **Mixer.** Read the instructions aloud. Use the second cue to model the activity with one or two volunteers. Their responses should begin *I*

wish I were . . . Point out that, in standard English, *were* is used for all pronouns (*I, you, he, she, it, we, they*) in hypothetical or counterfactual statements.

- Explain that the students should interview three classmates, asking all five questions. Suggest that they just make notes about the answers instead of writing complete sentences.
- **Class.** Recap as a class. Ask the students to tell the two or three most interesting things they learned about their classmates. Assist with grammar if needed.

6 Nelson wishes his team got along better.

(page 118)

► Reading ► Writing

- Read the instructions aloud. Ask two volunteers to read the examples aloud.
- Point out that that the students' answers can describe wishes for the past or the present. Ask a volunteer to read the first cue aloud. Elicit what Sofia might wish about the past (*She wishes she had passed the test*) or the present (*She wishes her course grade were higher*). Explain that the verb *wish* may be either past or present tense, depending on *when the person is wishing*. The tense of the second verb indicates whether the wish is about the past or the present. Remind the students to use a tense back-shift with the second verb.
- **Pair.** Ask the students to complete the activity with their partners. Encourage the pairs to write more than one sentence for each situation.
- Recap orally or on the board. Assist with pronunciation as necessary. Focus on reminding the students not to omit *had* when describing wishes about the past (this can easily occur when using contractions). Demonstrate by saying *I wish I cooked better* and *I wish I'd cooked better* and eliciting the difference in meaning (*The first sentence indicates that I don't cook well; the second sentence indicates that I didn't cook well on a specific occasion in the past*).

Answers

(Answers will vary.)

7 He could have been cordial.

(page 119)

► Listening ► Speaking ► Reading

- Read the instructions aloud. Ask volunteers to read the tips from the *Dos and Don'ts* lists aloud. Check for comprehension by asking for a paraphrase of each tip. Elicit or provide the meaning of unfamiliar vocabulary as needed.
- Ask volunteers to read each situation aloud. Ask the students to explain each situation in their own words. Elicit or provide the meaning of any new vocabulary.
- **Group.** Divide the class into groups of three or four. Ask the students to assign group roles.
- Clarify that each group should discuss all three situations. (If your time is limited, assign one or two of the situations to each group.) Ask the groups to write at least five statements about how they would have handled each situation.
- Recap as a class. Have all the groups report their ideas about the first situation. Follow with discussions about the second and third situations. Encourage the students to explain their solutions.

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

Lesson 3

WARM UP

- Ask the students to think about how people in their native cultures usually cope with problems. Do they discuss their problems with other people, or do they keep their problems to themselves? If they talk with other people, who do they talk with? Does it make a difference if it's a work-related problem versus a personal or family problem?
- Ask the students to compare how they handle problems with how people in other cultures usually handle problems. Which do they prefer?

PRESENTATION

Talking over Problems

- **Set the stage.** Ask the students to cover the conversation and look at the picture. Read the instructions aloud. Elicit the meaning of *conflict*, *resolution*, and *workshop* (a problem or disagreement with another person; a solution; a meeting or conference). Ask the students to explain *conflict-resolution workshop* (a meeting that helps people find solutions to personal disagreements or problems).
- **Personalize the situation.** Ask the students whether they have ever been to a workshop to help improve their communication or interpersonal skills. If so, encourage them to provide details about what happened and what they learned. If the students have not attended this type of workshop, ask them if they would consider doing so. Ask them to explain their responses.
- **Focus on selected items.** Ask the students to think about the conflict-resolution resources that are available to them at school or at work. Are there special people they can talk to if they have a problem with a classmate, a teacher, a coworker, or a supervisor? Encourage the students to give details about these resources. Ask whether the students would consider going to these people for help if they had a problem.
- **Set the listening task.** Explain that Irene is Sofia's classmate. Write the following on the board: *What is Irene's opinion of conflict-resolution workshops? What does Sofia say about talking to a counselor? Why does Sofia think she might go to the workshop?* Play the cassette twice.
- **Check the listening task.** Ask the students for their answers. Write them on the board. Ask the students to uncover the conversation and check their answers.
- **Focus on vocabulary.** Write the following on the board: *tools; professional therapist; I'm not sure I'd be comfortable; work out their differences.* Ask the students to work in pairs to discuss the meaning of each expression in this context (*techniques or strategies; a professional counselor, psychiatrist, or psychologist; I'm not sure that would be emotionally acceptable; find a solution to their disagreement*). Recap as a class. Write the responses on the board.
- **Engage the students in pair work.** Read the discussion questions aloud. Ask the students to think about different types of problems or conflicts they have.
- **Circulate and monitor progress.** Prompt the students by asking whether they have ever had a conflict at school or work and what they did about it. Recap the discussion as a class.

