

UNIT 10

Overview

TOPICS

- Visiting Spain
- Dating in the office
- Workplace etiquette
- Good relationships at work

GRAMMAR

- Review: Active causative
- Passive causative
- Noun clauses as objects
- Reported speech: commands; statements

COMMUNICATION GOALS

Listening and Speaking

- Role-playing a conversation
- Listening for details
- Reporting on Internet or library research
- Taking notes based on a listening

Reading and Writing

- Researching a topic on the Internet or in the library
- Writing two or three paragraphs based on the research
- Drawing conclusions based on information from a reading

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
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

0.2.4 Converse about daily and leisure activities and personal interests

4 Employment

4.4.1 Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement

4.6.1 Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism

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

7 Learning to Learn

7.1.1 Identify and prioritize personal, education, and workplace goals

7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule

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

7.4.1 Identify or utilize effective study strategies

7.5.5 Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems

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

- Ask whether the students keep in touch with former classmates. If they do, ask what they enjoy most about staying in contact. If they don't, elicit the reasons why. Write the responses on the board.
- Ask the students who they talk or write to most frequently: family, former classmates, or other friends. Ask how often they communicate with these people. Elicit who usually initiates the contact.

PRESENTATION

Getting Together

- **Set the stage.** Ask the students to cover the conversation and look at the picture. Read the instructions aloud. Elicit the meaning of *reminiscing* (*talking fondly about the past*). Ask the students to identify each character by name. Elicit things that the friends might be talking about. Write the responses on the board.
- **Personalize the situation.** Ask the students to imagine that it is three years in the future and that they are reminiscing about their time in your class. What would they talk about? What would be their favorite memories of their classmates?
- **Focus on selected items.** Ask the students to name the characters who are not in the picture. Remind them that some of the characters are no longer living in the United States. Write the names on the board (*Yumiko, Pablo, Oscar, Mr. and Mrs. Brennan*). Write *reunion* on the board. Elicit or provide the meaning (*getting together a group of people who have not seen each other for a long time*).
- **Set the listening task.** Write the following on the board: *What former classmates do the friends talk about? Where are the friends going to have a reunion? Who can and cannot come to the reunion?* 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. (*They talk about Yumiko, Pablo, and Oscar; The reunion will be in Spain; Ioan, Tony, and Gina can come, but Nelson and Lynn cannot.*)
- **Practice the conversation in groups.** Ask the students to practice the conversation in groups of five. (If necessary, have one student read both Gina's and Tony's parts.) Have a group of students perform for the class.
- **Engage the students in pair work.** Read the discussion questions aloud. Encourage the students to provide details about their reunions.
- **Circulate and monitor progress.** Prompt with questions about the reunions: *Where did they occur? Who was there? How many people attended?* Recap as a class.

1 Gina had her passport renewed.**(page 126)**▶ **Speaking** ▶ **Reading**

- Read the instructions aloud. Ask two volunteers to read the example sentences aloud. Remind the students that they studied the causative verbs *have* and *get* in Unit 3. Point out that these example sentences also use causative verbs, but in the passive form. They focus on the task that is being done (the action and the receiver of the action), not on the person doing it (the agent). Elicit the grammatical pattern used in these sentences (*have / get + receiver + past participle*) and write it on the board. Point out that, in this construction, there is no difference in meaning between *have* and *get*.
- **Pair.** Ask the students to work in pairs. Recap as a class.

Answers

1. She had / got her passport renewed.
2. She had / got her money changed.
3. She had / got her camera fixed.
4. She had / got her clothes dry-cleaned.
5. She had / got her hair cut.
6. She had / got her nails manicured.
7. She had / got her newspaper stopped.
8. She had / got her electricity turned off.

2 I'd like to have this film developed. **(page 126)**▶ **Listening** ▶ **Speaking** ▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Play the cassette once while the students listen. Ask one or two pairs to read the conversation aloud. Elicit that the conversation takes place in a camera store.
- Ask the students to choose a pair of items from the list and write a brief conversation about getting them done.
- **Group.** Read the instructions aloud. Divide the class into groups of four or six. Recap by having several students tell the class what their groupmates need to get done. (Note: If your class is small, you can do this as a whole-class activity.)

