UNIT 5 OVERVIEW: Text Pages 51–64d

GRAMMAR
Since/For

<table>
<thead>
<tr>
<th></th>
<th>since</th>
<th>for</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’ve known each other</td>
<td>three o’clock.</td>
<td>three hours.</td>
</tr>
<tr>
<td></td>
<td>yesterday afternoon.</td>
<td>two days.</td>
</tr>
<tr>
<td></td>
<td>last week.</td>
<td>a week.</td>
</tr>
<tr>
<td></td>
<td>2000.</td>
<td>a long time.</td>
</tr>
<tr>
<td></td>
<td>we were in high school.</td>
<td></td>
</tr>
</tbody>
</table>

PRESENT PERFECT vs. PRESENT TENSE

| I know how to ski.          | Victor was an engineer.   |
| I’ve known how to ski since I was a little girl. | He’s been a taxi driver since he immigrated. |

FUNCTIONS

ASKING FOR AND REPORTING INFORMATION

How long has your neck been stiff? For more than a week.
Do you know how to ski? Yes, I do. I’ve known how to ski since I was a little girl.
How long have you known each other? We’ve known each other for three years.
We’ve known each other since 1998.
Has Victor always been a taxi driver? No. He’s been a taxi driver since he immigrated.
Before that, he was an engineer.
Have you always taught history? No. I’ve taught history for the past three years.
Before that, I taught geography.
Do you still live on Main Street? No. I haven’t lived on Main Street for several years.
Are you still a barber? No. I haven’t been a barber for several years.
So how are you feeling today, George? Not very well, Dr. Fernando. What seems to be the problem? My neck is stiff.
What is your present address? Where have you lived there?
What was your last address? How long did you live there?
Tell me, _______. Tell me, Tony, _______. And how about you?

REACTING TO INFORMATION
Oh. I didn’t know that.
Oh. I didn’t realize that.
Oh. I wasn’t aware of that.

INDICATING UNDERSTANDING
I see.

GREETING PEOPLE
George!
Tony!

EXPRESSING SURPRISE-DISBELIEF
I can’t believe it’s you!

EXPRESSING AGREEMENT
That’s right, George.

LEAVE-TAKING
Well, George, I’m afraid I have to go now. We should get together soon.
Good idea, Tony.
NEW VOCABULARY

**Employment**
cover letter
hours of work
lunch break
management
medical reason
paycheck
payment schedule
payroll office
sick day
sick leave
sick time
staff
supplies
team
time clock
time sheet
vacation day
work shift

**Occupations**
assistant manager
astronaut
barber
clerk
computer programmer
gineer
guidance counselor
guitarist
manager
musician
physician
store manager
taxi driver
vice president

**Medical Care**
black and blue
body
dizzy
feel dizzy
have the measles
high fever
neck
pain
patient
stiff
swollen
waiting room

**The Arts**
art
modern art
photography
Picasso

**Time Expressions**
early this morning
more than a week
the past three years

**Verbs**
arrange
count
get paid
graduate
handle
immigrate
infect
pack
peel
punch in
punch out
record
save up
sign up
take time
weigh

**Adjectives**
dedicated
engaged
fortunate
incarcerated
interested (in)
necessary
present
successful
terminated
unused

**Food**
deli counter
family restaurant
salad plate
seafood
takeout food
vegetable dish

**School**
medical school
music school

**Musical Instruments**
cello
saxophone

**Places Around the World**
Dallas
Georgia
Singapore
Texas

**Miscellaneous**
accent
New York accent
southern accent
bachelor
bottom
complaint
department
direct deposit
form (n)
inn
leader
lottery
personal computer
satellite
space
tardiness
termites
whole milk

**EXPRESSIONS**
Good idea.
happily married
in love
It’s been a long time.
start at the bottom
“the birds and the bees”
the facts of life
work his way up to the top
You may want to introduce these words before beginning the unit, or you may choose to wait until they first occur in a specific lesson. If you choose to introduce them at this point, here are some suggestions:

1. Have students look at the illustrations on text page 51 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 Pages 52-53: How Long?

FOCUS

- Present Perfect Tense:
  Questions with *How Long*
  Expressions with *For* and *Since*

CLOSE UP

Time expressions with *for* and *since* are commonly used with the present perfect tense to describe something that began in the past and continues in the present.

**RULE:** *For* is used with expressions describing a period of time.

**EXAMPLES:**
- We've known each other for three years.
- She's had the measles for five days.

**RULE:** *Since* is used with expressions referring to a definite point in time.

**EXAMPLES:**
- I've been sick since last Friday.
- They've been married since 1985.

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene:
   - 1st model: “A salesperson in a jewelry store is talking to a couple who are looking for a wedding ring.”
   - 2nd model: “One friend is visiting another friend who is sick.”
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of the word *known* in the 1st model.
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.)
9. Further practice with *for* and *since*:
   a. After the 1st model, call on pairs of students to present the model again, using some of the other expressions under *for* in the box at the top of text page 52. For example:
      - a long time
      - A. How long have you known each other?
      - B. We've known each other for a long time.
   b. After the 2nd model, same as above, using some of the expressions under *since* in the box at the top of text page 52. For example:

Pronunciation Note

The pronunciation focus of Unit 5 is *Reduced have & has* (text page 64). You may wish to model this pronunciation at this point (*How long have you been sick? How long have you known each other?*) and encourage students to incorporate it into their language practice.
last week
A. How long have you been sick?
B. I’ve been sick since last week.

SIDE BY SIDE EXERCISES

Examples

1. A. How long have Tom and Janet known each other?
   B. They’ve known each other for two years.
2. A. How long have Mr. and Mrs. Garcia been married?
   B. They’ve been married since 1995.

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 3–12: Either Full-Class Practice or Pair Practice.

New Vocabulary
5. guidance counselor
6. satellite space
7. own (v)
9. interested in
10. photography

Culture Note
Exercise 5: A guidance counselor is a person who helps high school students select classes according to their interests and career plans.

ACTIVITY WORKBOOK

Pages 52–54

For or Since? ★

a. Write on the board:

   for ________
since ________

b. Say time expressions such as those below and have students rephrase them with for or since. For example:

   Teacher: a long time
   Student: for a long time
   Teacher: last week
   Student: since last week

   Yesterday
   two hours
   for

   2000
   since
   several weeks
   for
   a long time
   (since)
   a quarter to three
   ten years
   Wednesday
   (since)
   last month
   three days
   (for)
   1999
   (since)
   three and a half weeks
   (for)
   eleven o’clock last night
   (since)

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

2. Rephrase the Sentences! ★★

a. Have students open their books to text pages 52 and 53.
b. Write the current year on the board. For example:

This year is (2004).

c. Based on what the year is, have students rephrase the sentences about the characters in Exercises 1, 2, 5, 6, 7, 8, and 11 on text pages 52 and 53. Have students either say or write their new sentences. For example:

Exercise 1: Tom and Janet have known each other for two years.
rephrased: They've known each other since (2002).

Exercise 2: Mr. and Mrs. Garcia have been married since 1985.
rephrased: They've been married for (19) years.

Exercise 5: Ms. Bennett has been a guidance counselor for 19 years.
rephrased: She's been a guidance counselor since (1985).

