UNIT 8 OVERVIEW: Text Pages 71–80f



GRAMMAR

ADVERBS

slowly. carefully. sloppily. fast. hard. well.

COMPARATIVE OF ADVERBS

He should try to work	quicker. more quickly.	
	more carefully. more accurately.	
	faster. harder. better.	

AGENT NOUNS

actor dancer driver painter player runner	singer skier teacher translator worker

IF-CLAUSES

If	l we you they	feel	better,	l'll we'll you'll they'll	go to work.
	he she it	feels		he'll she'll it'll	

If	l'm we're you're they're	tired,	l'll we'll you'll they'll	go to sleep early.
	he's she's it's		he'll she'll it'll	

FUNCTIONS

DESCRIBING

He's a careless driver.
He drives very carelessly/slowly/fast/
well/....

EXPRESSING AN OPINION

I think he's a careless driver.

He should try to speak slower.

EXPRESSING AGREEMENT

You're right.

That's right.

That's true.

I know.

I agree.

I agree with you.

You're probably right.

ASKING FOR FEEDBACK

Am I working fast enough? Do I type fast enough?

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OFFERING FEEDBACK

You type too slowly.

EXPRESSING INTENTION

I'll try to type faster in the future. If it rains, I'll take the bus.

INQUIRING ABOUT INTENTION

How are you going to get to school tomorrow? What's Ken going to do tomorrow? What are you going to do tonight if you have a lot of homework?

INITIATING A TOPIC

You know . . .

OFFERING ADVICE

You should *work faster*. You shouldn't *drive so fast*.

EXPRESSING POSSIBILITY

If you drive too fast, you might have an accident.

NEW VOCABULARY

Finding a Job

apply in person benefits current job interview position desired previous resume salary skills

Job Skills

do lab tests install light fixtures serve customers take blood samples tune up engines wire a house

Occupations

auto mechanic electrician medical technician physician

Accident Report

complete
factors
immediate supervisor
injured
injury
lose time
maintenance
personnel department
safety equipment
submit
witness

Paycheck

deductions federal tax net pay pay period rate state tax

Adjectives

accurate awkward careful careless dishonest graceful hard impolite scary slow

Agent Nouns

card player chess player director driver painter player runner skier translator worker

Verbs

contribute dress evict itch oversleep stay up train translate

Miscellaneous

accident

bad luck

bank account decision ear enough fork four-leaf clover furthermore good luck horseshoe if in general knife ladder left luck mirror nature nightmare parent-teacher conference rent (n) shouldn't somebody spoon superstition

EXPRESSIONS

under

until

do well Hmm. Oh? Too bad! You're probably right.





Text Page 71: Unit Opening Page

VOCABULARY PREVIEW

You may want to present these words before beginning the unit, or you may choose to wait until they first occur in a specific lesson. If you choose to present them at this point, here are some suggestions:

- **1.** Have students look at the illustrations on student text page 71 and identify the words they already know.
- **2.** Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.
- **3.** Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the pictures. Practice the words in the following ways:
 - Say a word and have students tell the number of the illustration.
 - Give the number of an illustration and have students say the word.



Text Page 72: He Drives Very Carelessly

FOCUS

- Adverbs
- Agent Nouns

CLOSE UP

AGENT NOUNS

RULE: Many verbs can be converted into agent nouns by adding *-er* or *-or*.

Examples: teach-teacher

dance-danc**er** act-act**or**

Spelling Rule: For one-syllable verbs that end with a single consonant preceded by a

single vowel, the final consonant is doubled.

EXAMPLE: run-runner

ADVERBS OF MANNER

RULE: An adverb of manner is formed by adding *-ly* to the corresponding adjective.

Examples: slow-slowly

careful-carefully

SPELLING RULE: For adjectives that end in -y, the -y changes to -i and -ly is added.

-⊗-

Example: lazy-laz**ily**

Rule: There are several irregular adverbs of manner.

EXAMPLES: fast-**fast**

 $hard-\pmb{hard}$

loud-loud/loudly

 $\operatorname{good-}\!\mathbf{well}$

GETTING READY

Introduce adverbs of manner.

1. Write on the board.

slow–slowly careful–carefully

2. Say and demonstrate the following and have students repeat:

I'm slow.

[speaking slowly]
I speak slowly.

[walking slowly]

I walk slowly. $\,$

[writing slowly]
I write slowly.

I'm careful.

[speaking carefully]
I speak carefully.

[walking carefully]
I walk carefully.

[writing carefully]
I write carefully.

INTRODUCING THE MODEL

- 1. Have students look at the model illustration.
- **2.** Set the scene: "Two people are talking about a man who is driving."
- 3. Present the model
- 4. Full-Class Repetition.
- **5.** Ask students if they have any questions. Check understanding of new vocabulary: *careless, driver, carelessly.*
- 6. Group Choral Repetition.

- 7. Choral Conversation.
- **8.** Call on one or two pairs of students to present the dialog.

(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

- 1. A. I think she's a careful worker.
 - B. I agree. She works very carefully.
- 2. A. I think he's a slow chess player.
 - B. I agree. He plays chess very slowly.
- **1. Exercise 1:** Introduce the new words *careful, worker.* Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
- **2. Exercise 2:** Introduce the new words *slow*, *chess player*. Same as above.
- **3. Exercises 3–12:** Either Full-Class Practice or Pair Practice.

New Vocabulary

- 3. graceful
- 5. skier
- 6. run
 - runner
- 10. hard
- 11. accurate
- 12. dishonest card player

ACTIVITY WORKBOOK

Pages 68-70



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EXPANSION ACTIVITIES

1. Finish the Sentence ★★

Begin the following sentences, then call on individual students to repeat what you said and complete the sentence with the corresponding adverb:

<u>Teacher</u> <u>Students</u> A careful driver . . . drives carefully. A slow skier . . . skies slowly. A hard worker . . . works hard. A careless worker . . . works carelessly. A fast runner... runs fast. A beautiful singer... sings beautifully. A bad actor... acts badly. A good writer . . . writes well. A graceful dancer . . . dances gracefully. An accurate translates translator... accurately. A dishonest plays cards card player... dishonestly.

Variation: You can do this activity as a game with competing teams.

2. Match the Sentences ★★

a. Make the following set of matching cards:

A careless driver	drives carelessly.	
A careful driver	drives carefully.	
A good painter	paints well.	
A bad painter	paints badly.	
A fast runner	runs fast.	
A slow runner	runs slowly.	
An honest card player	plays cards honestly.	
A dishonest card player	plays cards dishonestly.	

- b. Distribute a card to each student.
- c. Have students memorize the sentence

portion on their cards, then walk around the room trying to find their corresponding match.

d. Then have pairs of students say their completed sentences aloud to the class.

3. Concentration ★

- a. Use the 16 cards you used for Expansion Activity 2 above.
- b. Shuffle the cards and place them face down in four rows of 4 each.
- c. Divide the class into two teams. The object of the game is for students to find the matching cards. Both teams should be able to see all the cards since concentrating on their location is an important part of playing the game.
- d. A student from Team 1 turns over two cards. If they match, the student picks up the cards, that team gets a point, and the student takes another turn. If the cards don't match, the student turns them face down, and a member of Team 2 takes a turn.
- e. The game continues until all the cards have been matched. The team with the most correct matches wins the game.

Variation: This game can also be played in groups and pairs.

4. Who Are They? ★★

a. Write on cards the following descriptions:

a bad actor/actress	a slow painter
a hard worker	a graceful dancer
a dishonest card player	a fast runner
a careless driver	an accurate translator

(continued)





EXPANSION ACTIVITIES (Continued)

- Have students take turns picking a card from the pile and pantomiming the agent noun on the card.
- c. The class must guess who the person is (a fast runner, a hard worker, etc.)

Variation: This can be done as a game with competing teams.

5. Associations ★

- a. Divide the class into pairs or small groups.
- b. Call out an adverb, and tell students to write down all the different verbs that adverb can describe. For example:

gracefully: dance, move, walk slowly: drive, speak, work

c. Have a student from each pair or group come to the board and write their verbs.

Variation: Do the activity as a game in which you divide the class into teams. The team with the most number of associations is the winner.

6. The Good and the Bad ★★

Have students choose an agent noun (for example, skier, dancer, actor). Then have them write sentences describing someone who is good at it and sentences describing someone who is bad at it. For example:

A good skier skies carefully.

A good skier skies gracefully.

A good skier doesn't ski carelessly.

A bad skier skies slowly.

A bad skier skies carelessly.

A bad skier doesn't ski gracefully.

7. Memory Chain ★★

a. Divide the class into groups of 5 or 6 students each.