1 I'm willing to give up a lot to end this conflict.

(page 121)

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

- Read the instructions aloud. Read each term in the left-hand column aloud and ask the students to repeat. If you wish, you can write the terms on the board and mark the stressed syllables. Ask volunteers to read the five statements in the right-hand column. Elicit the meaning of *Why rock the boat?* (*Why cause problems?*).
- Play the cassette twice. Recap as a class, replaying the cassette if necessary.
- **Group.** Read the discussion questions aloud. Divide the class into groups of three or four and ask the students to assign group roles. Ask the Reporters in each group to write which style of conflict resolution each group member uses.
- Make a chart of the five styles of conflict resolution on the board. Make a column heading for each group. Ask the Reporters to fill in the chart with the number of people in their groups that use each style of conflict resolution. Encourage the students to explain why they use a particular method and whether it is usually effective.

Answers

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

2 I don't argue with my parents unless it's very important.

(page 121)

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

- Write the title on the board and ask a volunteer to read it aloud. Ask the students to restate the sentence using *if*. (*I don't argue with my parents if it's not very important. If it is important, I argue with my parents.*)
- Ask a volunteer to read the example sentence aloud. Ask the class to explain the meaning of the statement (*If I'm convinced that I'm wrong, I give in*).
- Read the instructions aloud. Ask the students to compare their answers in pairs after they have completed the activity. Recap as a class.
- **Group.** Read the discussion question aloud. Point out that the answers to the question will depend on how the students completed each sentence. Divide the class into groups of three or four and ask the students to assign only a Manager and a Time-keeper. Suggest that the students take turns reading their completed sentences aloud and discussing what style of resolution the person uses, based on that statement.
- Recap by asking volunteers to read one of their sentences aloud and tell the class what style of conflict resolution that person uses. Encourage the class to give other interpretations of that person's style.

Answers

(Answers will vary.)

3 Online

(page 122)

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

4 Wrap Up

(page 122)

- **Pair.** Read the instructions aloud. Tell the students not to put their names on their papers. If you want this to be even more anonymous, distribute paper for the students to write on so that the writers cannot be identified by the paper they use. Point out that each pair will choose one problem they need advice about.
- Give the students a few minutes to choose their problem and write about it. Encourage them to make their descriptions brief but detailed enough that another person can understand the problem. Collect the slips of paper in a box or a bag.
- **Class.** Ask the students to be sure to listen carefully to the advice that is given for their own problems. Ask a volunteer to choose one problem slip and read it aloud. If you wish, you can ask another student to write the class's suggestions on the board during the discussion. Limit the discussion to a minute or two for each so that all the problems can be discussed.
- **Pair.** Ask each pair to talk about the advice that was given for their problem and decide which advice was best. Ask each pair to write a paragraph about the problem and the advice. Collect the paragraphs.

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

STRATEGIES FOR SUCCESS

Exercise 1

- Good language learners are always looking for ways to continue practicing the language, and this exercise provides further practice. You may ask the pairs to write a paragraph for one or more of their descriptions.

Exercise 2

- In the previous three units (see Strategies for Success, Units 6, 7, and 8, Exercise 2), the students set listening, speaking, and writing goals. Now, they setting *reading* goals. This list should also be copied onto an index card or Post-it™ as a daily reminder of the goals.

Exercise 3

- The purpose of this activity is to get the students to listen carefully for each other's errors and then to stimulate the students to avoid those errors in their speech. Many of the students may make similar errors, so they can benefit from monitoring each other's errors. The important point is that mistakes can become useful windows to their ability, and the students can make mistakes work *for* them and not *against* them.

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 focus boxes for *Modals in the progressive* and *Modals in the past (perfect modals)*. Explain that the students will briefly act out a situation about the past and the class will describe it using these forms or other modal forms that they have learned. (Direct the students' attention to Lesson 1, Exercise 6 as a reminder of this type of activity.)
- Ask a volunteer to come to the front of the room. Quietly tell him or her "You are hot and sweaty because you have been running." Ask the student to act out this description. Elicit conclusions that could be made about the student. (*You must have been running. You must not be in very good shape.*) Ask the students to write brief descriptions similar to the one you told the volunteer. Circulate and assist as needed.
- Collect the descriptions. Ask a volunteer to choose a slip and act out the description. As a class, draw conclusions about the situation. Repeat until all the students have had a chance to act out one of the situations.
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use the skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 2, Exercise 3

(page 117)

If only I had known then what I know now!