Exercise 6: There have been satellites in space since 1957.
rephrased: There have been satellites in space for (47) years.

Exercise 7: I've owned this car for three and a half years.
rephrased: I've owned this car since (2001).

Exercise 8: Bob has owned his own house since 1991.
rephrased: Bob has owned his own house for (13) years.

Exercise 11: I've been here since 1979.
rephrased: I've been here for (25) years.

d. Call on individual students to give their answers.

Variation: Do the activity as a game with competing teams. The team that writes the sentences in the shortest time is the winner.

3. Grammar Chain: How Long Have You Lived Here? ★★

a. Write the following conversation model on the board:

A. How long have you lived here?
B. I've lived here since _______.
A. Since _______.? You've lived here for _______ years!
B. That’s right. How long have you lived here?

b. Start the chain game by modeling the conversation with a student. Then have students continue the chain. For example:

Teacher: How long have you lived here?
Teacher: Since (1991)? You've lived here for (13) years!
Student A: That's right. [to Student B:]
How long have you lived here?
Student B: I've lived here since (2001).

Tell students they can use any date they wish to answer the first question.

4. Get to Know Your Classmates ★★★

a. Write the following on the board:

study
live in
be interested in
own
have
be
know

b. Divide the class into pairs and have students ask each other questions with how long, using the verbs on the board. For example:

A. How long have you studied English?
B. I've studied English for two years.
A. How long have you owned a bicycle?
B. I've owned a bicycle since 2000.

c. Have students tell the class about the person they interviewed.

(continued)
5. **Find the Right Person! ★★★**
   a. From the prior activity, write down information about the students.
   b. Put the information on a handout in the following form:

   Find someone who . . .
   1. has lived here since 1986.
   2. has studied English for five years.
   3. has owned a bicycle for ten years.
   4. has been interested in jazz since he was a teenager.
   c. Have students circulate around the room, asking each other questions to identify the above people.
   d. The first student to find all the people, raise his or her hand, and correctly identify the people is the winner of the game.

6. **Which One Isn’t True? ★★★**
   a. Tell students to write two true statements and one false statement about themselves. For example:
      - I've owned a car since 2001.
      - I've been interested in ballet since I was ten.
      - I've had a bad headache since last night.
   b. Have students take turns reading their statements to the class, and have the class guess which statement isn’t true.
Text Pages 54–55

RENDERING A Very Dedicated Doctor

FOCUS

- Present Perfect Tense
- Since/For

NEW VOCABULARY

black and blue  more than a week
body  neck
dedicated  pain
dizzy  patient (n)
early this morning  stiff
feel dizzy  swollen
for the past 24 hours  take time
high fever  waiting room

RENDERING 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’s the matter with George?
   - What’s the matter with Martha?
   - What’s the matter with Lenny?
   - What’s the matter with Carol?
   - What’s the matter with Bob?
   - What’s the matter with Bill?
   - What’s the matter with Tommy and Julie?
   - How long has Dr. Fernando been in his office?
   - What don’t his patients know?
   - What’s the matter with him?
   - Why hasn’t he taken time to stay at home and rest?

RENDERING 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.

CHOOSE

1. 5. a
2. 6. b
3. 7. a
4. 8. a

CHOOSE

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

RENDERING EXTENSION

1. Miming
   a. Write on cards the symptoms from the reading. For example:

<table>
<thead>
<tr>
<th>dizzy</th>
<th>fever</th>
<th>red spots</th>
<th>headache</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>black and blue</td>
<td>arm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pain in the back</td>
<td>neck</td>
</tr>
<tr>
<td>stiff</td>
<td>swollen</td>
<td>knee</td>
<td></td>
</tr>
</tbody>
</table>

   | black and blue | more than a week |
   | body | neck |
   | dedicated | pain |
   | dizzy | patient (n) |
   | early this morning | stiff |
   | feel dizzy | swollen |
   | for the past 24 hours | take time |
   | high fever | waiting room |

UNIT 5  181
b. Have students take turns picking a card from the pile and pantomiming the symptom on the card.
c. The class must guess what symptom the person is miming and which character in the story has that symptom.

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

2. Class Discussion: A Good Doctor
a. Write the following on the board:

A good doctor is dedicated.
A good doctor is ______ and ______.
A good doctor doesn't think about ______.
A good doctor always ______.
A good doctor never ______.

b. Have students complete the sentences and then compare their answers.

c. Follow up with a class discussion about what qualities make a good doctor.
Text Pages 56–57: Since I Was a Little Girl

FOCUS

• Present Perfect Tense: Contrast with the Present Tense
  *Since Expressions*

CLOSE UP

**Rule:** *Since* is used with past time phrases that describe a point in time in the past.

**Examples:** I've known how to ski *since I was a little girl.*
We've been engaged *since we finished college.*

GETTING READY

Contrast the simple present tense and the present perfect tense.

1. Put these cues on the board:
   - Lucy
   - speak English
   - interested/astronomy
   - married
   - own/house
   - work/restaurant

2. Make two statements about each cue: one in the present tense and one in the present perfect tense. For example:
   - Lucy speaks English.
   - She's spoken English since she was young.
   - Lucy is interested in astronomy.
   - She's been interested in astronomy for a long time.

3. Point to each cue and call on one or more students to tell about Lucy in the same way.

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene:
   - 1st model: “Two friends are talking.”
   - 2nd model: “A woman is talking to a young couple at a party.”
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of the word *engaged* in the 2nd model.
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.)

Culture Note

In traditional U.S. culture, a couple who are planning to get married may announce their intentions by becoming *engaged* to be married. The man may also give the woman an engagement ring.


**SIDE BY SIDE EXERCISES**

**Examples**

1. A. Does your sister Jennifer play the cello?
B. Yes. She’s played the cello since she was eight years old.

2. A. Is your friend Michael a professional musician?
B. Yes. He’s been a professional musician since he graduated from music school.

1. **Exercise 1:** Introduce the word *cello*. Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.

2. **Exercise 2:** Introduce the words *musician, graduate* (v), *music school*. Same as above.

3. **Exercises 3–12:** Either Full-Class Practice or Pair Practice.

**New Vocabulary**

3. personal computer
4. modern art
   Picasso
6. count (v)
10. termites
12. the birds and the bees
   the facts of life

**Culture Notes**

Exercise 4: Pablo Picasso is a famous 20th-century artist.

Exercise 11: *Titanic* is the true story of a large ship that sank in the North Atlantic. Most of the ship’s passengers died in the disaster.

Exercise 12: The euphemistic expression “the birds and the bees” is used in polite conversation to refer to the facts of life or where babies come from.

**ACTIVITY WORKBOOK**

Pages 55–57

---

**EXPANSION ACTIVITIES**

1. **Sense or Nonsense?★★**
   a. Divide the class into four groups.
   b. Make many sets of split sentence cards with beginnings and endings of sentences. For example:

   She’s had a stomachache since . . .
   she ate a donut this morning.

   He’s liked classical music since . . .
   she first saw the stars at night.