- b. Tell each student to think of how he or she does something.
- c. One group at a time, have Student 1 begin. For example:

I drive carefully.

 d. Student 2 repeats what Student 1 said and adds a statement about himself or herself.
 For example:

Nancy drives carefully. I run fast.

e. Student 3 continues in the same way. For example:

Nancy drives carefully. Robert runs fast. I don't dance gracefully.

f. Continue until everyone has had a chance to play the memory chain.

8. True or False? ★★

Make the following statements with adverbs, and have students tell you whether they are true or false. If a statement is false, have students correct it.

A graceful dancer dances well.

A careful worker works carelessly.

An accurate translator translates badly.

A hard worker is a good worker.

A fast driver doesn't drive slowly.

A careless driver is a good driver.

A dishonest card player doesn't play cards honestly.

A slow chess player doesn't play chess fast.

A good actor acts badly.

(

A bad teacher doesn't teach well.

Variation: You can do this activity as a game with competing teams.



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Text Page 73: You Should Work Faster

FOCUS

• Comparative of Adverbs

CLOSE UP

Rule: The comparative of one-syllable adverbs or adverbs whose

forms are the same as adjectives is formed by adding -er.

Examples: fast-faster

hard–hard**er**

RULE: For adverbs of manner with three or more syllables, *more* is

added.

Examples: carefully—**more** carefully

gracefully—**more** gracefully accurately—**more** accurately

Rule: Some adverbs have both comparative forms.

Examples: quicker

more quickly

louder more loudly slower more slowly

RULE: There are some irregular adverbs of manner.

EXAMPLE: well-better

GETTING READY

1. Introduce the comparative of adverbs.

a. Write on the board:

quickly carefully quicker more carefully

b. Model and demonstrate the following comparatives and have students repeat:

[walking quickly]
I'm walking quickly.

[walking more quickly] I'm walking more quickly.

[writing carefully]
I'm writing carefully.

[writing more carefully] I'm writing more carefully.

- **2.** Present the comparative forms of adverbs at the top of text page 73.
 - a. Say each word and have students repeat chorally.

UNIT 8 2





b. Point out that some adverbs have both forms. (Refer students to the footnote at the bottom of text page 73.)

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each model before going on to the next. For each model:

- **1.** Have students look at the model illustration.
- **2.** Set the scene:
 - Model 1: "A worker and a supervisor are talking."
 - Model 2: "A little girl and her mother are talking."
- **3.** Present the model.
- 4. Full-Class Repetition.
- **5.** Ask students if they have any questions. Check understanding of the new word *enough*.
- 6. Group Choral Repetition.
- 7. Choral Conversation.
- **8.** Call on one or two pairs of students to present the dialog.

(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

- 1. A. Am I typing quickly enough?
 - B. Actually, you should type quicker (more quickly).
- 2. A. Am I dancing gracefully enough?
 - B. Actually, you should dance more gracefully.
- **1. Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
- 2. Exercise 2: Same as above.
- **3. Exercises 3–6:** Either Full-Class Practice or Pair Practice.

New Vocabulary

5. translate

ACTIVITY WORKBOOK

Page 71

EXPANSION ACTIVITIES EXPANSION ACTIVITIES

1. Guided Conversation Match Game ★

 a. Make a set of cards with Speaker A's and Speaker B's lines from the dialogs on student text page 73:

Am I working fast enough?	Actually, you should work faster.
Am I painting carefully enough?	Actually, you should paint more carefully.
Am I typing quickly enough?	Actually, you should type more quickly.

Am I dancing gracefully enough?	Actually, you should dance more gracefully.
Am I speaking loud enough?	Actually, you should speak louder.
Am I driving slowly enough?	Actually, you should drive slower.
Am I translating accurately enough?	Actually, you should translate more accurately.
Am I playing well enough?	Actually, you should play better.



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- b. Distribute the cards to students.
- c. Have students memorize the sentences on their cards and then walk around the room, saying their sentences until they find their match.
- d. Then have pairs of students say their matched sentences aloud to the class.

2. What's the Comparative? ★

Call out adverbs and have students tell you the comparatives:

fast loud slowly gracefully carelessly accurately well carefully hard loud

Variation: You can do this activity as a game with competing teams.

3. Concentration ★

a. Write the following on separate cards:

fast	faster	
slowly	more slowly	
quickly	more quickly	
well	better	
accurately	more accurately	
gracefully	more gracefully	
carefully	more carefully	
loud	louder	
carelessly	more carelessly	
hard	harder	

b. Shuffle the cards and place them face down in five rows of 4 each.

- c. Divide the class into two teams. The object of the game is for students to find the matching cards. Both teams should be able to see all the cards since concentrating on their location is an important part of playing the game.
- d. A student from Team 1 turns over two cards. If they match, the student picks up the cards, that team gets a point, and the student takes another turn. If the cards don't match, the student turns them face down, and a member of Team 2 takes a turn.
- e. The game continues until all the cards have been matched. The team with the most correct matches wins the game.

Variation: This game can also be played in groups and pairs.

4. Comparative Mime ★★

a. Write the following on the board:

What's the problem? What should he/she do?

b. Make up the following cards:

You aren't dancing gracefully enough.

You aren't typing fast enough.

You aren't painting carefully enough.

You aren't speaking loud enough.

You aren't playing the violin well enough.

You aren't working fast enough.

- c. Call on individual students to pick a card and pantomime the action on the card.
- d. Ask the class about what the person is doing.
 For example:

(continued)



EXPANSION ACTIVITIES (Continued)

Teacher: What's the problem? Student: He isn't dancing gracefully

enough.

Teacher: What should he do?

Student: He should dance more gracefully.

5. Mystery Conversations ★★★

- a. Divide the class into pairs.
- b. Write the following conversational framework on the board:

A. Am I	_ enough?
B. Actually, you should _	

c. Write roles such as the following on word cards and give one to each pair of students:

a child and a parent

an employee and a supervisor

a student and a teacher

two friends

two neighbors

a doctor and a patient

a husband and a wife

a sister and a brother

- d. Have each pair create a short dialog based on the conversational model on the board. The dialogs should be appropriate for the roles the students have on their cards.
- e. Have each pair present their dialog to the class. Then have the other students guess who the people are: Is a child talking to a parent? Is an employee talking to a supervisor?



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Text Page 74: He Should Try to Speak Slower

FOCUS

• Comparative of Adverbs

CLOSE UP

RULE: Comparative forms of adverbs of time are formed by adding *-er*.

Examples: late-later

 $early\!-\!earli\textbf{er}$

GETTING READY

Demonstrate and have students repeat some of the comparatives at the top of text page 74. For example:

[speaking softly]
I'm speaking softly.

[speaking softer]
I'm speaking softer.

[writing carefully]
I'm writing carefully.

[writing more carefully]
I'm writing more carefully.

INTRODUCING THE MODEL

- 1. Have students look at the model illustration.
- **2.** Set the scene: "Two people are talking about Bob."
- 3. Present the model.
- 4. Full-Class Repetition.
- **5.** Ask students if they have any questions.
- **6.** Group Choral Repetition.
- 7. Choral Conversation.
- **8.** Call on one or two pairs of students to present the dialog.

(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

In the exercises, students use the opposite of the adverb in each statement. All of those words can be found in the grammar boxes at the top of student text page 74 if students need them as a reference.

Examples

- 1. A. Timothy types very slowly.
 - B. You're right. He should try to type quicker/more quickly.
- 2. A. Carol skates very carelessly.
 - B. You're right. She should try to skate more carefully.

Answer Key to Comparative Adverbs 3-9:

- 3. louder/more loudly
- 4. earlier
- 5. later
- 6. neater/more neatly
- 7. softer/more softly
- 8. more politely
- 9. better
- **1. Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.

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- **2. Exercise 2:** Same as above.
- **3. Exercises 3–9:** Either Full-Class Practice or Pair Practice.

ACTIVITY WORKBOOK

Pages 72-73

New Vocabulary

- 6. dress (v)
- 8. impolite

EXPANSION ACTIVITIES

1. Tic Tac Adverbs ★★

 a. Have students draw a tic tac grid on their papers and then fill in their grids with 9 of the following adverbs:

loudly neatly
fast politely
early accurately
slowly softly
better impolitely
late sloppily

b. Say the beginnings of the following sentences, and tell students to cross out the word that finishes each sentence:

He likes noisy music. He plays it very ... I don't walk quickly enough. I walk ... He always wears very clean clothes. He dresses very ...

It's difficult to hear him when he speaks. He speaks very . . .

He doesn't like to drive slowly. He likes to drive very . . . They don't speak English very well. They want

to speak it . . .
She always says "please" and "thank you."
She speaks very . . .