3 Could you get someone to photocopy these papers?**(page 127)**▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Ask volunteers to read the example sentences aloud. Remind the students that the active form of *get* requires an infinitive. Point out that, although all of the answers in the activity can be either active or passive, several of them more commonly use one form over the other.
- After the students have finished, recap orally or on the board. Elicit other possible answers.

Answers*(Other answers may be possible.)*

1. have / get this prescription filled
2. have / get some papers copied
3. have someone look at it
4. have / get it cleaned
5. get it fixed; have someone fix it

4 He was truly an amazing artist.

(page 127)

► Listening ► Reading

- Read the instructions aloud. Ask volunteers to read the statements. Elicit or provide the meaning of any unfamiliar vocabulary (*flamenco, bullfight*). Ask what your students know about the cultural activities the statements describe.
- Play the cassette twice. Recap as a class. Ask what the students heard that led them to their answers. Replay the cassette if necessary.

Answers

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

- **Pair.** Replay the cassette or ask the students to reread the statements. Instruct them to pick a topic they are interested in. Ask them to research the topic and bring notes to your next class. After the students discuss their topics in

pairs, the partners will report what they learned to the class.

- Before the students tell the class what they learned from their partners, direct their attention to the statements on page 127. Ask them to identify all the reporting verbs (*think; believe; agree; say; understand*). Point out that these verbs are followed by a complete clause. The clause can begin with *that*, but it isn't required.
- After each student reports to the class, ask the class what reporting verbs he or she used.

Grammar Note: A tense shift often (but not always) occurs in the clause following past tense reporting verbs such as *say, tell, ask, think, believe, agree, or understand* (*She said she loved flamenco music*). This tense shift will be covered in Lesson 2. With present tense reporting verbs, the tense shift does not occur (*She thinks flamenco music is terrific*).

5 I think that it's too late for Pablo to go to the bank.

(page 128)

► Speaking ► Reading

- **Pair.** Read the instructions aloud. When the students have completed the activity, recap as a class.

Answers

(Wording may vary.)

1. No, because the banks close at 2:00.
2. Yes, but she'll have to wait until the shops open again at 5:00.
3. Yes, because the restaurants are open until 4:00 and the cafés are open until well after midnight.
4. No, because the museums are closed on Mondays.

- **Class.** Read the instructions aloud. If possible, schedule a trip to a library so the students can become familiar with the print resources available to them. Also encourage the students to improve their Internet research skills using what they learned about search engines in Unit 6, Lesson 3.

- Discuss with the class your expectations and standards regarding plagiarizing (*copying information from other sources*). Explain that their writing should be in their own words, even though they will be getting ideas and information from other sources. If possible, conduct a special mini-lesson in techniques for quoting and citing sources without plagiarizing.
- After the students have read their paragraphs to the class, collect them for written comments.

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

Lesson 2

WARM UP

- Ask the students if they have ever overheard someone talking about them. Ask whether the people were being complimentary or critical. Ask how the students felt when they overheard the conversation. Did they take any action or just pretend that they hadn't heard? If they overheard something negative about themselves, did they change their behavior?
- Ask the students what they would do if they overheard someone saying something untrue about them to another person. Would they ignore it, confront the speaker, or talk to the person who heard the incorrect information?

PRESENTATION

Dating in the Workplace

- **Set the stage.** Ask the students to cover the conversation and look at the picture. Ask them to describe the situation. Read the title and instructions aloud.
- **Personalize the situation.** Ask the students what they would do if they were Lynn. Would they stay and listen or would they leave? Elicit reasons for their responses.
- **Focus on selected items.** Write the following on the board and elicit the meanings: *awkward, defensive, obvious, gossip*. Point out that *gossip* can be a verb or a noun. As a noun, it can refer either to the person who gossips or to the information that they transmit. (*She's always gossiping. She's such a gossip! But I don't listen to that kind of gossip.*)
- **Set the listening task.** Write the following on the board: *What does Mrs. Chin ask Lee? Why does she want to know? What does Lee tell her?* 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 add to their answers if necessary. Elicit the meaning of *Oh, man! (Oh, wow!)*.
- **Practice the conversation in pairs.** Ask the students to practice the conversation in pairs. Encourage them to use natural intonation. Have a pair perform for the class.
- **Engage the students in pair work.** Read the discussion question aloud. Encourage the students to think of advantages as well as disadvantages of dating in the workplace.
- **Circulate and monitor progress.** Prompt the students to think of situations they know about in which co-workers began dating. Recap as a class. Write two column headings on the board: **Advantages** and **Disadvantages**. Write the students' responses in the appropriate columns.