   He’s studied Spanish since . . .
   he went to Mexico on vacation.
   he heard his first concert.
c. Mix up the cards and distribute sets of cards to each group, keeping the beginning and ending 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:

<table>
<thead>
<tr>
<th>She's owned her own business since . . .</th>
<th>she graduated from business school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>They've had blue hair since . . .</td>
<td>they became rock stars.</td>
</tr>
<tr>
<td>She's been interested in photography since . . .</td>
<td>she bought a new camera.</td>
</tr>
<tr>
<td>He's had pain in his back since . . .</td>
<td>he worked in his garden yesterday.</td>
</tr>
<tr>
<td>My children have stayed in bed since . . .</td>
<td>they got the measles.</td>
</tr>
<tr>
<td>Her neck has been stiff since . . .</td>
<td>she was in a car accident.</td>
</tr>
</tbody>
</table>

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.

2. Change the Sentence! ★★

a. Write a sentence on the board, underlining and numbering different portions of the sentence. For example:

She’s been interested in photography since . . .  
they got the measles.

b. Have students sit in a circle.

c. Tell them that when you say a number, the first student in the circle makes a change in that part of the sentence. For example:

Teacher: Two.
Student 1: Paul has wanted to study Russian history since he visited Moscow.

d. The second student keeps the first student’s sentence, but changes it based on the next number you say. For example:

Teacher: Three.
Student 2: Paul has wanted to study Russian poetry since he visited Moscow.

e. Continue this way with the rest of the students in the circle. For example:

Teacher: Four.
Student 3: Paul has wanted to study Russian poetry since he met Anna.

3. Expand the Sentence! ★★

Tell students that the object of the activity is to build a long sentence on the board, one word at a time.

a. Call on a student to write a pronoun or someone’s name on the far left side of the board. For example:

Barbara

b. Have another student come to the board and add a word. For example:

Barbara has...
EXPANSION ACTIVITIES (Continued)

c. Have a third student add a third word. For example:

Barbara has been interested in modern art since she found a wonderful book about Picasso in the library in the center of her city.

d. Continue until each student in the class has had one or more turns to add a word to expand the sentence into the longest one they can think of. For example:

Barbara has been interested in modern art since she found a wonderful book about Picasso in the library in the center of her city.

4. Class Discussion: Complete the Sentences★★

a. Write on the board the following sentence beginnings:

Since I was a child, I've known how to __________.
Since I was a child, I've liked __________.
Since I started English classes, I've __________.
Since I read about __________, I've wanted to __________.

b. Have students complete the sentences individually and then share their sentences in small groups or as a class.

5. Sentence Cues★★

a. On separate cards, write key words that can be put together to form sentences or questions. Clip together the cards for each sentence. For example:

you speak Spanish since go to Caracas

b. Divide the class into small groups and give a clipped set of cards to each group.

c. Have each group write a sentence based on their set of cards.

d. Have one member of each group write that group’s sentence on the board and compare everybody’s sentences.

6. Guess Who!★★★

a. Write on the board:

I like ________.
I'm interested in ________.
I know how to ________.
I play ________.
I'm a ________.
I want to be a ________.
I have ________.

b. Have each student write three sentences about himself or herself, using some of the cues on the board. For example:

I'm interested in computers.
I play the guitar.
I have a pet bird.

c. Have students fold their papers and give them to you. Mix them up and give each student someone else’s paper.

d. Call on students to read the sentences. Then have the class guess who wrote them.

e. After the class has identified the person who wrote the statements, have students ask that person any questions they wish, using how long.
7. Key Word Role Play: At a Party ★★★
   a. Write the following on the board:
   
   interested in?
   live?
   work?
   how long?
   
   b. Divide the class into pairs.
   c. Tell each pair that they've just met at a party. Have them create a role play, using the key expressions on the board.
   d. Call on pairs to present their role plays to the class.

8. What's Wrong? ★★★
   a. Divide the class into pairs or small groups.
   b. Write several sentences such as the following on the board or on a handout. Some of the sentences should be correct, and others incorrect. For example:
      
      I know them for a long time.
      He's been interested in computers since many years.
      She's played the piano since she was a child.
      They been married for fifty years.
      How long you own that car?
      You've had a backache for a week.
      How long there be problems at your company?
   
   c. The object of the activity is for students to identify which sentences are incorrect and then correct them.
   
   d. Have students compare their answers.

Variation: Do the activity as a game with competing teams. The team that successfully completes the task in the shortest time is the winner.
Text Pages 58–59: Have You Always Taught History?

FOCUS

- Present Perfect Tense:
  Contrast with the Past Tense
  Review of Yes/No Questions

CLOSE UP

RULE: The present perfect describes an activity that began in the past and continues up to the present. The simple past describes an activity that began and ended in the past.

EXAMPLES: I've taught history for the past three years. (I continue to teach history.)
Before that, I taught geography. (I don't teach geography now.)

INTRODUCING THE MODELS

There are two model conversations. Introduce and practice each separately. For each model:

1. Have students look at the model illustration.
2. Set the scene.
   1st model: “A student is talking to his history professor.”
   2nd model: “Two people are talking about Victor.”
3. Present the model.
4. Full-Class Repetition.
5. Ask students if they have any questions. Check understanding of new vocabulary:
   1st model: geography
   2nd model: immigrate, engineer
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. Have you always liked classical music?
   B. No. I've liked classical music for the past five years. Before that, I liked jazz.
2. A. Has Carlos always been the store manager?
   B. No. He's been the store manager since last January. Before that, he was a cashier.

1. Exercise 1: Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. Exercise 2: Introduce the expression store manager. Same as above.
3. Exercises 3–8: Either Full-Class Practice or Pair Practice.
New Vocabulary
4. astronaut
5. southern accent
   New York accent
   Georgia
7. whole milk
8. lottery

How to Say It!

Reacting to Information: In spoken English, it is common to react to new information with any of these three phrases: “Oh. I didn’t know that.” “Oh. I didn’t realize that.” “Oh. I wasn’t aware of that.”

1. Present the expressions.
2. Full-Class Repetition.
3. Ask students if they have any questions.
5. Have students practice the conversations in this lesson again, using any of these new expressions.
6. Call pairs of students to present their conversations to the class.

How About You?

1. Go over the questions before students do the activity.
2. Call on a few pairs of students to ask and answer the questions.
3. Divide the class into pairs, and have students ask and answer the questions. Remind students to use the expressions for Reacting to Information from the How to Say It! section above.

ACTIVITY WORKBOOK

Pages 58–59

EXPANSION ACTIVITIES

1. Summarizing with the Present Perfect ★ ★

   Have students listen as you read each of the situations below. Then call on a student to summarize what happened, using the present perfect. (There may be more than one way to summarize what happened.) For example:

   Situation: Bill saw Jim this morning. He saw him again at lunch. Then he saw him again in the parking lot.
   Summary: Bill has seen Jim three times today.
   or
   Bill has seen Jim several times/ a lot today.