He never says "please" or "thank you."

He speaks very . . . They always arrive before everyone else. They like to arrive . . .

They always arrive after everyone else. They always arrive . . .

She's very careful when she translates. She translates very . . .

He always wears dirty clothes that aren't very nice. He dresses very . . .

- c. The first student to cross out three words in a straight line—either horizontally, vertically, or diagonally—wins the game.
- d. Have the winner call out the words to check for accuracy.

2. Match the Conversations ★★

a. Make a set of matching cards based on giving advice. For example:

They speak very impolitely.	They should try to speak more politely.
They arrive very late.	They should try to arrive earlier.
They speak very loudly.	They should try to speak softer.
They do their homework carelessly.	The should try to do it more carefully.
They dress sloppily.	They should try to dress more neatly.
They walk very slowly.	They should try to walk faster.
They don't listen very well.	They should try to listen better.
They don't type accurately.	They should try to type more accurately.
They don't work hard.	They should try to work harder.



- b. Distribute a card to each student.
- c. Have students memorize the sentences on their cards, and then have students walk around the room saying their sentences until they find their match.
- d. Then have pairs of students say their matched sentences aloud to the class.

3. Concentration ★

- a. Use the cards from the above activity. Place them face down in three rows of 6 each.
- b. Divide the class into two teams. The object of the game is for students to find the matching cards. Both teams should be able to see all the cards since concentrating on their location is an important part of playing the game.
- c. A student from Team 1 turns over two cards. If they match, the student picks up the cards, that team gets a point, and the student takes another turn. If the cards don't match, the student turns them face down, and a member of Team 2 takes a turn.
- d. The game continues until all the cards have been matched. The team with the most correct matches wins the game.

Variation: This game can also be played in groups and pairs.

4. Always and Never! ★★

a. Write each of the following statements about people on word cards:

Brian always speaks very softly.

Susan never goes to bed early.

Bob and Tim always work slowly.

Dave never dresses neatly.

Gloria always plays her music very loudly.

Those people never play cards honestly.

Karen always plays tennis well.

Jack never does his homework carefully.

They always play cards honestly.

Betty never speaks impolitely.

Boris always translates carefully.

- b. Pass the cards out to students, and have each student in turn read the statement on
- c. Then call on another student to make a similar statement, using always or never and the opposite adverb. For example:

[card]

Brian always speaks very softly.

Student: I know. He never speaks loudly.

[card]

Susan never goes to bed early.

Student: I know. She always goes to bed late.

5. Giving Advice ★★★

- a. Write the statements below on cards.
- b. Give the cards to students, and have each student read the problem to the class.
- c. Call on other students to give advice, using the appropriate comparative adverb. For example:

[problem]

Joe never says "Thank you" or "You're welcome."

Student's Advice: He should try to speak more politely.

Problems:

Joe never says "Thank you" or "You're welcome."

Mrs. Morgan drives very carelessly.

(continued)





EXPANSION ACTIVITIES (Continued)

Rick's friends don't want to play cards with him because he sometimes plays dishonestly.

Nancy likes Max. She wants to go out with him, but her parents think he dresses sloppily.

Arthur arrives late at the office every day. His boss always gets angry at him.

Louise is a good student, but she sometimes speaks impolitely.

When Frank washes the dishes, he always breaks something.

Irene is lazy. She's afraid her boss might fire her.

When Roger talks, everybody gets an earache.

Janet wants to get a new job, but she works very slowly.

Steven likes to play his CD player very loudly, but when he plays it, his brothers and sisters can't do their homework.

How to Say It!

Expressing Agreement: In English, there are many ways to express agreement. The expressions on student text page 74 are used frequently to agree with the other speaker as well as to provide feedback in a conversation.

1. Set the scene: "These people are agreeing."

- **2.** Present the expressions.
- **3.** Full-Class Repetition.
- **4.** Ask students if they have any questions. Check understanding of the expressions.
- 5. Group Choral Repetition.
- **6.** Have students practice conversations on student text page 74 again, using these different expressions of agreement.
- **7.** Call on pairs to present their conversations to the class.



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READING Trying Harder

FOCUS

- Adverbs
- Comparatives of Adverbs

NEW VOCABULARY

awkward director do well furthermore in general

READING THE STORY

Optional: Preview the story by having students talk about the story title and/or illustrations. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.

- **1.** Have students read silently, or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
- **2.** Ask students if they have any questions. Check understanding of vocabulary.
- **3.** Check students' comprehension, using some or all of the following questions:

What does Michael's boss think about his work?

According to Michael's boss, how does he type?

What should he do?

How does he file?

What should he do?

How does he speak on the telephone?

What should he do?

What does Stella's director think about her work?

According to Stella's director, how does she speak?

What should she do?

How does she walk?

What should she do?

How does she dance?

What should she do?

What does Billy's teacher think about his behavior at school?

According to Billy's teacher, when does he arrive at school?

What should he do?

How does he dress?

What should he do?

How does he speak?

What should he do?

READING CHECK-UP

Q & A

- **1.** Call on a pair of students to present the model.
- **2.** Have students work in pairs to create new dialogs.
- **3.** Call on pairs to present their new dialogs to the class.

WHAT'S THE OPPOSITE?

- 1. slowly
- 2. carelessly
- 3. quietly
- 4. impolitely
- 5. well
- 6. neatly
- 7. gracefully
- 8. later
- 9. slower



READING EXTENSION

Job Descriptions

1. Present a job description. For example:

reception ist

A good receptionist should answer the telephone politely.
A good receptionist should dress neatly.
A good receptionist should be friendly.

- 2. Have students write a job description for a job they know well. Encourage them to include adverbs in their descriptions. If students don't have any job experience, have them describe the responsibilities of a good student.
- **3.** Have students share their descriptions in small groups and then with the class.



Text Page 76: If

FOCUS

• If-Clauses to Express Present Real Conditional

CLOSE UP

RULE: If-clauses with future meaning are used when speaking about

different possibilities in the future. The *if*-clause describes a condition (for example, *If it rains* . . ., *If the weather is good*, . . .), and the main clause describes the result if that condition is met. The verb in the *if*-clause is in the simple present. The verb in the result (or *main*) clause is often in the future. When the *if*-clause comes first in a sentence, it is followed by a comma.

EXAMPLES: If it's sunny, I'll walk.

If the weather **is** bad, he'll **go** to the movies. If they **have** a boy, they'll **name** him John.

GETTING READY

Review the future with will.

1. Put the following conversational model on the board:

A. Will _____ arrive soon?
B. Yes. ____ arrive in a few minutes.

2. Ask the following questions, and have students respond chorally and individually, using the appropriate contraction with *will*:

Will the train arrive soon?	(Yes.	It'll)
Will Jane arrive soon?	(Yes.	She'll)
Will David arrive soon?	(Yes.	He'll)
Will your friends arrive soon?	(Yes.	They'll)
Will we arrive soon?	(Yes.	We'll)
Will you arrive soon?	(Yes.	I'll)

INTRODUCING THE MODEL

1. Have students look at the model illustration.

- **2.** Set the scene: "This husband and wife are going to have a baby soon. They might have a boy, or they might have a girl."
- **3.** Present the model.
- 4. Full-Class Repetition.
- **5.** Ask students if they have any questions. Check understanding of the new word *if*.

Pronunciation Note

The pronunciation focus of Unit 8 is *Contrastive Stress* (text page 80). You should model this pronunciation at this point and encourage students to incorporate it into their language practice.

If they have a bóy, they'll name him Jóhn. If they have a gírl, they'll name her Jáne.

- **6.** Group Choral Repetition.
- 7. Choral Conversation.
- **8.** Call on one or two pairs of students to present the dialog.

(For additional practice, do Choral Conversation in small groups or by rows.)

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SIDE BY SIDE EXERCISES

Answer Key

- 1. A. How are you going to get to school tomorrow?
 - B. If it rains, I'll take the bus. If it's sunny, I'll walk.
- 2. A. What's Roger going to do this Saturday afternoon?
 - B. If the weather is good, he'll go to the beach. If the weather is bad, he'll go to the movies.
- 3. A. What's Rosa going to have for dinner tonight?
 - B. If she's very hungry, she'll have a big dinner. If she isn't very hungry, she'll have a sandwich.
- 4. A. What's Ken going to do tomorrow?
 - B. If he feels better, he'll go to work.

 If he doesn't feel better, he'll go to the doctor.

- **1. Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
- 2. Exercise 2: Same as above.
- **3. Exercises 3–4:** Either Full-Class Practice or Pair Practice.

How About You?

- **1.** For homework, have students write answers to the questions.
- **2.** Have students present their answers in the next class without referring to their written homework. Call on pairs of students to ask and answer.