1 She said that people were talking about us.**(page 130)**▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Ask three volunteers to read the example sentences aloud (one volunteer reads both of Lynn's statements). Point out that Lynn is reporting what Mrs. Chin and Lee said *in the past*. Ask the students to identify the verbs in Mrs. Chin's statement and Lynn's reporting statement. Elicit that there is a tense shift in the reported statement. Repeat with Lee's statement and Lynn's reporting statement. Point out that the word *that* is optional in reported statements.
- Write the following on the board: *Miko said, "I could help you."* Point out that there is no additional tense shift required when reporting the past form of modals such as *would, could, and should*. Ask the class to report what Miko said (*Miko said she could help me*).
- Write the following on the board: *Jon said, "I would drive you home if I were going near your house."* Explain that there is no additional tense shift required when reporting a hypothetical or unreal condition clause. Ask the students to

report what Jon said (*Jon said he would drive me home if he were going near my house*).

- **Pair.** Ask the students to work in pairs to complete the conversation. Remind them to refer to the dialog on page 129. Ask them to practice the conversation after they have completed it. Circulate and assist with grammar as needed. Ask volunteers to write the answers on the board in complete sentences (*She said . . .*).

Answers

1. (that) people had noticed (that) he was spending a lot of time with me.
2. (that) she would try to find out.
3. (that) I would be very uncomfortable if I knew (that) people were gossiping about us.
4. (that) she just wanted to tell Mr. Nichols (that) there was nothing to worry about.

2 Gina asked Lynn if something had happened to her.**(page 130)**▶ **Listening** ▶ **Speaking** ▶ **Reading** ▶ **Writing**

- **Pair.** Read the instructions aloud. Ask two volunteers to read the example question and reported speech statement aloud. Ask the class to identify how the statement differs from the question (The statement contains *if*, has a tense shift, uses sentence word order, and ends with a period). Note these differences on the board. Ask the students to complete the task in pairs, first orally and then in writing.

- Recap orally or on the board.

Grammar Note: *Whether* can be used instead of *if* in reported *Yes/No* questions.

- **Class.** Read the discussion question aloud and discuss as a class. Alternatively, have the students discuss the question in pairs or small groups and then recap as a class.

3 Mrs. Chin asked Lynn if she liked the company. 🎧

(page 131)

▶ **Listening** ▶ **Speaking** ▶ **Reading**

- Read the instructions aloud. Review the meaning of *appropriate*. Ask the students to base their choices on their personal beliefs. Allow several minutes for the students to complete the task.
- **Pair.** Read the listening questions aloud. Play the cassette. Give the pairs several minutes to discuss their answers and their opinions of Mrs. Chin's questions.
- Recap as a class. Encourage the students to use reported speech when giving their answers (*Mrs. Chin asked if Lynn's supervisor knew that she and Lee were spending time together*). Ask the students what they think of Mrs. Chin's questions.
- Read the second set of instructions aloud. Ask the students to take notes while you play the cassette.
- Ask the students to report the advice that Mrs. Chin gave Lynn. Elicit the students' opinions of the advice.

Answers

Mrs. Chin asked questions 2, 4, 5, 6.

Answers

(Wording may vary.)

Mrs. Chin tells Lynn to consider whether her relationship is interfering with her work. She tells her to be honest with Lee about her concerns and to make sure to be in control of the situation. She suggests that Lynn tell Lee that she heard Mr. Nichols had been asking about their relationship.

4 What would you tell her?

(page 131)

▶ **Speaking** ▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Ask two volunteers to read the example sentences aloud. Elicit or provide the meaning of *interfere*. Have one student stand and read what Mrs. Chin says (*I just want to help*). Have the other student stand and give Mrs. Chin advice using the example sentences as cues. (*Be supportive. Don't interfere.*) Elicit that infinitives are used to report imperatives. Check for comprehension by using an imperative to tell the two students to sit down (*Sit down*) and then asking the class to report what you said (*You told them to sit down*).
- Ask the students to write at least three statements of advice for each character. Ask them to begin each statement with *I would tell . . .* Write three column headings on the board: **Mrs. Chin, Lynn, Lee**. Ask several volunteers to write their responses in the appropriate columns. Recap as a class.

