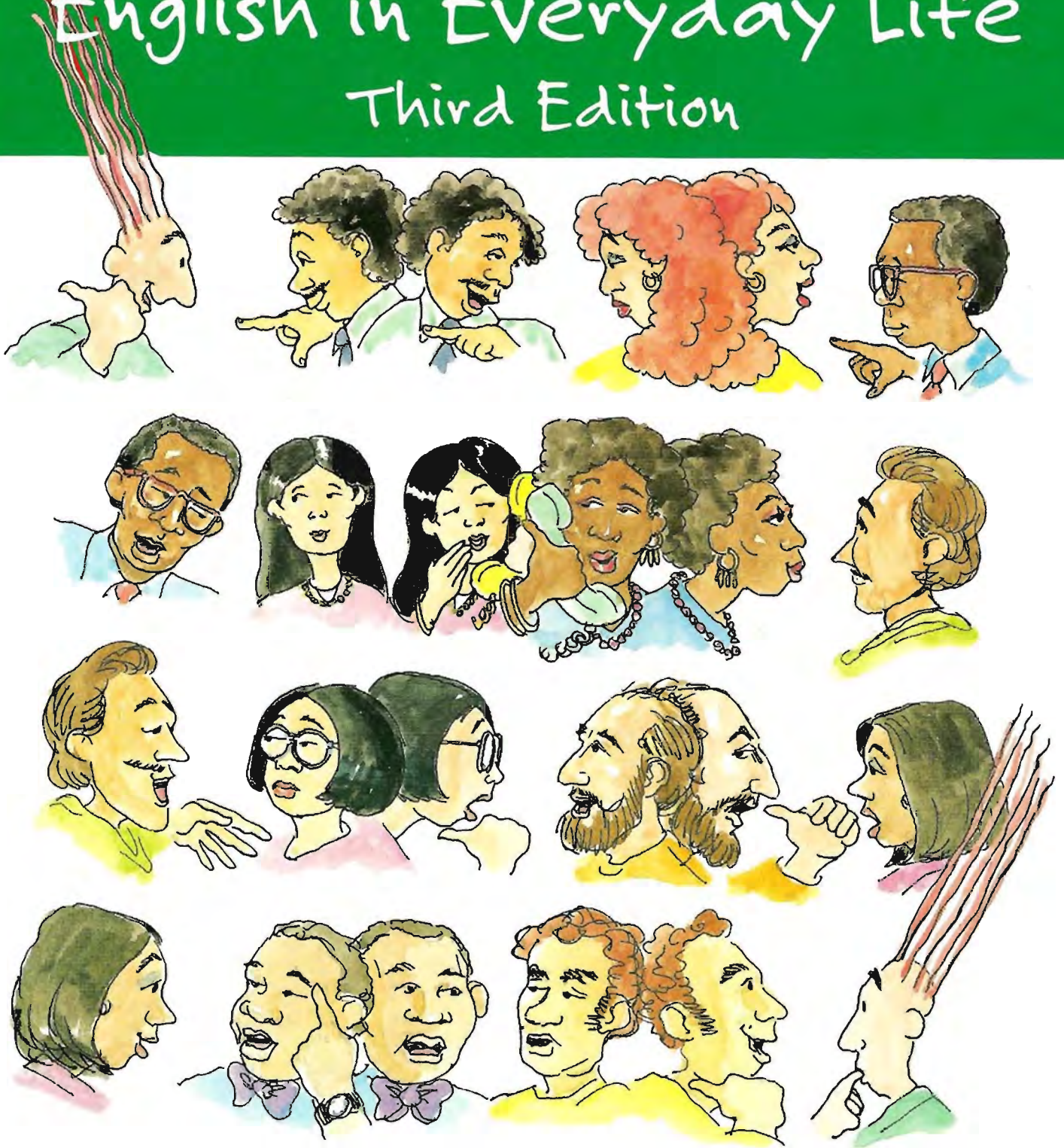


A CONVERSATION BOOK 2

English in Everyday Life

Third Edition



Tina Kasloff Carver

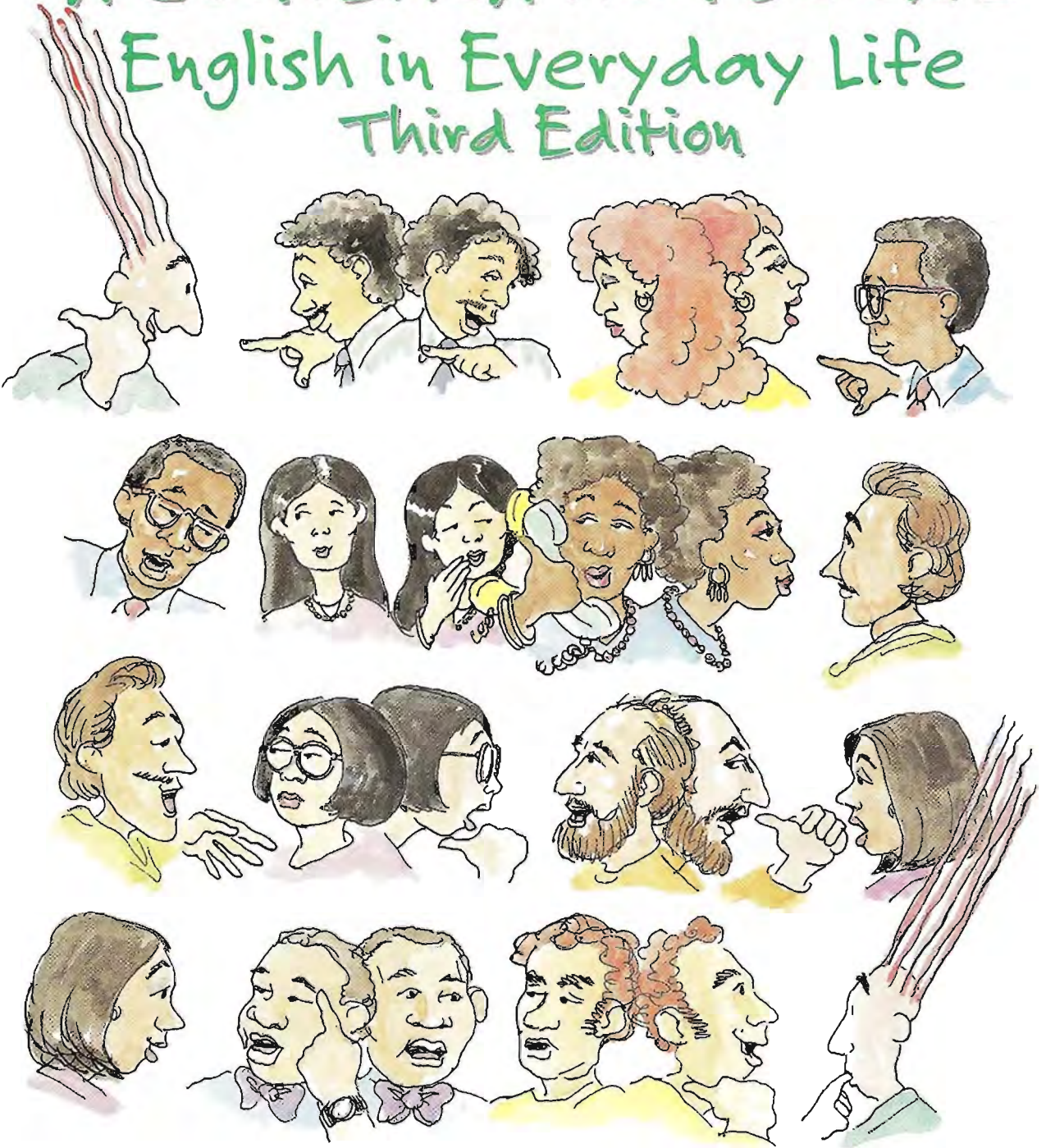
Sandra Douglas Fotinos



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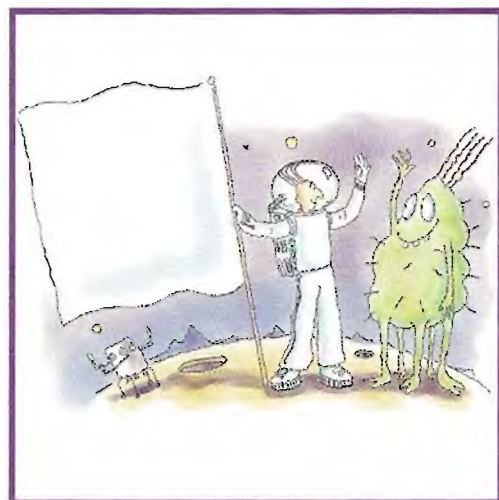
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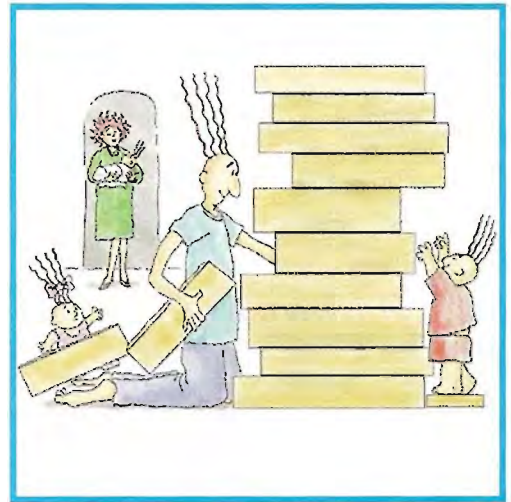
LESSON	COMPETENCY OBJECTIVES	PAGE
Introductions and Greetings	<ul style="list-style-type: none">• identify self; introduce self and others; understand and use formal and informal introductions and leave takings	2
More About You	<ul style="list-style-type: none">• ask and tell about basic personal information and reasons for studying English	6
Congratulations	<ul style="list-style-type: none">• extend congratulations in appropriate situations; compare cross-cultural customs	10
Apologies	<ul style="list-style-type: none">• extend apologies in appropriate situations; compare cross-cultural customs	12
Good and Bad Manners	<ul style="list-style-type: none">• compare and contrast polite and impolite behavior across cultures	14
Helping Each Other	<ul style="list-style-type: none">• offer and ask for help in various situations; compare cross-cultural customs	16
Expressing Sympathy	<ul style="list-style-type: none">• extend sympathy in appropriate situations; compare cross-cultural customs	20
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LESSON	COMPETENCY OBJECTIVES	PAGE