   Situations:
   Gloria called her cousin this morning, and she called him again this afternoon.
   Robert wrote two letters to the Kendall Company last week, and he wrote them another one this morning.
   We saw Mr. and Mrs. Chen at a basketball game on Tuesday night and at a concert on Thursday night.
   Alan studied French in high school. He studied Spanish in college. And last year he studied Japanese.
   Mrs. Phillips went to Europe in 1995. She went to Europe again in 2000.
   Larry is reading a lot this year in school. He read four books last semester. And he read two more books last month.
   Joe came to class late yesterday. He came to class late again today.
   Julie’s aunt sent her a birthday gift this week. Her friend Eileen sent her one, too.
   Veronica had a baby girl in 1998. In 2001 she had a baby boy.
   Mrs. Garcia’s students did well on their history tests last semester. They did well on their tests this semester, too.

(continued)
2. Find the Right Person! ★★
   a. Write the following on the board:
      
      For the past six months I have _______.  
      For the past few years I have _______.  
      I have always _______.

   b. Have students complete these sentences any way they wish and hand them in to you.
   c. Put the information on a handout in the following form:

      Find someone who . . .
      1. has been school president   _______.  
         for the past six months.
      2. has studied piano for the   _______.  
         past few years.
      3. has always wanted to fly    _______.  
         an airplane.

   d. Have students circulate around the room, asking each other questions to identify the above people. For example:
      Student A: Have you ever been school president?
      Student B: Yes, I have. I've been school president for the past six months.

   e. The first student to find all the people, raise his or her hand, and identify the people is the winner of the game.

3. Same and Different: Musical Tastes ★★★
   a. Put the following on the board:
      
      I have _______.  
      My partner has _______.  
      We both have _______.

   b. Write a list of questions about students’ musical tastes such as the following on the board or on a handout for students:
      What kind of music do you like?
      How long have you listened to _______?
      Do you play any musical instruments?
      How long have you studied _______?

   c. Divide the class into pairs.
   d. Have students interview each other and then report to the class about the ways in which they’re the same and the ways in which they’re different. For example:
      I have listened to jazz since I was young.
      My partner has studied the piano for ten years.
      We both have always liked classical music.

4. Sharing Histories ★★★
   a. Write on the board:
      
      I’ve _______ since/for _______.  
      Before that I _______.

   b. Have students complete the sentences, using the model on the board. Have them write about their work histories, where they have lived, where they have gone to school, sports they have played, or general facts about themselves.
   c. Divide the class into groups. Have students share their information with the class.
      Remind students that they can react using the expressions in the How to Say It! section on student text page 59.
READING A Wonderful Family

FOCUS

• Present Perfect vs. Present Tense

NEW VOCABULARY

bachelor medical school
computer programmer physician
fortunate Singapore
musician successful
happily married

READING THE STORY

Optional: Preview the story by having students talk about the story title and/or illustration. 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 Ruth do?
   - How long has she been a physician?
   - Is Herbert married?
   - What does Herbert do?
   - Have Mr. and Mrs. Patterson seen him recently?

    1. True
    2. False
    3. False
    4. True
    5. False
    6. True
    7. False

READING EXTENSION

Family Trees

1. Have students draw a family tree for the Patterson family in the reading. Have pairs of students compare their drawings.

2. Have students then draw their own family trees. Have students share their family trees in small groups. Have students ask and answer questions about each other’s family. For example:
   - Where does he/she live?
   - How long has he/she lived there?
   - What does he/she do?
   - How long has he/she been a ______?

LISTENING

Listen to the conversation and choose the answer that is true.

1. A. How long have you had a backache?
   B. For three days.

2. A. Has your father always been an engineer?
   B. No, he hasn’t.
3. A. How long has your knee been swollen?  
   B. For a week.

4. A. How long have you known how to ski?  
   B. Since I was a teenager.

5. A. Did you live in Tokyo for a long time?  
   B. Yes. Five years.

6. A. How long has Roger been interested in Egyptian history?  
   B. Since he lived in Cairo.

7. A. Is Amy still in the hospital?  
   B. Oh. I forgot to tell you. She's been home for two days.

8. A. Have you played hockey for a long time?  
   B. Yes. I've played hockey since I moved to Toronto three years ago.

Answers

1. b
2. a
3. b
4. a
5. b
6. b
7. a
8. a
READING  Working Their Way to the Top

FOCUS

- Present Perfect vs. Past Tense

NEW VOCABULARY

assistant manager
bottom
Dallas
department
start at the bottom
Texas
vice president
work his way up to the top

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:
   - How long has Louis been the store manager?
   - How long was he a clerk?
   - How long was he a cashier?
   - How long was he an assistant manager?
   - When did he become the manager?
   - Why is everybody at the Big Value Supermarket proud of Louis?

   How long has Kate been the president?
   - How long was she a salesperson?
   - How long was she the manager of the Women’s Clothing Department?
   - How long was she the store manager?
   - What happened after that?
   - When did she become the president?
   - Why is everybody at the Marcy Department Store in Dallas proud of Kate?

READING CHECK-UP

1. False
2. True
3. Maybe
4. False
5. Maybe
6. True

READING EXTENSION

1. Tic Tac Question the Answer
   a. Draw a tic tac grid on the board and fill it in with short answers to questions:

<table>
<thead>
<tr>
<th>For six years.</th>
<th>Two years ago.</th>
<th>Yes, he did.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For three years.</td>
<td>Yes, they have.</td>
<td>No, he didn’t.</td>
</tr>
<tr>
<td>Yes, she has.</td>
<td>Yes, he has.</td>
<td>Yes, she did.</td>
</tr>
</tbody>
</table>

   b. Divide the class into teams. Give each team a mark: X or O.
   c. Have each team ask a question about the story on text page 61 for an answer in the grid. For example:
      
      X Team: Has Kate worked very hard to get where she is today?
      Yes, she has.
   
   d. If an answer is appropriate and is stated correctly, that team may replace the answer with its team mark. For example:
For six years. Two years ago. Yes, he did.

For three years. Yes, they have. No, he didn’t.

X Yes, he has. Yes, she did.

e. The first team to mark out three boxes in a straight line—either vertically, horizontally, or diagonally—wins.

2. **Time Lines**

a. Have students draw a time line for the two characters in the reading. Have pairs of students compare their time lines.

b. Have students then draw a time line of someone they know. Have students share their time lines with a partner. Have students ask and answer questions about each other’s time line. For example:
   - When did he/she begin that job?
   - Where did he/she live?
   - How long did he/she work there?
   - What does he/she do now?

**Writing**

1. Make sure students understand the questions.

2. Have students ask you the questions and take notes based on your answers.

3. Have students write their stories about you at home, using a dictionary for any new words they wish to use.

4. Have students present and discuss what they have written in pairs, small groups, or as a class.
Text Pages 62–63

ROLE PLAY  It’s Been a Long Time

FOCUS
• Review: Present Perfect Tense

INTRODUCING THE MODEL

1. Have students look at the model illustration.
2. Set the scene: “Two old friends have just met on the street. They haven’t seen each other in a long time.”
3. Have students listen as you present the dialog or play the audio one or more times.
4. Ask students if they have any questions. Check understanding of new vocabulary: barber, taxi driver, saxophone, Good idea, It’s been a long time.

Language Note
Good idea is a reduced form of the expression That’s a good idea.

5. Divide the class into pairs. Have students practice the dialog.
6. Call on one or two pairs of students to present the dialog.