ACTIVITY WORKBOOK

Pages 74-76

CAPACACA CARACACA CARACACACA CARACACA C

EXPANSION ACTIVITIES

1. Scrambled Sentences ★

- a. Divide the class into teams.
- b. Write individual sentences out of order on the board. For example:

l'il early. to if sleep tired, l'm go it tomorrow, go rains if movie. a l'il to she go work. feels if to back better, she'il

c. The first person to raise his or her hand, come to the board, and write the sentence in the correct order earns a point for that team. d. The team with the most points wins the scrambled sentence game.

Variation: Write the words to several sentences on separate cards. Divide the class into small groups, and have students work together to put the sentences into correct order.

2. Match the Sentences ★★

a. Make the following set of matching cards:

If they have a boy, ... they'll name him Carl.

If they have a girl, ... they'll name her Carla.

If it rains, ... I'll take an umbrella.



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If the weather is cold,	l'll wear mittens or gloves.
If I'm very hungry,	I'll have a big dinner.
If I'm not hungry,	l'll have a very small dinner.
If I'm sick,	I'll call the doctor.
If I have a lot of homework,	l'll study all weekend.

- b. Distribute the cards to students.
- c. Have students memorize the sentence portions on their cards and then walk around the room, saying their phrases until they find their match.
- d. Then have pairs of students say their matched sentences aloud to the class.

3. Grammar Chain: What If? ★★

- a. Have the class sit in a circle.
- b. Begin the grammar chain by saying:If it's sunny tomorrow, I'll go to the beach.
- c. Student 1 rephrases the result into a condition and then adds a new result. For example:

If I go to the beach, I'll go swimming.

d. Student 2 continues the chain in the same way. For example:

If I go swimming, I'll see a big fish.

e. Continue until everyone has had a turn.

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Text Page 77: If You Drive Too Fast, You Might Have an Accident

FOCUS

• *If-*Clauses with *might*

CLOSE UP

RULE: If-clauses with might are used when speaking about different

possibilities in the future. The *if*-clause describes a condition, and the main clause describes the result if the condition is met. The verb in the *if*-clause is in the simple present. The verb in the result (*main*) clause can be a modal of possibility (such as *might*, *can*, *could*). When the *if*-clause comes first in a sentence, it is

followed by a comma.

EXAMPLES: If you **drive** too fast, you **might** have an accident.

If you **eat** too quickly, you **might** get a stomachache.

INTRODUCING THE MODEL

- 1. Have students look at the model illustration.
- **2.** Set the scene: "A mother and son are talking in a car."
- 3. Present the model.
- 4. Full-Class Repetition.
- **5.** Ask students if they have any questions. Check understanding of new vocabulary: *shouldn't*, *Oh?*, *accident*, *Hmm.*, *You're probably right*.

Language Note

The adverb *too* is used to mean *excessively* and has a negative connotation: *If you drive too fast, you might have an accident.* Students sometimes confuse this word with *very*, which does not normally have this negative connotation.

- **6.** Group Choral Repetition.
- 7. Choral Conversation.

8. Call on one or two pairs of students to present the dialog.

(For additional practice, do Choral Conversation in small groups or by rows.)

SIDE BY SIDE EXERCISES

Examples

- 1. A. You know . . . you shouldn't eat so quickly.
 - B. Oh?
 - A. Yes. If you eat too quickly, you might get a stomachache.
 - B. Hmm. You're probably right.
- 2. A. You know . . . you shouldn't sing so loudly.
 - B. Oh?
 - A. Yes. If you sing too loudly, you might get a sore throat.
 - B. Hmm. You're probably right.



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- **1. Exercise 1:** Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
- 2. Exercise 2: Same as above.
- **3. Exercises 3–8:** Either Full-Class Practice or Pair Practice.

New Vocabulary

- 5. ear
- 6. scary nightmare

4. Exercise 9: Have students use the model as a guide to create their own conversations, using vocabulary of their choice. Encourage students to use dictionaries to find new words they want to use. This exercise can be done orally in class or for written homework. If you assign it for homework, do one example in class to make sure students understand what's expected. Have students present their conversations in class the next day.

ACTIVITY WORKBOOK

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EXPANSION ACTIVITIES

1. Different Emotions ★

Have students practice reading the model conversation, using any combination of these different emotions:

Speaker A is upset and anary.

Speaker A is worried about Speaker B.

Speaker B is interested in what Speaker A says.

Speaker B isn't interested in what Speaker A says.

Speaker B is angry at what Speaker A says.

2. Match the Sentences ★★

a. Make the following set of matching cards:

If you eat too fast,	you might get a stomachache.
If you touch those wires,	you might get a shock.
If you don't watch your step,	you might fall.
If you drive too fast,	you might have a car accident.
If you go sailing,	you might get seasick.

If you read all you might hurt night, ... your eyes. If you speak people won't listen to impolitely, . . . you. If you arrive late for you might lose work.... your job. If you do your you might not do well homework on the test. carelessly, ... If you dance too you might step on fast.... my feet.

- b. Distribute the cards to students.
- c. Have students memorize the sentence portions on their cards and then walk around the room, saying their phrases until they find their corresponding match.
- d. Then have pairs of students say their completed sentences aloud to the class.

3. Sense or Nonsense? ★★

- a. Divide the class into four groups.
- b. Make four sets of the cards from Expansion Activity 2 above.

(continued)





EXPANSION ACTIVITIES (Continued)

- c. Mix up the cards and distribute sets of cards to each group, keeping the if-clauses and endings cards in different piles.
- d. Have students take turns picking up one card from each pile and reading the sentence to the group. For example:

If you speak impolitely, . . . you might get seasick.

- e. That group decides if the sentence makes sense or is nonsense.
- f. After all the cards have been picked, have the groups lay out all the cards and put together all the sentence combinations that make sense.

4. Grammar Chain: Watch Out! ★★

- a. Have the class sit in a circle.
- b. Start the chain game by saying:

Watch out! If you drive too fast, you might have an accident.

 c. Student 1 rephrases the result into a condition and then adds a new result. For example:

If you have an accident, you might have to go to the hospital.

d. Student 2 continues the chain in the same way. For example:

If you have to go to the hospital, you might be very upset.

e. Continue until everyone has had a turn.

5. Sentence Game $\star\star\star$

a. Divide the class into pairs or small groups.

b. Write the following *might*-clauses on the board:

You might lose your job. The teacher might get mad at you.

You might get a sore throat.

You might have nightmares.

You might break your leg.

You might catch a cold.

You might meet a new friend.

You might have a wonderful time.

You might get an earache.

- Have the groups brainstorm possible ifclauses to precede each of these mightclauses.
- d. Have students share their ideas with the class.

6. Dictate and Discuss ★★★

- a. Divide the class into pairs or small groups.
- b. Dictate sentences such as the following, and then have students discuss them:

If you drive too slowly, you might have an accident.

If you don't sleep enough, you'll make more mistakes.

If you go to many rock concerts, you'll hurt your ears.

If you practice English every day, you'll learn a lot.

If you sit next to an open window, you might catch a cold.

If you watch too much TV, you'll become a boring person.

c. Call on students to share their opinions with the rest of the class.



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READING Good Decisions

FOCUS

• If-clauses

NEW VOCABULARY

bank account decision evict left oversleep rent (n) stay up until

READING THE STORY

Optional: Preview the story by having students talk about the story title and/or illustrations. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.

- 1. Have students read silently, or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
- **2.** Ask students if they have any questions. Check understanding of vocabulary.
- **3.** Check students' comprehension, using some or all of the following questions:

What does Ronald want to do?

What will happen if he stays up late to watch a movie?

What will happen if he doesn't get to bed until after midnight?

What will happen if he's tired in the morning?

What will happen if he oversleeps? What will happen if he's late for work?

What does Barbara want to do? What will happen if she buys a new car?

What will happen if she has to take a lot of money out of her bank account?

What will happen if she doesn't have much left?

What will happen if she doesn't have enough money to pay the rent?

▼READING CHECK-UP

WHICH WORD IS CORRECT?

- 1. doesn't, tired
- 2. he's, fire
- 3. buys, won't
- 4. doesn't, evict
- 5. want, aren't

READING EXTENSION

Sequencing

1. Dictate the following sentences:

He might oversleep.

His boss might fire him.

He won't get to bed until after midnight.

He'll be late for work.

He wants to watch a movie on TV.

He'll be tired in the morning.

- **2.** Have students read the story again and then put the sentences in the logical sequence.
- **3.** In class, have students read their sequences aloud.
- **4.** Repeat with the following sentences from the second story:

She'll have to take a lot of money out of her back account.