Daily Life	<ul style="list-style-type: none"> compare and contrast differing lifestyles; clarify and/or reconfirm personal lifestyle 	24
Favorite Foods	<ul style="list-style-type: none"> compare and contrast food preferences; explain and introduce personal food preferences 	26
Personality Characteristics	<ul style="list-style-type: none"> identify and discuss various characteristics of personality; explain own personality characteristics 	28
Friends	<ul style="list-style-type: none"> compare and contrast positive and negative aspects of friendship; explain opinions about friendship 	30
Childhood Memories	<ul style="list-style-type: none"> ask and answer questions about childhood memories 	32
Cultural Identity	<ul style="list-style-type: none"> identify and discuss cultural traits and traditions; compare and contrast cultural differences; explain own cultural heritage 	34
Life Story	<ul style="list-style-type: none"> ask and answer questions about personal experiences; share personal stories 	36
Future Plans, Hopes, and Dreams	<ul style="list-style-type: none"> explain and ask about future goals and ways of reaching them 	38
Learning Styles	<ul style="list-style-type: none"> identify and discuss characteristics of various learning styles; clarify and/or reconfirm personal preferred learning style; discuss language learning skills 	40
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LESSON	COMPETENCY OBJECTIVES	PAGE
Families	<ul style="list-style-type: none"> identify and discuss family members and roles in the family; share personal family memories 	44
Falling in Love	<ul style="list-style-type: none"> compare and contrast personal and cross-cultural perspectives on courtship 	46
Marriage	<ul style="list-style-type: none"> identify and discuss common milestones in marriage; share opinions about marriage 	48
Having a Baby	<ul style="list-style-type: none"> identify and discuss common preparations for having a baby and experiences with babies 	50
Growing Up	<ul style="list-style-type: none"> identify and discuss contrasting lifestyles and problems of adolescence; share and compare experiences as adolescents 	52
Parenting	<ul style="list-style-type: none"> identify and discuss common problems of parenting; clarify, share, and/or reconfirm personal opinions about disciplining children 	54
After School	<ul style="list-style-type: none"> compare and contrast supervised and unsupervised behavior of children after school; discuss ways for parents to be involved in children's education outside school; discuss community programs for learning English and for special learning problems 	56
Divorce	<ul style="list-style-type: none"> identify and discuss causes for divorce across cultures and legal solutions to marital problems 	58
Growing Old	<ul style="list-style-type: none"> identify and discuss problems and pleasures of growing old 	60
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UNIT 4: COMMUNITY AND CONSUMER LIFE 63