ROLE PLAY

1. Divide the class into pairs. Have students role play the dialog using the guide on text page 63 and any vocabulary they wish.
2. Call on pairs of students to present their role plays to the class without referring to the text.

EXPANSION ACTIVITY

Scrambled Dialog Game ★★

1. Divide the class into five teams.
2. Make five sets of the conversation from student text page 62, writing each line on a separate card.
3. Give each group one set of the cards, and have the group members reorder the conversations.
4. The first team to put the conversation in the correct order is the winner.

ACTIVITY WORKBOOK

Pages 60–61
PRONUNCIATION Reduced have & has

**Reduced have & has:** In spoken English, the pronunciation of the \( h \) in the auxiliaries *have* and *has* is often omitted. The reduced pronunciation of *have* is [\( \text{ov} \)] and of *has* is [\( \text{az} \)].

**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.

**Answers**
1. have known, since
2. has been sick, for
3. have you had
4. Are you
5. We've owned, for
6. She's had, since, she had
7. has been, since, he was
8. haven't seen, have
9. haven't lived, I live

**Multilevel Variation★★★**
Challenge above-level students to cover the grammar boxes as they complete the grammar exercises.
1. Have students look at the photo. Ask: “What's the man doing?” (He's interviewing for a job.) Have students look at the job application forms next to the photos. Ask questions to get students oriented to the information. For example: “Where does this person work now? How long has he/she worked there? Where did he/she work before? How long did he/she work there?” Introduce the words inn and discount store.

2. Model Conversation 1 with a student volunteer. For example:
   A. Where do you work now?
   B. I work at Zenith Computer Company.
   A. How long have you worked there?
   B. I've worked there since June 2007.
   A. Where did you work before that?
   B. I worked at Carter Insurance.
   A. How long did you work there?
   B. I worked there for two years.

3. In pairs, have students practice the conversations as you circulate around the classroom.

4. Model the open conversation with a student. Play the role of Student B. Use your own information. For example:
   A. Where do you work now?
   B. I work at Springdale Learning Center.
   A. How long have you worked here?
   B. I've worked here since September 2004.
   A. Where did you work before that?
   B. I worked at Citywide Language School.
   A. How long did you work there?
   B. I worked there for two years.

5. In pairs, have students practice the open conversation as you circulate around the classroom.

6. Call on pairs of students to present their conversations to the class.

1. Have students look at the photo. Ask: “What do you say when you don't understand what someone has said?” Write students' ideas on the board. Introduce the new words incarcerated and terminated.

2. Model Conversation 1 with a student volunteer. For example:
   A. Have you ever been terminated?
   B. I'm sorry. I don't understand what "terminated" means.
   A. Have you ever been fired from a job?
   B. I understand. No, I haven’t.

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.

TEAMWORK

1. In pairs, have students brainstorm questions, phrases, and situations they didn’t understand.

2. Call on students to share their ideas with the class. Write a list of questions and phrases students were confused by. Call on other students to explain them. Clarify any items that students aren’t able to explain.

LIFE SKILLS ENRICHMENT

Job Interview: Employment History

Make copies of Life Skills Worksheet 13 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 131 Exercise A
1. Scrambled Sentences ★

Activity Master 34

Divide the class into pairs. Make enough copies of Activity Master 34 for half the class. Cut them into cards and distribute one set to each pair of students. Have students take turns picking up a scrambled sentence prompt and then saying the sentence in the correct order. Then have students assemble the sentences into a dialog.

Variation: Students can write out their dialog and then compare their answers with other pairs.

2. Student Interview: Employment History ★★

Activity Master 35

a. Make multiple copies of Activity Master 35. Divide the class into pairs. Give one Activity Master to each student.

b. Tell students they have ten minutes each to conduct their interviews and write down their partners’ information on the Activity Master.

c. As students are interviewing one another, circulate to help as necessary.

d. Have students show one another their completed forms to check the accuracy of their comprehension.

Multilevel Variations

★ Allow below-level students to look at the questions at the bottom of the Activity Master.

★★ Challenge above-level students to fold the questions under the Activity Master and form their own questions to ask their partners.


Activity Master 36

a. Make copies of Activity Master 36 and give one to each student.

b. Have students interview others in the class by asking: “What do you do?” For example:

   A. What do you do?
   B. I’m a cook.
   A. How long have you been a cook?
   B. For four years.
   A. [Write information on the form.]

   c. When students have completed their surveys, have them share their information with the class. Follow-up with the question: “Who has had the same occupation the longest?”

4. Dictate and Discuss ★★★

Divide the class into pairs or small groups. Dictate sentences such as the following and have students discuss whether they agree or disagree with the statements.

- You have to tell the truth in a job interview.
- You have to write the truth on a job application.
- The employer will find out if you were ever incarcerated.
- The employer will find out if you were ever terminated.
- It’s good to stay at the same company for many years.
- It’s good to change your job every few years.
1. Point to the resume on student text page 64b. Ask: “What’s this?” (A resume.) Point to the cover letter on student text page 64b. Ask: “What’s this?” (A cover letter.) “Who wrote this letter?” (Linda Palermo.) “Why is she writing this letter?” (She’s applying for a job at the Seaside Restaurant Company.) Point out the writing conventions, such as the return address and date in the upper right corner; the title, name, and address of the recipient; the salutation Dear , the closing Sincerely, ; and the signature as well as the typed name.

2. Read the letter and resume aloud to the class or have students take turns reading them aloud. Introduce the new vocabulary: arrange, clerk, complaint, cover letter, deli counter, family restaurant, handle (v), management, package (v), peel, salad plate, seafood, staff, supplies, takeout food, team, vegetable dish, and weigh.

3. Have students do the comprehension exercises individually and then compare their answers in pairs.

**Answers**

1. C  4. A  
2. B  5. D  

**ACTIVITY WORKBOOK**

Page 131 Exercise B

**WRITING**

Have students complete Life Skills Worksheet 14 and then write their own cover letter. Life Skills Worksheet 15 provides a model for students to use to create their own resumes.

**LIFE SKILLS ENRICHMENT**

**A Cover Letter**

Life Skills Worksheet 14

Make copies of Life Skills Worksheet 14 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their letters in pairs.

**Write Your Resume**

Life Skills Worksheet 15

Make copies of Life Skills Worksheet 15 and give one to each student. Write a sample resume on the board following the outline on Life Skills Worksheet 15. Have students write their own resumes as homework. In the next class, have students compare their resumes in pairs and then submit them to you for review.

**ACTIVITY WORKBOOK**

Pages 132–133 Exercises C, D
1. **Guess the Word! ★**
   a. Divide the class into two teams. Choose a vocabulary word or phrase from the reading, and on the board, write a blank for each letter in the word or phrase. For example: (resume)
   
   [Word with blanks]
   
   b. Give students a clue about the word or phrase. For example: “a description of an applicant’s employment history, skills, and references.”
   
   c. The team that guesses the word gets a point. The team with the most points wins the guessing game.

2. **True or False? ★★**
   Make statements about the resume on student text page 64b and have students decide whether the statements are true or false. If a statement is false, have students correct it.
   For example:
   - Linda’s most recent job is as a chef. [False. Her most recent job is as a manager.]
   - Linda was a prep cook before she was a chef. [True.]
   - Linda had two different positions in the same company. [True. She was a deli counter clerk and then a prep cook at Health Food Markets in North Miami.]
   - Linda lives in North Miami. [False. She lives in Sunrise.]