Her landlord might evict her.

She won't have enough money to pay the rent.

She wants to buy a car.

She won't have much money left.

How About You?

Have students complete the sentences any way they wish and then share their ideas with the class.

UNIT 8 267











LISTENING

Listen and choose the best answer to complete the sentence.

- **1.** If I do my homework carelessly, . . .
- 2. If Sally doesn't feel better soon, . . .
- **3.** If you sit at your computer for a long time, . . .
- **4.** If I stay up late tonight, . . .
- **5.** If you don't speak loudly, . . .
- **6.** If you don't work hard, . . .

Answers

- **1.** b
- **2.** a
- **3.** b
- **4.** b
- **5.** b
- **6.** a



ON YOUR OWN: Superstitions

FOCUS

• Review of if and will

ON YOUR OWN ACTIVITY

- **1.** Introduce the three *good luck* superstitions.*
 - a. Go over the new vocabulary: good luck, four-leaf clover, horseshoe.
 - b. Read from the book or play the audio one or more times.
 - c. Ask students to tell about any other *good luck* superstitions they know.
- **2.** Introduce the four *bad luck* superstitions.
 - a. Go over the new vocabulary: bad luck, under, ladder.
 - b. Read from the book or play the audio one or more times.
 - c. Ask students to tell you about any other *bad luck* superstitions they know.
- 3. Introduce the other superstitions.
 - a. Go over the new vocabulary: *itch*, somebody, say good things, say bad things, knife, fork, spoon, mirror.
 - b. Read from the book or play the audio one or more times.
 - c. Ask students to tell about any other superstitions they know.
 - *In the United States, as in countries all over the world, *superstitions* are part of the folk culture passed on through word of mouth. Students usually enjoy discussing these colorful beliefs.

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PRONUNCIATION

Contrastive Stress: In English, stress always falls on the words that bring new information. When contrasting *conditions* and *results*, the pitch rises equally on the key words in the *condition clause* and on the key words in the *result clause*.

Focus on Listening

Practice the sentences in the left column. Say each sentence or play the audio one or more times. Have students listen carefully and repeat.

Focus on Pronunciation

Practice the sentences in the right column. Have students say each sentence and then listen carefully as you say it or play the audio.

If you wish, have students continue practicing the sentences to improve their pronunciation.



JOURNAL

Have students write their journal entries at home or in class. Encourage students to use a dictionary to look up words they would like to use. Students can share their written work with other students if appropriate. Have students discuss what they have written as a class, in pairs, or in small groups

ACTIVITY WORKBOOK

Check Up Test: Pages 79–80



GRAMMAR FOCUS

Answers

- 1. slow, slowly
- 2. careful, carefully
- 3. well, good
- 4. late, earlier
- 5. I'm, I'll
- 6. she, she'll
- 7. you, you'll
- 8. rains, we'll

Multilevel Variation ★★★

Challenge *above-level* students to cover the grammar boxes as they complete the grammar exercises.



Text Page 80a LIFE SKILLS

- Job interview
- Stating skills & work experience

CONVERSATION Describing Job Interest, Skills, & Work History

- 1. Have students look at the photos. Ask:
 "Where are these people?" (They're in an office.) "What's happening?" (The man is at a job interview.) Have students look at the four sample job application forms. Introduce the new vocabulary: position desired, skills, current, previous, serve customers, auto mechanic, tune up engines, electrician, install light fixtures, wire a house, medical technician, take blood samples, and do lab tests.
- **2.** Model the conversation with a student volunteer.
- **3.** In pairs, have students practice the conversations as you circulate around the classroom, helping students as necessary.
- **4.** Call on students to present their conversations to the class.

TEAMWORKPreparing for a Job Interview

1. Write the questions from the previous conversation exercise on the board:

What kind of job are you looking for? Tell me about your job skills. Where do you work now? Where did you work before that?

- **2.** Divide the class into pairs and have students complete the form and then share their information with a partner, asking the questions on the board.
- **3.** Call on students to present their conversations to the class.

Multilevel Variation ★★★

Challenge *above-level* students not to look at the questions on the board during their conversations, but instead to form the questions on their own.

LIFE SKILLS ENRICHMENT

Work Skills and a Job Application

Life Skills Worksheet 21

Make copies of Life Skills Worksheet 21 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their answers in pairs.





<u>....</u>

1. Disappearing Dialog ★

Write the conversation from student text page 80a on the board and ask for two student volunteers to read the conversation. Erase a few of the words from the dialog and have two different students read the conversation. Erase more words and call on two more students to read the conversation. Continue erasing words and calling on pairs of students until everyone has had a turn and the dialog has disappeared.

2. Associations ★

a. Divide the class into small groups. Call out an occupation from the lesson on student text page 80a and have the groups write down as many associations as they can think of. For example:

medical technician: [hospital/doctor's office/blood sample/needle/lab] electrician: [electricity/wires/light fixture]

b. Have the groups call out their words and make a common list on the board.

3. Story Dictation Game ★★

 a. Make up a 4- to 5-sentence story, using several words from the lesson. Write the story in large print on a piece of paper. For example:

> Carol is looking for a job as a waitress. She's friendly and energetic. She knows a lot about food. She can take orders and serve customers.

- b. Put the paper on the far side of the room or out in the hallway.
- c. Divide the class into pairs. One student from each pair runs to read the story and then returns to dictate the story to his or her partner. The runner may go back and forth as many times as necessary. The first pair to finish the story correctly wins.

At a Job Interview: Prompt the Response! ★★

a. Dictate responses at a job interview such as the following to the class:

I can speak English and I can type. I'm looking for a job as a waitress. I work at a courthouse. I worked at a library.

b. Have students write questions or prompts for which these responses would be correct. For example:

Answer: I can speak English and I can type.

Question: Tell me about your skills.

Answer: I'm looking for a job as a waitress. Question: What kind of job are you looking

for?

c. Have students compare their prompts with each other.

Variation: Write the responses on cards. Divide the class into groups and give each group a set of cards.

5. Find the Right Person! ★★★

Activity Master 40

- a. Duplicate Activity Master 40 and give a copy to each student.
- b. Practice questions students will need to ask to get the information on the Activity Master:

What are your job skills? Where do you work now? Where did you work before your current job?

- c. Have students walk around the classroom asking their classmates the questions. When a student finds a classmate described on a line of the Activity Master, have that student write the classmate's name and then move on to talk to another classmate.
- d. The first student to fill in names for all the lines wins the game. Have that student then report back to the class about all the classmates he or she spoke with.

(continued)









6. Guess Who! ★★★

a. Write the following on the board:

I can	_, and I can
I now work at	;
Before that,	I worked at

- b. Have students take out a piece of paper and use the cues on the board as guidelines to write true sentences about themselves.
 (Note: Not all students may be currently employed.)
- c. Collect the papers and mix them up. Read each paper aloud to the class and have students guess who the person is.

Text Page 80b LIFE SKILLS

Asking for permission at work



- **1.** Have students look at the photograph. Ask: "Where are they?" (At work.) "Who are they?" (They're both employees. He's the boss.)
- 2. Divide the class in half. Model line A and have Group 1 repeat. Model line B and have Group 2 repeat. Point out that it's customary in the U.S. to give a reason when asking for permission to do something at work. It isn't enough simply to ask permission without explaining why.
- **3.** In pairs, have students practice the conversations as you circulate around the classroom, helping students as necessary. Introduce new vocabulary: parent-teacher conference.





- **1.** Tell the class that one good reason to leave work early is to take a family member to the doctor. Ask: "What are other good reasons to ask to leave work early? What are bad reasons?" Write a few students' ideas on the board.
- 2. Have students continue brainstorming in pairs and taking notes on student text page 80b. Circulate around the classroom, helping students as necessary.
- **3.** Call on students to share their ideas with the class. Write a common list on the board of good and bad reasons for taking time off of work.

LIFE SKILLS ENRICHMENT

Requesting a Schedule Change

Life Skills Worksheet 22

Make copies of Life Skills Worksheet 22 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their answers in pairs.



1. Disappearing Dialog ★

Write the conversation from student text page 80b on the board and ask for two student volunteers to read the conversation. Erase a few of the words from the dialog and have two different students read the conversation. Erase more words and call on two more students to read the conversation. Continue erasing words and calling on pairs of students until everyone has had a turn and the dialog has disappeared.

2. Telephone Story ★

a. Divide the class into large groups. Have each group sit in a circle. Whisper a short story to one student in each group. For example:

Bill has to ask to leave work an hour early today. He needs to go to court. He has a traffic ticket.