5 I didn't know she said that.

(page 132)

▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Ask a volunteer to read what Mrs. Chin told Lee. Have another student read the sample answer. Ask the students to complete the statements using reported speech. Remind them that Lynn and Lee are speaking to each other.
- Ask volunteers to write their answers on the board. Check as a class.

Additional Activity. See Unit 10 Appendix.

Answers

2. not to let my (our) friendship interfere with my (our) work.
3. (that) you were worried about people talking in the office.
4. (that) Mr. Nichols knew about my friendship with you.
5. (that) these things happened all the time in the workplace.
6. (that) you would never want to cause problems for me.

6 My partner says he would never date someone at work. (page 132)

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

- **Pair.** Read the instructions aloud. Ask volunteers to read the questions aloud. Clarify meaning as needed. Ask the students to take only brief notes during their interview. Point out that their focus should be on understanding their partners' ideas, not on writing complete sentences.
- **Recap** the discussion as a class. Encourage the students to clarify their opinions if their partners do not report them accurately.
- **Group.** Read the instructions aloud. Divide the class into groups of three or four. Ask the students to assign group roles. Point out that the group must agree on what the company policies should be. Allow fifteen minutes for the task.
- **Recap** by having each group write its policies on the board. Compare the lists, looking for similarities and differences.

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

Lesson 3

WARM UP

- Ask what is most essential to having good relationships. Encourage the students to think of the different interpersonal skills and strategies they have discussed in your class. If necessary, prompt by asking about specific skills or qualities, such as respect for other people, honesty, openness, kindness, and willingness to help.
- Encourage each student to identify the one skill or characteristic that he or she thinks is the most important. Write the responses on the board. Ask the students for reasons and examples to support their choices.

PRESENTATION

Workplace Etiquette

- **Set the stage.** Ask the students to cover the article and look at the picture. Ask them to describe the situation. Read the title and instructions aloud. Elicit or provide the meaning of *etiquette* (*good manners*).
- **Personalize the situation.** Ask the students to think about their own work experiences. Elicit examples of good or poor workplace etiquette. Write the responses on the board.
- **Focus on selected items.** Ask the students to uncover the article and skim it quickly, looking for the author's main ideas or suggestions. Give them one or two minutes to skim. Have them cover the article again and restate the main points. Write the responses on the board. Elicit the details the students expect the author to provide as support for these main ideas. Write the details on the board.
- **Set the reading and listening task.** Ask the students to read while they listen. Instruct them to underline the words or phrases that state the most important details of each of the author's suggestions. Play the cassette once.
- **Check the reading and listening task.** Direct the students' attention to the list of main ideas that they made after skimming. Elicit any changes that they may want to make. Ask for the details they underlined in the article. Encourage them to discuss why they feel those details are the most important.
- **Focus on vocabulary.** Ask the students to find two words in the article that they are unfamiliar with or that are used in an unfamiliar way, such as *advance* being used as a verb. Ask them to discuss these words in pairs and try to determine the meaning from the context. Encourage them not to use their dictionaries. As a class, discuss as many of the words as time permits. For homework, have the students look up their words in a monolingual English dictionary and then write definitions and example sentences for each word.
- **Engage the students in pair work.** Read the discussion topic aloud. Point out that this topic relates both to work and to school relationships.
- **Circulate and monitor progress.** As you circulate, notice whether the students are focusing only on one type of relationship (school or work). If they are, prompt them with questions about how they would initiate the other type of relationship. Recap as a class.

1 I think that's a good idea.**(page 134)**▶ **Listening** ▶ **Speaking** ▶ **Reading** ▶ **Writing**

- **Pair.** Read the instructions aloud. Encourage the students to refer to the article on page 133 when choosing their answers. Circulate and assist with vocabulary as needed.
- **Group.** Read the discussion topic aloud. Divide the class into groups of three or four. Ask the groups to assign only a Manager and Time-keeper. As the students discuss their own situations, ask each group to choose one to share with the class.
- Recap the discussion as a class. Tally the choices on the board, then ask the students to explain their choices.