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

3. **Role Play ★★**
   a. Divide the class into pairs. Have each pair write and then role play a job interview between Linda Palermo and Monica Jordan.
   b. Call on a few pairs to perform their role plays for the class.

4. **Dictate and Discuss ★★★**
   Divide the class into pairs or small groups. Dictate sentences such as the following and have students discuss whether they agree or disagree with the statements.
   - A cover letter is a way to introduce your resume. Most office jobs and management jobs require a resume.
   - You should use nice paper for your cover letter and resume.
   - You should write your social security number on your resume.
   - You should write down all your work experience on your resume.
   - You should describe your family on your resume.
   - You should hand in your cover letter and resume in person.
1. Ask students: “What kind of information does a new employee need on the first day of work?” Write students’ ideas on the board.

2. Introduce the new vocabulary: direct deposit, form, get paid, hours of work, infect, lunch break, medical reason, necessary, paycheck, payment schedule, payroll office, punch in, punch out, record (v), save up, sick day, sick leave, sick time, sign up, tardiness, time clock, time sheet, unused, vacation day, and work shift.

3. Have students work individually to complete the comprehension exercise and then compare answers in pairs, small groups, or as a class.

Answers
1. C  4. B
2. A  5. C

EXPANSION ACTIVITIES

1. Scrambled Words ★
   a. Choose words or phrases from student text page 64c and write them on the board or on a card with the letters scrambled out of order. For example:

   c e d r t i s i p o t e d

   b. Have students take turns guessing what the word or phrase is. [direct deposit]

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

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

2. Mix and Match Words ★★
   Activity Master 37

   The employee manual on student text page 64c has many words that go together, but each word has a meaning by itself, too.

   a. Divide the class into groups of three. Make a copy of Activity Master 37 for each group. Cut the Activity Masters into two sets of cards, shuffle the cards, and place them face down in two piles—one for first words and the other for second words.

   Note: The small cards are for first words and the large cards are for second words.

   b. Distribute the two sets of cards to each group. Have students take turns picking up one card from each pile and reading the word combination to the group. For example:

   time  office

   (continued)
The group decides if the word combination is in the reading on student text page 64c. If it is, they write it down on a piece of paper.

c. After all the cards have been chosen, have the group lay out all the cards and put together all the word combinations from the reading.

Multilevel Variations

★ Below-level students can read through the two sets of cards all at once and then match them face up.

★★★ Above-level students can also generate other word combinations that make sense—for example: work schedule, lunch schedule, vacation schedule.

3. How Much Do You Remember? ★★

a. Write the following topics on the board:

   Hours of Work
   Time Clock and Time Sheets
   Payments Schedule
   Sick Time
   Vacation Time
   Absence and Tardiness

b. Divide the class into pairs. Have students close their books and retell to each other what they remember about the topics from the employee manual on student text page 64c. Then have them open their books and check to see how much they remembered.

4. True or False? ★★

Make statements about the employee manual on student text page 64c and have students decide whether the statements are true or false. If a statement is false, have students correct it. For example:

   Employees can pick up their checks at the payroll office. [True.]
   The employees get paid once a month. [False. They get paid once a week.]
   Employees must punch out before lunch every day. [True.]
   Employees get ten vacation days a year. [True.]
   Employees are allowed to save up vacation days to use in future years. [False. They can’t save up vacation days.]

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

5. Interview an Employee ★★★

Activity Master 38

Note: The activity is intended for students who have jobs. If many in your class are not working, have students interview others in the school who are currently employed.

a. Make multiple copies of Activity Master 38. Divide the class into pairs. Give one Activity Master to each student.

b. Tell students they have ten minutes each to conduct their interviews and write down their partners’ information on the Activity Master.

c. As students are interviewing one another, circulate to help as necessary.

Multilevel Variation ★★★

Challenge above-level students to write a summary paragraph of their interviews and submit it to you for your review.
CHECK-UP TEST

Have students do the check-up test and then review the answers as a class.

Answers

2. A  7. D
3. D  8. C
5. A  10. B

SKILLS CHECK

Words:

Explain to students that this is a list of words they have learned in the unit. Have students take turns reading each item aloud to the class. Have students put a check next to the item if they feel they have learned it. 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 individual students or pairs of students to demonstrate the skill. For example:

Teacher: I can ask and answer: How long have you been here?
Student A: How long have you been here?
Student B: I’ve been here for two and a half years.

Teacher: I can ask for clarification.
Student: I’m sorry. I don’t understand. What does “incarcerate” mean?

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 19–24

EXPANSION ACTIVITIES

1. Listen for the Verbs ★
   a. Have students make three columns on a piece of paper and write the following at the top of each column:

      Present
      Present Perfect
      Past

   b. Dictate the following sentences and have students write the verbs in the appropriate column.

      He’s known how to paint for years.  
      He knows how to paint.  
      She’s had a headache for two days.  
      She has a headache.  
      She had a headache for two days.  
      They own their own business.  
      They’ve owned their own business since 2004.  
      They owned their own business in 2004.  
      I’ve liked jazz for years.  
      I like jazz.  
      I liked jazz when I was younger.

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

2. Associations ★
   a. Divide the class into small groups. Call out an occupation from the word list on student text page 64d and have the groups write down as many associations with that occupation as they can think of. For example:

      barber: [cut hair/scissors/shave/chair/greet customers]
      manager: [supervise/train employees/hire new employees]

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

3. Scrambled Sentences ★

   Activity Master 39

   Divide the class into pairs. Make enough copies of Activity Master 39 for half the class. Cut them

   (continued)
into cards and distribute one set of cards to each pair of students. Have students take turns picking up a scrambled sentence prompt and then saying the sentence in the correct order.

Variation: Students can write their sentences and then compare their answers with other pairs.

4. Board Game ★★
Activity Master 40
For this activity, you will need a die, markers, and a piece of paper. (If students use a coin as a die, the class should decide which side of the coin will indicate a move of one space and which will indicate a move of two spaces.)

a. Make multiple copies of Activity Master 40. Divide the class into small groups and give each group a copy of Activity Master 40 along with a die, markers, and a piece of paper.

b. Have students place their markers on Start. The group should decide who goes first. That student begins the game by rolling the die or flipping the coin and moving his or her marker. If the student responds to the question or task correctly, he or she may take one more turn. If the student doesn’t respond correctly, the next student takes a turn. No one may take more than two turns at a time.

Option 1: The first person to reach Finish is the winner.

Option 2: The game continues until each student reaches Finish. This way everybody is a winner.

5. Question Game ★★

a. Write the following sentence on the board:

Miguel has been interested in Japanese art since he went to Japan last year.

b. Underline different elements of the sentence and have students create a question based on that portion of the sentence. For example:

Miguel has been interested in Japanese art since he went to Japan last year.

How long has Miguel been interested in Japanese art?

Miguel has been interested in Japanese art since he went to Japan last year.

What has Miguel been interested in since he went to Japan?

c. Continue with other sentences.