- b. The first student whispers the story to the second student, who whispers it to the third student, and so forth around the circle.
- c. When the story gets to the last student, that student says it aloud. Is it the same story you started with? The group with the most accurate story wins.

3. Category Dictation ★★

 Have students make two columns on a piece of paper and write the following at the top of each column:

> Good Reasons Bad Reasons

b. Dictate reasons for requesting a schedule change and have students write them in the appropriate column. For example:

Good Reasons
I have to go to court this afternoon.
I have to take my son to the doctor.

Bad Reasons
I have to go
shopping.
I have to clean my
apartment.

c. As a class, in pairs, or in small groups, have students check their work.

Text Page 80c LIFE SKILLS READING

· Help wanted ads

- 1. Have students look at the ads. Ask: "Where do you see ads for jobs like these?" (In the newspaper.) Introduce the new vocabulary: apply in person, benefits, salary, train (verb), and resume.
- **2.** Introduce the following abbreviations by writing the full words on the board and having students find and circle the abbreviations in the text:

part-time
hour
full-time
years
experience
required
excellent
Monday to Friday
preferred
week
month
evenings
more than two

Abbreviations
PT
hr.
FT
yrs.
exp.
req.
excel.
M-F
pref.
wk.
mo.
eves.
2+

- **3.** Have students take turns reading the ads aloud to the class as students follow along.
- **4.** Have students work individually to read the text again silently and complete the comprehension exercise. Have them compare answers in pairs, small groups, or as a class.

Answers

 1. C
 5. D

 2. D
 6. C

 3. B
 7. D

 4. A
 8. B

MULTILEVEL VARIATION ★★★

If *above-level* students complete the comprehension exercises quickly, have them write the help-wanted ads in full words. For example:

Cashier

A donut shop needs a part-time cashier two weekday nights from 7:00 P.M. to 11:00 P.M. and two weekend days from 8:00 A.M. to 4:00 P.M. More than nine dollars an hour. (etc.)

TEAMWORK

- **1.** For homework, have students cut out help wanted ads from the newspaper.
- **2.** In the next class, write the following questions on the board:

What is the job?
Where is the job?
What are the hours?
What is the pay?
Is experience required?
How should people apply for the job?

3. Have students share their ads and answer the questions on student text page 80c, using the questions on the board as a guide.

MULTILEVEL VARIATION ★

For below-level students, make photocopies of a few help wanted ads and have a small group work together on the same ads, answering the questions together.

LIFE SKILLS ENRICHMENT

Help Wanted Ads

Life Skills Worksheet 23

Make copies of Life Skills Worksheet 23 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their answers in pairs.

ACTIVITY WORKBOOK

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UNIT 8 2'







1. Concentration ★

Activity Master 41

- a. Divide the class into pairs. Make multiple copies of Activity Master 41, cut them into cards, and give one set to each pair.
- b. Have students shuffle the cards and place them face down in two rows of 13 each.
- c. The object of the game is for students to find the matching cards. Both students should be able to see the cards, since concentrating on their location is an important part of playing the game.
- d. Student A turns over two cards and if they match, the student keeps the cards. If the cards don't match, the student turns them face down and Student B takes a turn.

The play continues until all the cards have been matched. The team with the most correct *matches* wins the game.

2. Matching Want Ads ★★

Activity Master 42

- a. Make a copy of Activity Master 42, cut it into cards, and distribute the cards randomly, one to each student.
- b. Have students circulate around the room trying to find their match. The students with the full-word want ads read them aloud and the students with the abbreviated want ads listen while they look at the abbreviations in their ads. When students have found their match, have them compare their cards and then come show you.

3. Your Dream Job ★★★

Have students write an ad for their dream job. Have students share their advertisements in pairs.

Text Page 80d LIFE SKILLS READING

· Paycheck & pay stub

- 1. Have students look at the paycheck and pay stub. Ask: "What's this?" (A paycheck and pay stub.) Ask questions to get students oriented—for example: "How much is the paycheck for? What's the pay date? What kinds of pay rates are on the pay stub?"
- 2. Say the following words and have students point to them in the paycheck and pay stub on student text page 80d: rate, pay period, federal tax, state tax, deductions, and net pay. Circulate around the room to make sure students are pointing to the correct items.
- **3.** Introduce and explain the new vocabulary:
 - earnings—the money a person makes regular rate—how much a person usually makes an hour
 - overtime rate—how much a person makes an hour, after the person works the usual 40 hours a week
 - gross pay—the total amount of money a person earns before taxes and deductions state tax—money that goes to the state government for government services
 - federal tax—money that goes to the national government in Washington, D.C. for government services
 - deductions—the money that comes out of a paycheck for taxes and health insurance
 - FICA—Social Security (Federal Insurance Contributions Act)—a government retirement plan
 - Medicare—a government health care plan for poor or older people
 - health (health insurance)—the money taken out for a company's health insurance plan
 - net pay—the amount of money a person receives after the employer takes out taxes and deductions

4. Have students work individually to complete the comprehension exercise. Then have them compare answers in pairs, small groups, or as a class.

Answers

 1. B
 5. D

 2. C
 6. A

 3. D
 7. B

 4. A
 8. D

MULTILEVEL VARIATION ★

Have *below-level* students work on the comprehension exercise in pairs to provide each other with more support.

THINK & SHARE

Have a student volunteer read the questions aloud to the class. Discuss the answers as a class.

Answers

Taxes: Federal and state taxes.

Deductions: Social Security, FICA/Medicare,
and health insurance

LIFE SKILLS ENRICHMENT

Reading a Pay Stub

Life Skills Worksheet 24

Make copies of Life Skills Worksheet 24 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their answers in pairs.

ACTIVITY WORKBOOK

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EXPANSION ACTIVITIES

1. Scrambled Words ★

a. Choose words from the lesson and write them on the board with the letters scrambled out of order. For example:



b. Have students take turns guessing what the word is. [earnings]

Variation 1: Do the activity in pairs or small groups, with students taking turns scrambling words for others to guess.

Variation 2: Do the activity as a class game with competing teams.

2. True or False? ★★

Make statements using vocabulary from the pay stub on student text page 80d and have students decide whether the statements are true or false. If a statement is false, have students correct it. For example:

Overtime pays 150% of the regular rate. [True.] Gross pay is the total amount a person earns before taxes. [True.]

Holiday pay is the same as regular pay. [False. It's higher.]

Variation: Do the activity as a class game with competing teams.

3. Finish the Sentence! ★★

Divide the class into two teams. Begin sentences about the pay stub on student text page 80d and have students from each team take turns finishing them. For example:

Mei's usual rate of pay is ... \$11.00 an hour. Mei's overtime rate of pay is ... \$16.50 an hour. The total amount of money Mei earned in this pay period, before taxes and deductions, is ... \$561.00.

In this pay period, Mei Lam paid \$18.92 for . . .

In this pay period, Mei Lam paid \$37.84 for . . . federal tax.

In this pay period, Mei paid \$36.18 for . . . FICA and Medicare.

In this pay period, Mei paid \$42.25 for . . . health insurance.

In this pay period, Mei Lam got a paycheck for . . . \$425.81.

In this pay period, Mei worked a total of 42 . . . hours.

Mei Lam gets paid two times her usual rate when she works on . . . a holiday.

The team with the most correctly completed sentences wins the game.

4. Pay Stub Bingo ★★★

Activity Master 43

- a. Make multiple copies of Activity Master 43 and give one to each student.
- b. Have students write any nine words from the word box in their grid.
- c. Randomly define the words in the word box using the definitions on Teacher's Guide page 273. Tell students to identify that word and look for it in their grids. If they have that word on their grids, they should cross it out.
- d. The first student to cross out three boxes in a straight line—vertically, horizontally, or diagonally—wins.

5. Information Gap: Pay Stub ★★★

Activity Master 44

- a. Make multiple copies of Activity Master 44 and cut them in half (Pay Stub A and Pay Stub B).
- b. Divide the class into pairs. Give each partner a different pay stub—A or B. Have students share their information and fill in their pay stubs. For example:
 - A. How much is Linda's regular rate of pay?
 - B. Fourteen dollars an hour.
- c. When the pairs have finished completing their pay stubs, have them look at their partner's pay stub to make sure they have written the information correctly.





MULTILEVEL VARIATIONS

- ★ Allow below-level students to look at one another's pay stubs and find the answers to all the questions and complete the pay stubs together.
- ★★★ Challenge above-level students to fold the questions under the pay stub and form their own questions to ask their partners.