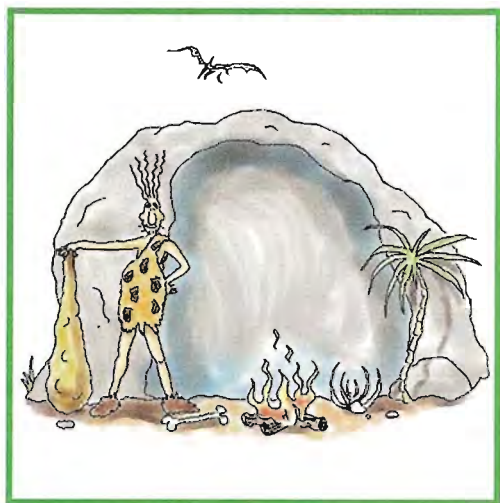
LESSON	COMPETENCY OBJECTIVES	PAGE
Around Town	<ul style="list-style-type: none"> ask for and give directions to places in the community; identify places on a map; share experiences in a new place 	64
Community Services	<ul style="list-style-type: none"> identify and discuss local community services and volunteer opportunities across cultures 	66
Utility Services	<ul style="list-style-type: none"> identify and discuss local utility needs and services; explain problems and request help for repairs 	68
Mailing Services	<ul style="list-style-type: none"> identify and discuss available mailing options; compare and contrast different methods of communication; discuss mailing services across cultures 	70
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Returns and Exchanges	<ul style="list-style-type: none"> identify and discuss reasons and procedures for returning and/or exchanging purchases or gifts 	78
School and Community	<ul style="list-style-type: none"> identify and discuss parental involvement in schools, school discipline, rules and regulations, dress codes, and extra-curricular activities across cultures 	80
Lifelong Learning	<ul style="list-style-type: none"> identify and discuss possibilities for adult higher education and training; compare and contrast educational goals across cultures 	82
Recreation	<ul style="list-style-type: none"> identify and discuss varieties of local recreation opportunities and personal recreation preferences 	84
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UNIT 5: STAYING HEALTHY