- In this activity, the students work together to give meaningful advice about difficult personal situations.
- Ask the students to describe Lynn's situation and the decision that she made and now regrets (*She thinks her mother is sick, and she regrets not having gone to visit her last summer*).
- Ask the students to work in pairs to write a description of a difficult situation someone might be in because of a choice that they made. Distribute large index cards for the students to write their descriptions on.
- Point out that the situations do not need to be based on the students' own experiences. Invite the students to use their imaginations to create dramatic or extreme situations. Encourage the students to include information about the situation, what the person did, and what the result was. Circulate and assist with ideas, vocabulary, or grammar as needed.
- Put the description cards into a box or bag and have each pair draw a card. (If the students get their own card, they should draw again.) Have each pair write advice about what the person should have done differently and how the results might have been different.
- Ask each pair to read their situation card and their advice to the class. Encourage the class to give additional advice about the situation.

WORKBOOK UNIT 9 ANSWER KEY

Lesson 1, pages 74–76

Exercise 1

- | | |
|------------|---------------|
| 1. Rick | 3. Vivian |
| 2. Hyun-Ju | 4. Mr. Miquel |

Exercise 2

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

Exercise 3

- | | |
|---|--|
| 2. If it's 9:00, he must be jogging. | 6. If it's 6:00, he must be having dinner. |
| 3. If it's 9:30, he must be taking a shower. | 7. If it's 8:00, he must be attending English class. |
| 4. If it's 10:00, he must be eating breakfast. | 8. If it's 10:30, he must be watching TV. |
| 5. If it's 11:30, he must be working at the restaurant. | |

Exercise 4

- | | |
|---|---|
| 2. he must have been taking a shower. | 4. he must have been attending English class. |
| 3. he must have been working at the restaurant. | |

Exercise 5

- | | |
|----------------------------------|---|
| 2. They must have been talking. | 5. They must have been studying. |
| 3. She must have been speeding. | 6. He must have been walking in the rain. |
| 4. They must have been fighting. | |

WORKBOOK UNIT 9 ANSWER KEY

Lesson 2, pages 77-79

Exercise 1

1. No; No
2. Yes; No
3. Yes; No
4. No; Yes

Exercise 2

2. If Oscar hadn't gone back to Spain, he wouldn't have started working in his uncle's restaurant.
3. Nelson's colleagues would have liked him if he had gotten along with them.
4. Gina wouldn't have been happy if she hadn't gotten a job in the fashion industry.
5. If Tony had done badly on the TOEFL, he would have had to delay his college plans.
6. If Gina and Lynn hadn't taken a class together, they wouldn't have met.

Exercise 3

1. If Yoko had set her clock, she wouldn't have overslept.
2. The papers wouldn't have gotten wet if Yoko had closed the window.
3. Yoko wouldn't have gotten a ticket if she hadn't parked in a no-parking area.
4. Yoko wouldn't have had to pay a late fee if she had paid her bill on time.
5. If Yoko had been more careful, she wouldn't have sprained her ankle.
6. Yoko wouldn't have ruined her clothes if she hadn't used too much bleach.

Exercise 4

Possible answers:

2. She wishes (that) she made more money.
3. She wishes (that) she didn't get home from class late every night.
4. She wishes (that) she weren't tired all the time.
5. She wishes (that) she had a larger apartment.
6. She wishes (that) she didn't live in a noisy neighborhood.
7. She wishes (that) she had some good friends.
8. She wishes (that) she didn't feel lonely.

Exercise 5

Answers will vary.

WORKBOOK UNIT 9 ANSWER KEY

Lesson 3, pages 80–82

Exercise 1

- Unless I know a person well, I don't like to talk to him or her about personal matters.
- I don't get in the middle of arguments between friends unless they ask me to.
- Unless someone has hurt my feelings on purpose, I don't stay angry for very long.
- I stop talking to people I'm angry with unless they apologize to me.
- I'll talk to people about anything unless they want to talk about personal matters.

Exercise 2

Answers will vary.

Exercise 3

- c
- c
- d
- a

Exercise 4

Answers will vary.

Exercise 5

- get off my chest
- off limits
- get things out in the open
- hold them in
- open up
- easy to read
- an open book