Text Page 80e LIFE SKILLS READING

Accident report

- 1. Have students look at the accident report. Set the scene: "A custodian had an accident at work. He broke his arm. This is the report about the accident." Introduce the new vocabulary items: complete and submit, personnel department, injured, maintenance, witness, nature, injury, safety equipment, factors, contribute, lose time, physician, and immediate supervisor.
- 2. Give students a few minutes to read the form silently. Ask questions about the report to check their comprehension. For example: "What's the name of the employee who had the accident? Is the employee a man or woman? What's his address? What's his date of birth? What's his job?"

Have all students number the lines of the Accident Report (1–14). When answering questions, have students identify where they find the information so their classmates can easily follow along.

3. Have students work individually to read the text again silently and complete the comprehension exercise. Have them compare answers in pairs, small groups, or as a class.

MULTILEVEL VARIATION ★

Have *below-level* students work in pairs to provide each other with more support while doing the comprehension exercise.

Answers

- **1.** D
- **4.** A
- 2. B 3. D
- **5.** B
- **6.** C

THINK & SHARE

- **1.** Have a student volunteer read the questions aloud to the class.
- **2.** Ask students to brainstorm various workplaces—for example: hotel, restaurant, hospital, and medical lab. Write students' ideas on the board.
- 3. Ask students what kinds of accidents and injuries can happen in each of the workplaces. Discuss with the class what employers and employees can do to avoid these accidents. Write students' ideas on the board.

LIFE SKILLS ENRICHMENT

Reading an Accident Report

Life Skills Worksheet 25

Make copies of Life Skills Worksheet 25 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their answers in pairs.

ACTIVITY WORKBOOK

Page 152



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1. Find the Synonyms! ★

Activity Master 45

Note: Often official forms such as the accident report on student text page 80e use language that is different from everyday English. This activity helps students translate the language in the report into English they are more familiar with.

- a. Make multiple copies of Activity Master 45 give one to each student.
- b. Have students find the synonyms in the accident report on student text page 80e and then compare their answers in pairs.

2. True or False? ★★

Make statements about the accident report on student text page 80e and have students decide whether the statements are true or false. If a statement is false, have students correct it. For example:

Orlando is a custodian. [True.]
Orlando fell off a shelf. [False. He fell off a ladder.]

Variation: Do the activity as a game with competing teams.

3. How Much Do You Remember? ★★★

Divide the class into pairs. Have students close their books and retell to each other what they

remember about the accident report on student text page 80e. Then have them open their books and check to see how much they remembered.

4. Role Play: What Happened? ★★★

 a. Brainstorm with the class questions an employee in the Personnel Department might ask Orlando Cortina about his accident.
 Write their questions on the board. For example:

What happened?
When did it happen?
Where did it happen?
How did the accident happen?
Why did you fall?
Who saw the accident?

- b. Divide the class into pairs. Have students write a conversation about the accident between Orlando Cortina and someone from the Personnel Department.
- c. Circulate to help students as necessary.
- d. Have students perform their role plays for the class.



Text Page 80f ASSESSMENT

- · Check-up test
- Self-evaluation checklists

CHECK-UP TEST



Note: Have students use pencils for the check-up test.

- 1. Read item number 1 aloud. After students have identified the correct answer, show them how to fill in the bubble on the Answer Sheet.
- **2.** Have students do the check-up test and then review the answers as a class.

Answers

 1. A
 4. D
 7. B
 9. C

 2. C
 5. D
 8. D
 10. B

 3. B
 6. A

SKILLS CHECK



Words:

Explain to students that this is a list of adjectives and adverbs they have learned in the unit. Have students take turns reading each pair of words aloud to the class. Have students put a check next to the pair of words if they feel they have learned them. Encourage students to get a small notebook where they can write down words that are difficult for them.

I can:

Explain to students that this is a list of skills they have learned in the unit. Read each item aloud to the class. Ask pairs of students to demonstrate the skill. For example:

Teacher: I can ask and answer: What kind of

job are you looking for? Student A: What kind of job are you looking

for?
Student B: I'm looking for a job as a medical

Student B: I'm looking for a job as a medical technician.

Have students put a check next to the item if they feel they have learned it. Use this information to determine which lessons you may want to review or reinforce for the entire class or for particular students.

TEST PREP WORKBOOK

Pages 33-38



282 UNIT 8

EXPANSION ACTIVITIES

1. Do You Remember the Words? ★

Check students' retention of the vocabulary depicted on the opening page of Unit 8 by doing the following activity:

- a. Have students open their books to page 71 and cover the list of vocabulary words.
- b. Either call out a number and have students tell you the item, or say an item and have students tell you the number.

Variation: You can also do this activity as a game with competing teams.

2. Telephone Story ★

a. Divide the class into large groups. Have each group sit in a circle. Whisper a short story to one student in each group. For example:

Lisa wants to watch a scary movie tonight. If she watches a scary movie tonight, she won't sleep well. If she doesn't sleep well, she'll be tired in the morning. So she might watch a comedy instead.

- b. The first student whispers the story to the second student, who whispers it to the third student, and so forth around the circle.
- c. When the story gets to the last student, that student says it aloud. Is it the same story you started with? The group with the most accurate story wins.

3. Dictation ★★

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Have students take turns dictating words or questions from the Skills Check on student text page 80f. Write the correct word or question on the board so students can immediately correct their dictations.

Adverb Associations ★★

Call out adverbs and have groups write down as many verbs associated with those adverbs as they can think of. For example:

accurately: [translate/type/do math]

gracefully: [dance/walk/move]

softly: [speak/sing/whisper/play music]

sloppily: [dress/write/work]

5. Tic Tac Adverbs ★★★

Activity Master 46

- a. Duplicate Activity Master 46 and give one copy to each student.
- b. Have students write the nine words in the word box in the Tic Tac grid in any way they wish.
- c. Tell students that you are going to say the opposites of the words in their grids. So when they hear a word, they should look for the opposite of that word and cross it out. The opposites are:

carelessly honestly politely fast late sloppily gracefully loudly well

- d. The first person to cross out three words in a straight line—either vertically, horizontally, or diagonally—wins the game.
- e. Have the winner call out the words to check the accuracy.

6. What's Wrong? ★★★

a. Write several sentences such as the following on the board or on a handout that you give to students. Some of the sentences should be correct and others incorrect. For example:

Am I working quick enough?
Could I possibly leave early today?
He drives very careless.

If he will speak louder, people will hear him.

If she goes to bed late, she might oversleep.

If she's tired, she'll go to bed early. If they have a girl, they'll name him Robert.

She should paint more careful. What kind of job you looking?

They dance very bad.

They should try to run more fast.

Could I possible leave work early today?

b. Divide the class into pairs. The object of the activity is for students to identify which sentences are incorrect and then correct them. Have students compare their answers in small groups.

Variation: Do the activity as a game with competing teams. For each team's turn, write one sentence on the board and have the team decide whether the sentence is correct or not. If it isn't correct, the team must correct it. Every time a team is right, that team receives one point. The team with the greatest number of points wins.

7. Dialog Builder! ★★★

 a. Divide the class into pairs. Write a line on the board from a conversation such as the following:

Hmm. You're probably right.

Other possible lines are:

That's true.

I agree with you.

Actually, you should try to . . .

Oh?

I'm looking for a job as a waitress.

I understand.

Excuse me.

- b. Have each pair create a conversation incorporating that line. Students can begin and end their conversations any way they wish, but they must include that line in their dialogs.
- c. Call on students to present their conversations to the class.





Text Pages 81–82: Side by Side Gazette



FEATURE ARTICLE You're Hired!

PREVIEWING THE ARTICLE

- **1.** Have students talk about the title of the article and the accompanying photograph.
- **2.** You may choose to introduce the following new vocabulary beforehand, or have students encounter it within the context of the article:

answer confident confidently correct describe directly enthusiastically experience express eye contact firm firmly handshake honestly interest interview interviewer job applicant job interview learn personnel officer promptly shake hands skills successful thank-you note tip truth

READING THE ARTICLE

- 1. Have students read silently, or follow along silently as the article is read aloud by you, by one or more students, or on the audio program.
- **2.** Ask students if they have any questions. Check understanding of vocabulary.

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3. Check students' comprehension by having students answer the following questions:

When you have a job interview, . . .

How should you dress?
When should you arrive?
How should you shake hands? Why?
How should you look at the interviewer?
How should you listen to the interviewer's
questions?

What should you say about yourself? How should you speak? How should you answer questions? What should you do after the interview?

4. Have students discuss the questions at the end of the article in small groups or as a class.

ACTIVITY WORKBOOK Page 80a Exercise A

EXPANSION ACTIVITY

Role Play: What's Wrong? ★★

- 1. Divide the class into pairs.
- 2. Have each pair develop a role play of a job interview based on the advice in the article. The job applicant should follow all but *one* piece of the advice given in the article. For example:

The job applicant dresses neatly, shakes hands firmly, and smiles, but doesn't speak enthusiastically.

or

The job applicant speaks politely and enthusiastically and listens carefully, but doesn't tell the truth.