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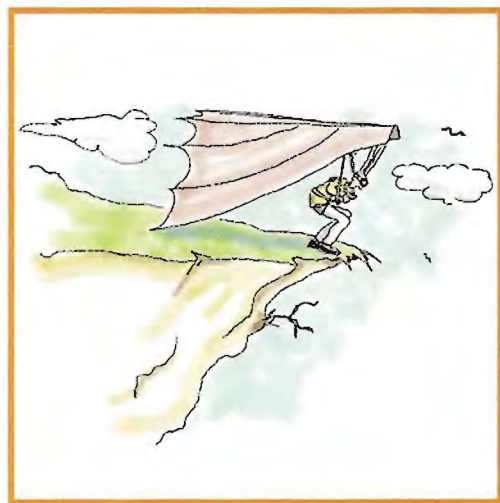
LESSON	COMPETENCY OBJECTIVES	PAGE
Taking Care of Yourself	<ul style="list-style-type: none">compare and contrast good and bad health practices; reevaluate personal health-care habits	88
Staying Healthy Outdoors	<ul style="list-style-type: none">identify and discuss outdoor health hazards, precautions, and remedies; ask and tell about outdoor emergency experiences across cultures	90
Home Remedies	<ul style="list-style-type: none">compare and contrast home remedies across cultures; ask and tell about personal home remedies	92
Medical Care	<ul style="list-style-type: none">identify and discuss health problems and health care across cultures; tell about an experience with a health problem	94
Emergency Care	<ul style="list-style-type: none">discuss procedures and experiences with health care for emergencies; express opinions about treating patients	96
Pharmacy	<ul style="list-style-type: none">identify and discuss procedures and questions for filling and refilling prescriptions and buying nutritional supplements and over-the-counter drugs at a pharmacy; compare and contrast pharmacies and prescription drugs across cultures; compare and contrast various items sold at a pharmacy	98
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Counseling	<ul style="list-style-type: none">identify and discuss problems which counseling can help solve; discuss social problems and resources available to help solve these problems across cultures	102
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LESSON	COMPETENCY OBJECTIVES	PAGE
Places to Live	<ul style="list-style-type: none"> compare and contrast advantages and disadvantages of living in different locations, kinds of housing, and renting or buying a house 	106
Inside Your Home	<ul style="list-style-type: none"> discuss special individual housing needs; explain decorating preferences 	108
Finding the Right Home	<ul style="list-style-type: none"> read and discuss ads for housing; discuss what to look for when renting an apartment or buying a house 	110
Utility Problems	<ul style="list-style-type: none"> discuss mistakes people make with utilities and how to avoid these problems; discuss different kinds of heating and air conditioning across cultures 	112
Tenants and Landlords	<ul style="list-style-type: none"> compare and contrast rights and responsibilities of tenants and landlords; discuss problems between tenants and landlords and recommend solutions 	114
Insuring Your Property	<ul style="list-style-type: none"> identify and discuss common problems resulting in property damage or loss; discuss insurance coverage across cultures 	116
Moving	<ul style="list-style-type: none"> identify and discuss reasons for moving and the process and problems of moving; ask and tell about experiences with moving 	118
Answering the Door	<ul style="list-style-type: none"> identify and discuss reasons why people come to your door and what to say when they do 	120
Neighborhood Problems	<ul style="list-style-type: none"> identify and discuss neighborhood problems and solutions in general and in your neighborhood in particular; find out what your community is doing to solve the problems 	122
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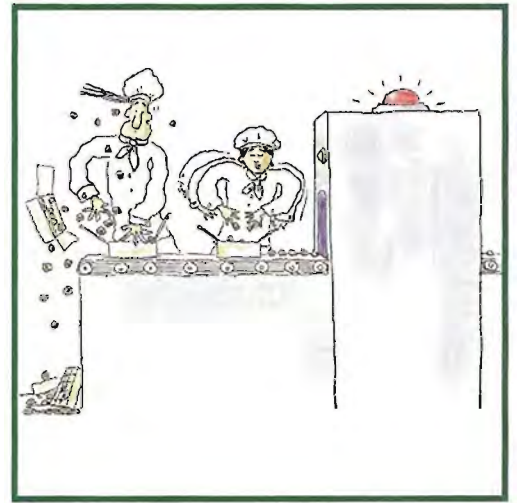
LESSON	COMPETENCY OBJECTIVES	PAGE
Commuting	<ul style="list-style-type: none"> identify different forms of commuting; discuss advantages and disadvantages of each 	128
Learning to Drive	<ul style="list-style-type: none"> discuss procedures and problems of learning to drive and taking driving tests 	130
Driving Problems	<ul style="list-style-type: none"> identify and discuss common problems of driving, what to do about them, and how to avoid them; discuss an automobile insurance policy 	132
Buying a Car	<ul style="list-style-type: none"> discuss preferences and priorities in selecting a car, and what to do and say when buying a car 	134
On Vacation	<ul style="list-style-type: none"> compare preferences for vacation travel; state own travel wishes or plans 	136
Traveling by Car	<ul style="list-style-type: none"> identify and discuss procedures and highlights of long-distance car travel; compare and contrast car travel across cultures 	138
Bus and Train Travel	<ul style="list-style-type: none"> discuss advantages and disadvantages of bus and train transportation; ask and answer questions about personal experiences with buses and trains 	140
Air Travel	<ul style="list-style-type: none"> identify and discuss procedures and common problems associated with air travel 	142
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UNIT 8: FINDING A JOB

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LESSON	COMPETENCY OBJECTIVES	PAGE
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Looking for a Job	<ul style="list-style-type: none"> • discuss different ways to finding a job; find out about job openings through want ads; discuss advantages and disadvantages of jobs; discuss abilities, experience, and job needs of classmates 	154
Applying for a Job	<ul style="list-style-type: none"> • discuss job interview scenarios; prepare questions that an interviewer and applicant would ask; respond to employment interview questions, including short- and long-term employment goals, qualifications, and previous job duties 	156
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UNIT 9: LIFE AT WORK