Answers*(Answers will vary.)***2 I can't say I agree with you. ****(page 135)**▶ **Listening** ▶ **Speaking** ▶ **Reading** ▶ **Writing**

- Read the instructions aloud. Point out that some of Garth Night's opinions are quite strong, while others are stated more moderately. Play the cassette once or twice. Recap as a class. Replay the cassette if needed.

Answers*(Wording may vary.)*

Listening: He disagrees because a worker can become invisible.

Responding: He agrees.

Doing your homework: He agrees.

Taking time for small talk: He disagrees because he got into trouble this way.

Advancing new ideas cautiously: He disagrees, because if you don't speak up, you'll never be heard.

3 Online**(page 135)***(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

- **Group.** Divide the class into groups of three or four. Have the students assign group roles. Ask each group to write one or two policies for each topic in the list, in addition to one of their own. Encourage them to use language that would be appropriate for an employee policy manual or other formal company document.
- Ask the groups to write their policies on the board or on transparencies. Alternatively, have each group read its policies to the class. Discuss which policies are the most easily understood and which are the fairest.

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

STRATEGIES FOR SUCCESS

Exercise 1

- This activity simply offers a way to review and reinforce the communication skills the students have already practiced. It's mechanical and easy to do, but it may remind the students of the many kinds of skills they have developed in English.

Exercise 2

- For this exercise, remind the students that it is an old-fashioned grammar review process. But point out that reviewing is appropriate not only because the students have just completed the course, but also because it is a strategy for

continued learning after this course. Good learners don't stop with a course; they keep on working at English for the rest of their lives.

Exercise 3

- At the end of a course, the students tend to feel that their work is done now and that they can "relax." Remind them that learning English goes on forever and that once they finish this course, they need to keep on trying out strategies for all skills. Help them to understand the importance of maintaining an intrinsic or personal motivation to learn beyond this English course.

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 summaries of causative verbs. Ask the students to write a "to do" list of four or five things they need to do in the next week. Point out that these should be brief notes, not complete sentences (*shoes; copies; dry-cleaning*). Ask the students to tell a partner about the things on their list, using causative verbs (*I need to get my shoes repaired*).
- Have several volunteers report what their partners said (*JongWon said he needed to get his shoes repaired*).
- 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 2, Exercise 5

(page 132)

Dear Mom and Dad . . .

- In this activity, the students predict what will happen to Lynn and Lee's relationship.
- Ask the students to imagine it is now six months in the future. As a class, brainstorm questions the students can ask about the relationship between Lynn and Lee. Are they dating? If so, is it causing problems in the workplace? Has one of them been promoted? Have they discussed the relationship with their families? Write the questions on the board.
- Ask the students to answer these questions with a partner. Encourage them to be creative as they think of the possible outcomes of the relationship.
- Have the students write a letter from either Lynn or Lee to their parents. The letter should tell the parents about the relationship and, if appropriate, ask for advice.
- Ask the students to read their letters aloud.
- As an extension, the students can exchange letters and write responses as if they were Lynn or Lee's parents.

WORKBOOK UNIT 10 ANSWER KEY

Lesson 1, pages 83–85

Exercise 1

- | | |
|--|--|
| 2. People go to a mechanic to have their cars fixed. | 6. People go to a dry cleaner to have their clothes cleaned. |
| 3. People go to a dentist to have their teeth examined. | 7. People go to a hair salon to have their hair cut. |
| 4. People go to a drugstore to have prescriptions filled. | 8. People go to a hardware store to have keys made. |
| 5. People go to a shoe repair shop to have their shoes repaired. | |

Exercise 2

- | | |
|--|---------------------------------|
| 2. got an optician to check your eyes | 6. got a prescription filled |
| 3. got a dentist to examine your teeth | 7. got some clothes cleaned |
| 4. had a hairdresser cut your hair | 8. had a pair of shoes repaired |
| 5. got a hardware store to make new keys for you | |

Exercise 3

Answers will vary.

WORKBOOK UNIT 10 ANSWER KEY

Lesson 2, pages 86–88

Exercise 1

Lynn: That embarrasses me.

