

GRAMMAR /
The Passive Voice:
Past and Present; Modal Verbs

INSTRUCTIONS FOR THE TEACHER

This grammar exercise is a supplement to the exercises of *In Charge 1*, Unit 5, pages 57 through 60.

1. As a warm-up, discuss commercial limousines with your students. Ask them what limos look like (inside and out), who the typical clientele is, and where they would expect to find a high concentration of limousines. If desired, refer students to Eastside Transportation Services (http://www.eastsidelimo.com/photo_limo.asp) for pictures of interiors and exteriors of limousines.
2. Distribute the Student Worksheet to your students. Have the students read the passage on the characteristics of a great limousine driver and write the correct verb phrases to complete the sentences.
3. As students finish the worksheet, have them work in pairs to compare answers and discuss their choices.
4. Go over the answers with the students. Alternatively have students do the worksheet in pairs, discussing their choices as they go along. Then have them join with another pair to compare answers.

Optional:

1. Have students, in pairs or groups, discuss whether they think they would make good or bad limousine drivers. Tell them to support their thoughts with reasons.
2. Have students say what they think the fun parts of limousine driving might be and what they think the worst parts might be.



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Student Worksheet

Name: _____

Read the following paragraph about being a good limousine driver. Fill in the blanks with the correct words or phrases from the list below. Use each phrase only once.

used to include
is known
have to be born
could be observed
were offered
have to be
need to be able

has been known
can be found
can be trained
weren't told
are
can mean
must have

In a city like Los Angeles, limousine drivers (1) _____ in demand. Good limousine drivers (2) can be found easily, but great limousine drivers are hard to find. Great limousine drivers (3) _____ many skills and talents. They (4) _____ good listeners, sharp dressers, extremely knowledgeable, outgoing, and professional. They (5) _____ to get along with all sorts of people. However, great limousine drivers don't (6) _____ that way; they (7) _____.

The training process of one limousine company (8) _____ a test on dealing with different passenger types. The trainee drivers had to interact with passengers who were unpleasant, emotionally needy, and difficult. However, they (9) _____ in advance which passengers actually worked for the company, and which were real passengers. This way, the trainee drivers (10) _____ in authentic situations. The drivers that passed the most difficult tests were the ones who (11) _____ the richest and most famous clientele. And all experienced limousine drivers know that a rich client (12) _____ a great tip! But that isn't always the case. For example, one very famous television talk show host (13) _____ for her bad tipping habits. She (14) _____ to leave drivers with only a "thank you" for a tip, despite traveling with enough luggage for two limousines!



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Answer Key

1. are
2. can be found
3. must have
4. have to be
5. need to be able
6. have to be born
7. can be trained
8. used to include
9. weren't told
10. could be observed
11. were offered
12. can mean
13. is known
14. has been known



SPEAKING / Professionally Speaking

INSTRUCTIONS FOR THE TEACHER

These exercises are a supplement to *In Charge 1*, Unit 5.

1. Distribute the Student Worksheet to your students. Inform them that they will be categorizing a list of professions by the typical average salary they receive in their countries. Emphasize that if students have jobs, they do not need to reveal their own salaries to their classmates.
2. Have students work in groups to compare their ratings and to discuss their opinions on the differences in salaries for different professions. You may choose to have groups share their thoughts with the class to compile a list of criteria for determining salary worth.

Optional:

1. Have the groups write on the board to share their thoughts with the class to compile a list of criteria for determining salary worth.
2. Have students research "salary surveys" on the Internet by using Google.com or another search engine.



SPEAKING / Professionally Speaking

Student Worksheet

Name: _____

A. The amount of money each profession gets paid tells a lot about the values of a society. Categorize the professions below by the salary they receive in your country. Put each one in the appropriate column in the table below.

bankers / salespeople / janitors / government officials / doctors / factory workers / school teachers / construction workers / nurses / house cleaners / celebrities / musicians / lawyers / secretaries / engineers / university professors / computer programmers / movie stars / commercial scientists / social workers / restaurant workers / farmers / top executives / airline pilots / professional athletes

way above average	above average	average	below average	way below average
				farmers

B. Work in groups. Compare your ratings and discuss the following questions.

1. What do you think determines the salaries different professions receive?
2. Do you agree with the amount of money each profession is paid? Are there any that you think should be paid more or less? Support your opinions with reasons.
3. What do you think should determine the salaries different professions receive?



Vocabulary

INSTRUCTIONS FOR THE TEACHER

These exercises are a supplement to Unit 5 of *In Charge 1*.

1. Distribute the Student Worksheet. Have your students first group the vocabulary words and phrases into lexical sets. Then have pairs compare answers. Alternatively, students could do the exercise in pairs as a timed exercise, competing to see who finishes first.
2. Then have your students work in pairs or groups to write a short story using seven words or phrases from the vocabulary list. This exercise could be done one of two ways: (1) have the students randomly choose seven words, circling the ones they want, or (2) have them start a story and then choose the words as they go along.

Optional:

Have pairs and groups read their stories to the class and then have the class vote for the winners in various categories such as the funniest, the strangest, the most complicated, the most logical, and the most illogical stories. To do this, write the names of each pair or group on the board with a title or summary line to remind students of which story came from which pair or group.



VOCABULARY
Student Worksheet

Name: _____

A. Answer the questions with the words and phrases listed below. You can use the words or phrases more than once.

pursue
to have under one's belt
taste buds
back out
hardship

daredevil
gear up
swirl
well-honed

cowardice
stash
envision
savor

1. Which word or phrase refers to a situation that has problems associated with it?

2. Which words or phrases are associated with eating food?

3. Which words or phrases have to do with fear or lack of fear?

4. Which words or phrases have something to do with the future?

5. Which words or phrases describe actions (not related to eating)?

6. Which words or phrases refer to characteristics that make a person more desirable for an employer?

B. Work in pairs or small groups. Write a short story using at least seven of the words listed above. Circle the words you use. Raise your hands as soon as you have finished your stories. The first pair or group to finish wins.

VOCABULARY
Answer Key

1. hardship
2. taste buds / savor
3. daredevil / cowardice
4. gear up / envision / pursue
5. stash / pursue / swirl / gear up / back out
6. well-honed / have under one's belt