3. Have students perform their role plays for the class. The class tries to identify what's wrong in each interview.



BUILD YOUR VOCABULARY! *Occupations*

assembler designer director gardener inspector photographer programmer supervisor

welder writer

- **1.** Have students look at the illustrations and identify any words they already know.
- **2.** Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.

ACTIVITY WORKBOOK Pages 80a-b Exercises B, C

EXPANSION ACTIVITIES

1. Beanbag Toss ★

- a. Call out the category: Occupations.
- b. Have students toss a beanbag back and forth. The student to whom the beanbag is tossed must name an occupation from the Build Your Vocabulary! section. For example:

Student 1: assembler Student 2: supervisor Student 3: writer

c. Continue until all the occupations have been named.

2. Miming *

- a. Write on cards the occupations from text page 81.
- Have students take turns picking a card from the pile and pantomiming the occupation on the card.
- c. The class must guess what the occupation is. Variation: This can be done as a game with competing teams.

3. Associations ★★

- a. Divide the class into pairs or small groups.
- b. Call out the name of an occupation, and tell students to write down all the words they associate with that occupation. For example:

assembler: machines, factory, parts programmer: computers, numbers gardener: outdoors, sun, plants, flowers

c. Have a student from each pair or group come to the board and write their words.

Variation: Do the activity as a game in which you divide the class into teams. The team with the most number of associations is the winner.

4. Match the Conversations ★★

Make a set of matching cards based on occupations. For example:

Can you design beautiful clothes?	Of course I can. I'm a very good designer.
Can you direct science fiction movies?	Of course I can. I'm a very good director.
Can you inspect buildings?	Of course I can. I'm a very good inspector.
Can you write novels and short stories?	Of course I can. I'm a very good writer.
Can you supervise people well?	Of course I can. I'm a very good supervisor.
Can you weld things?	Of course I can. I'm a very good welder.
Can you program computers?	Of course I can. I'm a very good programmer.
Can you assemble machines?	Of course I can. I'm a very good assembler.

- b. Distribute a card to each student.
- c. Have students memorize the sentences on their cards, and then have students walk around the room saying their sentences until they find their match.
- d. Then have pairs of students say their matched sentences aloud to the class.

(continued)



EXPANSION ACTIVITIES (Continued)

5. Concentration ★

- Make sentence cards from the above activity, writing the description on one card and the occupation on another.
- b. Shuffle the cards and place them face down in four rows of 4 each.
- c. Divide the class into two teams. The object of the game is for students to find the matching cards. Both teams should be able to see all the cards, since concentrating on their location is an important part of playing the game.
- d. A student from Team 1 turns over two cards. If they match, the student picks up the cards, that team gets a point, and the student takes another turn. If the cards don't match, the student turns them face down, and a member of Team 2 takes a turn.
- e. The game continues until all the cards have been matched. The team with the most correct matches wins the game.

Variation: This game can also be played in groups and pairs.



1. Have students read silently or follow along silently as the text is read aloud by you, by one or more students, or on the audio program. Check understanding of new vocabulary:

airline pilot homemaker nurse

2. Bring a map to class and point out the location of the countries mentioned:

Vietnam, Costa Rica, Bangladesh, France,
England, United States.

3. Have students first work in pairs or small groups and respond to the questions. Then have students tell the class what they talked about. Write any new vocabulary on the board.

EXPANSION ACTIVITY

Dictate and Discuss ★★★

- 1. Divide the class into pairs or small groups.
- 2. Dictate sentences such as the following, and then have students discuss them:

Women are better nurses than men. Men are better supervisors. Women are better teachers than men. Homemakers do important work.

3. Call on students to share their opinions with the rest of the class.



GLOBAL EXCHANGE

- **1.** Set the scene: "Glen25 is writing to his keypal."
- **2.** Have students read silently, or follow along silently as the message is read aloud by you, by one or more students, or on the audio program.
- **3.** Ask students if they have any questions. Introduce the expression *pretty well*.
- **4.** Suggestions for additional practice:
 - Have students write a response to Glen25 and share their writing in pairs.
 - Have students correspond with a keypal on the Internet and then share their experience with the class.

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SIDE BY SIDE GAZETTE



- 1. Set the scene: "You're at different workplaces, and you hear these announcements."
- **2.** Introduce new vocabulary: *exit*, *repeat*, *Cut!*, *as you know*, *safely*.

LISTENING SCRIPT

Listen to these announcements at different workplaces. Match the workplace and the word you hear.

Attention, all employees! This is Ms. Barnum, the factory supervisor. There were three accidents in our factory last week. Nobody was hurt badly, but I worry about these accidents. Please try to work more carefully. Thank you for your attention.

Attention, all employees! There is a small fire in the building. Please walk quickly to the nearest exit! Don't run! I repeat: There is a small fire in the building. Please walk quickly to the nearest exit!

May I have your attention, please? The president of our company will visit our office tomorrow. Please dress neatly for her visit. Thank you.

Cut! Okay, everybody! That was good, but you're still singing too softly. Please try to sing more loudly. Okay? Let's try it again.

Attention, please! As you know, the weather is very bad this afternoon, and according to the weather forecast, the storm is going to get worse. Therefore, we are going to close the office early today. All employees can leave at three-thirty. Get home safely! See you tomorrow.

Answers

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



WHAT ARE THEY SAYING?

FOCUS

· Giving Feedback

Have students talk about the people and the situation, and then create role plays based on the scene. Students may refer back to previous lessons as a resource, but they should not simply reuse specific conversations.

Note: You may want to assign this exercise as written homework, having students prepare their role plays, practice them the next day with other students, and then present them to the class.

ACTIVITY WORKBOOK Page 80b Exercise D





Text Pages 82a-82d



LANGUAGE ARTS Types of Sentences • Punctuation Marks

- 1. Preview the four types of sentences described in the information box at the top of the page. Have students brainstorm multiple examples of each type of sentence.
- **2.** Have pairs practice the conversations. (The conversations contain language arts academic discourse about the sentences above the dialogs.)
- **3.** Have students work individually (in class or at home) to write the correct punctuation mark at the end of each sentence in Exercises 1–10.

Answers

- 1. period
- 2. question mark
- 3. period
- 4. exclamation point
- 5. question mark
- 6. period
- **7.** exclamation point
- 8. question mark
- 9. period
- 10. question mark
- **4.** Have pairs practice new conversations about the exercises.

READING Where Will the Jobs Be?

1. You may choose to introduce the following new vocabulary beforehand, or have students encounter it within the context of the passage:

ability middle-aged bring necessary need to communication continue nowadays educated occupation employer on the job factory worker own food service worker personal care growth worker health care professional production health care worker worker home care worker professional improve repair worker include report knowledge skilled landscaping worker talent level technological life-long learner trainer lifetime training maintenance transportation worker worker management without specialist workforce

- **2.** Have students read the passage.
- **3.** Ask students if they have any questions. Check understanding of vocabulary.
- **4.** Have students complete the reading comprehension questions.

Answers

- **1.** C
- **2.** B
- **3.** A
- **4.** B
- **5.** C **6.** D

5. Have students share their answers to the Think and Share questions in pairs, small groups, or as a class.

THE WRITING PROCESS Pre-writing

 Organizing Ideas
 Writing a First Draft



- 1. Explain to students that in this lesson they are going to learn to use the writing process. They are going to practice the first three steps of the process: pre-writing, organizing their ideas, and writing a first draft. In the first paragraph, point out to students two important things to think about before they begin to write: purpose and audience.
- **2.** The second paragraph describes brainstorming and one way to do this making a list of ideas, thoughts, and feelings about a topic. Point out to students that the example below on the left shows how Maria lists ideas for the story she is going to write about her first day of work at a new job. Have students read her list.
- **3.** The third paragraph describes a more structured way to write ideas when brainstorming by using a graphic organizer a cluster map. Point out that the example below on the right shows Maria's cluster map of her ideas. Have students read the map and notice how the lines connect related ideas and information.
- **4.** Have students make a list or a cluster map, or both, to prepare to write a story about their first day at a new job (or, if they aren't working, their first day at a new school).
- **5.** Ask students to organize their ideas. They can do this using chronological order or by putting together related information.
- 6. Have students write a first draft of their

(You may choose to correct students' paragraphs and have them write a revised version. However, the emphasis in this lesson is on the preliminary steps of the writing process up through the first draft. Revision, proofreading, and publishing steps of the process will occur in upper levels of *the program.)*