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:

I’ve known him for twenty years.
She’s owned her own house since two years.
They’ve been interested in modern art for two years.
I’ve known how ski since five years ago.
We’ve been tired when the baby was born.
She’s been president since three months.
Before that, she was vice president.
He’s always wanted to be an astronaut.
They’ve been on vacation since they won the lottery.
Before that, they’ve worked in San Diego.
We’ve had a cat for 2007.
How long you worked there?
Where have you worked before that?
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.

Multilevel Variation ★
For below-level students, underline the errors and have the below-level pairs focus only on correcting them.
FEATURE ARTICLE
“24/7”—24 Hours a Day/7 Days a Week

PREVIEWING THE ARTICLE

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

- area
- child-care center
- communication
- computer company
- daytime
- do business
- factory worker
- fax
- firefighter
- in the past
- instant
- late-night
- local
- manufacturing company
- 9 to 5
- night shift
- office worker
- photocopy center
- shift
- stay open
- switch
- 24/7
- work schedule
- World Wide Web
- worldwide

3. Check students’ comprehension by asking the following questions:
   - Why are more and more companies operating “24/7”?
   - What percentage of employees work the evening and night shifts?
   - What kinds of jobs did traditional night-shift workers have?
   - Who are the new night-shift workers?
   - How have local businesses changed to serve these night-shift workers?

4. Have students discuss the questions in small groups or as a class.

ACTIVITY WORKBOOK Page 61a Exercise A

EXPANSION ACTIVITIES

1. 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:
      - People work more now than they did twenty years ago.
      - Technology makes life easier.
      - The 24/7 work schedule is good for families.
      - Technology makes it possible for people to take longer vacations.
   c. Call on students to share their opinions with the rest of the class.

2. The Longest List ★★★
   a. Divide the class into several teams. Have students brainstorm the types of businesses that operate twenty-four hours a day.
   b. Have the teams share their lists with the class. The team with the longest list wins.

3. Advantages and Disadvantages ★★★
   a. Have students draw two columns on a piece of paper. At the top of one column, have students write Advantages. At the top of the other column, have them write Disadvantages.
b. Name one late-night activity—for example: late-night shopping at a supermarket, working the 11:00 to 7:00 shift, or late-night shopping on the Internet. Have students brainstorm the advantages and disadvantages of doing this at night instead of during the day. Write students’ ideas in the columns and have students copy the sentences on their papers. For example:

Late-Night Shopping at a Supermarket

Advantages
There’s no traffic, and there are no parking problems.
There’s a short check-out lane because there are few shoppers.

Disadvantages
Tired drivers can make mistakes.
There are fewer employees to help customers.

4. Survey ★★★

Have students find out about their classmates’ preferred schedules.

a. Brainstorm with the class questions students can ask each other about their preferences. For example:
   - When are you most active—in the morning or at night?
   - Do you like to stay up late at night?
   - When do you do your shopping?
   - When do you work?

b. Have each student choose one question to ask and then conduct a survey by circulating around the room, asking the others that question.

c. For homework, have students draw up the survey results in graph form (for example, a bar graph or pie chart). In class, have students share their graphs and report their results.

5. A Perfect Work Schedule ★★★

a. For homework, have students answer the following:
   - In your opinion, what is a perfect work schedule? Why?

b. Have students share their writing in pairs.

AROUND THE WORLD
Unique Jobs

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.

2. Check understanding of the words coffee plantation worker, dog day-care worker, exist, reindeer herder, safari guide, subway pusher, tulip farmer, unique.

3. Bring a map to class and point out the locations referred to in the photographs.

4. Have students first work in pairs or small groups, responding to the question. Then have students tell the class what they talked about. Write any new vocabulary on the board.

EXPANSION ACTIVITIES

1. Ranking ★★
   a. Ask students: “Which of these jobs would you like to have?”
   b. Have students rank these jobs from the most interesting to the least interesting.
   c. As a class, in pairs, or in small groups, have students compare their lists.

2. Unique Local Jobs ★★
   a. Divide the class into groups. Call out a city, town, or region in your area and have students brainstorm unique jobs that can be done only in that location.
   b. Have the teams share their lists with the class.

INTERVIEW

1. Have students read silently, or follow along silently as the interview is read aloud by you, by one or more students, or on the audio program.

SIDE BY SIDE GAZETTE 207
2. Ask students if they have any questions. Check understanding of the words asleep, awake, day shift, forever, normally, notes, put to bed.

3. Check students' comprehension by asking the following questions:
   - What is Mrs. Souza's work schedule?
   - What is Mr. Souza's work schedule?
   - Who helps them with the children?
   - Do their children go to school yet?
   - When do Mr. and Mrs. Souza usually see each other?
   - How do Mr. and Mrs. Souza communicate during the week?
   - What does Mr. Souza hope for in the future?

FACT FILE  Vacation Time in Different Countries

1. Before reading the Fact File, show the class a world map. Have students identify the locations of the following place names:

   - Australia
   - Japan
   - Denmark
   - Sweden
   - Germany
   - the United States

2. Have students rank the countries according to which ones they think would have the longest vacations. Write students' ideas on the board. Then have students read the table on text page 67 to check their predictions.

3. Read the table aloud as the class follows along. Ask students: “Is this list different from your list? How is your list different?”

EXPANSION ACTIVITY

Student Investigation ★★★★

1. Have students conduct interviews with people from the previous generation. Have students ask:
   - How much vacation time did you get thirty years ago?
   - Do you think people today get more or less vacation time?
   - How is vacation time different now?

2. Have students compare their notes. Ask: “Are people now getting more vacation time or less vacation time than in the past? How was vacation time different thirty years ago?”
LISTENING  Office Voice Mail

1. Check understanding of the expression voice mail.

2. Set the scene: “Sam works for Ms. Rivera. These are phone messages they left for each other.”

LISTENING SCRIPT

Listen to the voice-mail messages between Gloria Rivera and her office assistant, Sam. Has Sam done the things on Ms. Rivera’s list? Check Yes or No.

You have one message. Tuesday, 8:15 A.M.

Hello, Sam? This is Ms. Rivera. I’ll be out of the office all day today. I’m not feeling well. Here’s a list of things you’ll need to do while I’m not here. First, please write a note to Mrs. Wilson and tell her I’m sick. Then, please call Mr. Chen and change the time of our appointment. Also, send an e-mail to everybody in the office, and tell them about next week’s meeting. Don’t forget to speak to the custodian about my broken desk lamp. I hope he can fix it. Hmm. Let’s see. I know there are a few more things. Oh, yes. Please make a list of all the employees and give it to Ms. Baxter. She asked me for the list last week. Okay, Sam. I think that’s everything. Oh . . . one more thing. Please take the package on my desk to the post office if you have time. And that’s it. Thanks, Sam. I’ll see you tomorrow morning.

You have reached the voice mailbox of Gloria Rivera. Please leave a message after the tone.

Ms. Rivera? This is Sam. I’m sorry you aren’t feeling well. I hope you feel better tomorrow. I’m calling to tell you what I’ve done today, and what I haven’t done yet. It’s been very busy here, so I haven’t had time to do everything. I wrote a note to Mrs. Wilson. I called Mr. Chen and changed the time of your appointment. I also sent the e-mail about next week’s meeting. I haven’t spoken to the custodian. He’s been sick all week. I made a list of all the employees, but I haven’t given it to Ms. Baxter yet. I’ll give it to her early tomorrow morning. Finally, I haven’t taken the package to the post office yet. I haven’t had time. I’m going to take it to the post office on my way home.