Lee: It embarrasses me too, but there's nothing we can do about it. Do you want to continue seeing me?

Lynn: Yes, I do. I really enjoy your company.

Lee: I like being with you too. I've never met anybody before that I could talk to so easily.

Lynn: What I like about you is that you make me laugh. Everybody else around here is so serious.

Lee: Would you like to go to a party with me on the weekend? The music will be good, and I want you to meet some of my friends.

Lynn: I'd love to, but I can't go before 8 o'clock. I'm expecting a call from my family before that.

Lee: That's no problem. The party won't start until around 9. I'll pick you up at around 8:30.

Exercise 2

2. She said (that) Lee was dating Lynn.

3. She said (that) Lee gave Lynn a ride home quite often and she was curious, so she asked him.

4. She said (that) he didn't want to talk about their relationship and that he and Lynn were both very private people.

5. She said (that) she had only talked to Lee.

6. She said (that) she didn't know Lynn at all, but Lee was a very sweet guy.

7. She said it was too early to know that.

8. She said they had only been going out for a month.

10. She asked how Celia knew that.

11. She asked if Lee was serious about Lynn.

12. She wanted to know what Lynn said about Lee.

13. She asked if Celia thought they made a good couple.

14. She asked if Celia thought they would get married.

Exercise 3

2. Pat told Lynn not to go out with Lee after work and to see him only on the weekends.

3. Marge told Lynn to ask Lee if he was serious about his relationship with her.

4. Lucy told Lynn not to go out with Lee while she was working at the same company.

5. Rob told Lynn not to pay attention to what other people thought.

6. Mike told Lynn to tell the people she worked with to mind their own business.

7. Sam told Lynn not to worry about losing her job if she continued to see Lee.

8. Anna told Lynn not to say anything to her family about Lee yet.

WORKBOOK UNIT 10 ANSWER KEY

Lesson 3, pages 89–92

Exercise 1

Errors are crossed out. Any necessary additions are bold.

Gina was buying ~~for~~ her boss some things one day when she ran into Ivan. They ~~didn't see~~ **hadn't seen** each other for a while, so they caught up on the latest news. Gina told Ivan she ~~got~~ **had gotten** a job in the fashion industry and really loved it. Ivan said that he ~~is~~ **was** working as a part-time security guard while going to school. He was having ~~so~~ **such a** difficult time working and going to school at the same time that he couldn't get enough sleep. Gina told him that things ~~will~~ **would** get better.

Tony ~~talks~~ **is talking** to Sofia in the college library. Tony knows that if he ~~will want~~ **wants** to go to college in the US, he will have to pass the TOEFL. However, he's sure that if he ~~doesn't~~ **didn't** have to take the TOEFL, it ~~will~~ **would** be easy for him to get into college. He is resisting ~~to prepare~~ **preparing** for the test because he hates taking tests. Sofia is trying to encourage ~~that he think~~ **him to think** positively, and he agrees to stop ~~to talk~~ **talking** and to start studying.

Ivan, Nelson, Tony, Gina, and Lynn have gotten together. They ~~didn't see~~ **haven't seen** each other for a while, so they're happy to have the chance to talk. Several people **who** used to be in their class aren't in the States any more. Yumiko has gone back to Japan and found a job she really likes. She's been working there ~~since~~ **for** six months. Oscar is in Spain and hopes to open his own restaurant. Tony ~~has called up him~~ **has called him up** a few times and knows what ~~has Oscar been doing~~ **Oscar has been doing**. Perhaps if Oscar ~~didn't go~~ **hadn't gone** back to Spain, he would ~~open~~ **have opened** a restaurant in the States.

Exercise 2

1. a - 5; b - 3; c - 4; d - 2
2. b
3. They spend at least 40 hours a week there with individuals of similar backgrounds and interests. Also, workers may be so busy that they don't have time to socialize after work.
4. d

Exercise 3

Answers will vary.

Exercise 4

- | | | |
|---------------|----------------|--------------------|
| 1. courage | 5. usefulness | 9. achievement |
| 2. admirable | 6. aware | 10. accomplishment |
| 3. creativity | 7. imaginative | |
| 4. thorough | 8. inspiration | |