Again, I hope you’re feeling better. I’ll see you in the morning.

Answers

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

FUN WITH IDIOMS

For each idiom, do the following:

1. Have students look at the illustration.
2. Present the idiom. Say the expression and have the class repeat it chorally and individually. Check students’ pronunciation of the words.

DO YOU KNOW THESE EXPRESSIONS?

Have students match the expressions with their meanings.

Answers

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>d</td>
<td>e</td>
</tr>
<tr>
<td>2.</td>
<td>f</td>
<td>c</td>
</tr>
<tr>
<td>3.</td>
<td>a</td>
<td>b</td>
</tr>
</tbody>
</table>

ACTIVITY WORKBOOK  Page 61c  Exercises E, F, G
EXPANSION ACTIVITIES

1. Line Prompts ★★
   Call out one of the following line prompts and have students respond appropriately with “yes” and one of the idioms.
   - Is she an important person in the company? (Yes. She’s the top banana.)
   - Is he funny all the time? (Yes. He’s a real ham.)
   - Do you like your new co-worker? (Yes. She’s a real peach.)
   - Is he really lazy? (Yes. He’s a couch potato.)
   - Is she as intelligent as she looks? (Yes. She’s a smart cookie.)
   - Is he always afraid to try new things? (Yes. He’s chicken.)

2. Idiom Challenge! ★★★
   a. Divide the class into pairs.
   b. Have each pair create a conversation in which they use as many of the idioms from text page 67 as they can.
   c. Have the pairs present their conversations to the class. Which pair used the most idioms?

WE’VE GOT MAIL!

THE LETTER TO SIDE BY SIDE

1. Have students read silently, or follow along silently as the letter is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions.
3. Check students’ comprehension by having them decide whether these statements are true or false:
   - People use the present perfect tense to talk about things that happened at a specific point in the past. (False)
   - It’s correct to say in English “I have seen you yesterday morning.” (False)
   - People use the present perfect to talk about things that happened several times in the past. (True)
   - It’s correct to say in English “He’s visited Tokyo three times.” (True)
   - People use the present perfect to talk about things that began in the past and continue until now. (True)
   - It’s correct to say in English “I worked here for the last two years.” (False)

ACTIVITY WORKBOOK  Pages 61c–d Exercise H
EXPANSION ACTIVITY

What's Wrong? ★★★

1. Divide the class into pairs or small groups.
2. Write several sentences such as the following on the board or on a handout. Some of the sentences should be correct, and others incorrect. For example:
   - I live here since 2001.
   - You've been here since last Sunday.
   - We tried that recipe last weekend.
   - She's never saw a rainbow.
   - He's read that book.
   - I've already gave you a key.
   - I drove a taxi for three years, and I still do.
   - She knows us since 2000.
   - They've went to Paris five times.
   - He teaches history for several years.
3. The object of the activity is for students to identify which sentences are incorrect and then correct them. For each incorrect statement, have students identify which rule on text page 68 it breaks.
4. Have students compare their answers.
   Variation: Do the activity as a game with competing teams. The team that successfully completes the task in the shortest time is the winner.

GLOBAL EXCHANGE

1. Set the scene: “Alex32 is writing to a 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. Check understanding of the expression in a while.

4. Options for additional practice:
   - Have students write a response to Alex32 and share their writing in pairs
   - Have students correspond with a keypal on the Internet and then share their experience with the class.

WHAT ARE THEY SAYING?

FOCUS

- Accomplishing Tasks

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 61d Exercise I
1. Preview the language arts mini-lesson in the information box at the top of the page:
First, have students read the definitions of a common noun and a proper noun.
Then have them read the first sentence and identify movie as the common noun and Jurassic Park as the proper noun. Ask students to complete this sentence with their own best movies: “The best movie I’ve ever seen is _____.
Next, have students read the second sentence and identify Steven Spielberg as the proper noun and director as the common noun. Ask students to complete this sentence with their own opinions: “ _____ is my favorite director.”
Then have them make other sentences about their favorite people: “ _____ is my favorite actor/actress/musician/author.”
Finally, point out that proper nouns begin with capital letters, and when they have two or more words, the important words are capitalized.
2. Have pairs practice the conversations. (The conversations contain language arts academic discourse about the common and proper nouns in the sentences above the dialogs.)
3. Have students work individually (in class or at home) to identify the common nouns and proper nouns in Exercises 1–7. They should underline each common noun once and each proper noun twice.

Answers
1. My favorite artist is Picasso.
2. Ocean House has been our favorite restaurant for many years.
3. The supermarket where I buy groceries is called Big Value.
4. The best movie I’ve ever seen is Titanic.
5. Don Quixote is the best novel I’ve ever read.
6. Disney World is my children’s favorite theme park.
7. The game our family has played every Sunday night for many years is Monopoly.

4. Have pairs practice new conversations about the exercises.

READING Finding the Job That’s Right For You
1. You may choose to introduce the following new vocabulary beforehand, or have students encounter it within the context of the passage:

<table>
<thead>
<tr>
<th>assistance</th>
<th>possibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>automotive technician</td>
<td>range</td>
</tr>
<tr>
<td>criminal justice</td>
<td>requirement</td>
</tr>
<tr>
<td>environment</td>
<td>salary range</td>
</tr>
<tr>
<td>evaluate</td>
<td>seriously</td>
</tr>
<tr>
<td>goal</td>
<td>starting salary</td>
</tr>
<tr>
<td>hair stylist</td>
<td>step up to</td>
</tr>
<tr>
<td>hopefully</td>
<td>steppingstone</td>
</tr>
<tr>
<td>information</td>
<td>technical</td>
</tr>
<tr>
<td>technology</td>
<td>thoughtful</td>
</tr>
<tr>
<td>nursing</td>
<td>unemployed</td>
</tr>
<tr>
<td>personality</td>
<td>workplace</td>
</tr>
</tbody>
</table>

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. B 4. C
2. C 5. D

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

THE WRITING PROCESS Purpose • Audience • 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 shows how Marcus lists ideas for the story he is going to write about his bucket list. Explain to students that the term bucket list is used to describe a list of things that a person wants to do. Marcus has two lists—a list of things he has already done, and a list of things he wants to do. Have students read aloud both lists.

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 on the right shows the cluster map that Marcus made to organize his list of things he wants to do in the future. Have students read the map and notice how the main topics are closest to the center of the map, and the related ideas and information are connected to each topic by lines.

4. Have students pre-write using the instructions at the bottom of the page. First, have them think about their purpose and audience. Then have them pre-write by drawing two empty buckets on a piece of paper, brainstorming ideas, and listing them in the buckets.

5. Have students make a cluster map to organize each bucket of ideas into topics and related ideas and information.

6. Have students write a first draft of their story and share it with their classmates. (You may choose to correct students' stories 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 and proofreading steps of the process will be the focus of writing activities in upcoming units.)