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LESSON	COMPETENCY OBJECTIVES	PAGE
Starting a New Job	<ul style="list-style-type: none"> • identify and discuss common problems in a new job and possible solutions; tell about a job experience 	162
Instructions at Work	<ul style="list-style-type: none"> • give and follow multi-step instructions to complete a task; identify and discuss common problems giving and following instructions 	164
Doing a Good Job	<ul style="list-style-type: none"> • identify and discuss common problems at work and acceptable and unacceptable work behavior; provide solutions to problems and give advice to workers 	166
Injuries at Work	<ul style="list-style-type: none"> • discuss common work-related injuries, hazards at work and at home, workmen's compensation, and procedures for preventing and dealing with injuries on the job 	168
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Spending Money	<ul style="list-style-type: none"> • discuss advantages and disadvantages of different spending patterns; clarify and/or reconfirm own personal spending patterns 	172
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179

LESSON	COMPETENCY OBJECTIVES	PAGE
Class News	• ask and tell about personal life events	180
News Media	• identify and discuss varieties of news media; discuss people and stories in the news	182
Weather and Natural Disasters	• identify different kinds of severe weather and natural disasters; ask and answer questions about personal experiences involving a natural disaster	184
Sports News	• identify and discuss issues related to sports in the news; discuss popularity of sports and athletes in different countries	186
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Crime in the News	• identify and discuss crimes and criminal justice; share cross-cultural opinions about criminal justice	190
Heroes in the News	• identify and discuss heroes across time and cultures; explain personal ideals of heroism	192
Local News	• identify and discuss local events in the news; become familiar with local issues	194
World News	• identify and discuss events in the news around the world; become familiar with international issues	196
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FOREWORD

Almost immediately after the Third Edition of **A CONVERSATION BOOK 1**—featuring a picture dictionary format with a variety of student-centered material—was published in 1994, we started receiving requests for a split edition which would spread the material in **Books 1 and 2** over a four-semester sequence with the addition of sample conversations and a grammar-for-conversation reference section. **A CONVERSATION BOOK 1** is now available in both full and split editions (1A and 1B). This new edition of **A CONVERSATION BOOK 2** is the second half of our response to the many teachers who wrote or talked to us. It is designed to cover the third and fourth semesters of the four-semester sequence and to complete the series started with **A CONVERSATION BOOK 1**, providing flexibility while sacrificing none of the content or spirit of the original.

This Third Edition of **A CONVERSATION BOOK 2** is therefore available in both full and split editions. Both editions have Conversation Springboards and Grammar for Conversation sections in the Appendix, and the Conversation Springboards as well as the discrete vocabulary are also available on audiotape cassettes. A page-for-page spiral-bound Teacher's Guide with teaching suggestions and additional activities for each lesson, plus tests for each unit, is available for each book.

The new edition remains true to the original concept of **A CONVERSATION BOOK**: that students acquire conversation skills best when their own experiences and interests are part of the conversation, and that student-centered, cross-cultural materials with extensive vocabulary and engaging illustrations focused on everyday life and the community they live in can help make the learning process a pleasure. We hope that **A CONVERSATION BOOK 2, THIRD EDITION** will help to make your conversation class a meaningful, enjoyable, and memorable learning experience for you and your students.

ACKNOWLEDGMENTS

No book is written in isolation. We could never begin to cite all the teachers we have spoken with, the programs we have observed, and the authors who have influenced the writing of this book. They all have been part of our education and developing expertise as authors. We are indebted to them all, as well as to those teachers and students who have used the last two editions of the **CONVERSATION BOOK**.

The process of getting a book from first concept to press and out to the classroom involves many people. We were fortunate to have dedicated, competent support during this time. For the Third Edition, which is the basis of the Revised Edition, our sincere appreciation goes to Nancy Baxer, our editor, who encouraged us to recreate the **CONVERSATION BOOKS** in a new way and whose vision and tenacity supported the process. Andrew Lange, our artist and the designer of the book, has continually surprised and delighted us with the creativity and humor of his work. For examples of Andrew's imagination unleashed, look at the title page of each unit. We asked Andrew to draw whatever he wanted for those pages, and every unit surpassed the ones that came before! The result is a new artistic pedagogy—a major focus of change in the Third Edition.

For the long process of shaping our pages into a complex and complete finished product, our sincere thanks and great appreciation must go first to Gino Mastascusa, our development editor, who became our partner in every way. Gino's dedication, creativity, attention to detail, diplomacy, and long hours and unflagging hard work can be seen in every page. No words of thanks are really adequate. Kudos to you, Gino. Barbara Barysh, who helped in so many ways in the Third Edition, lent a superb editorial eye to this revision by catching so many inconsistencies and suggesting ways to make the materials more easily taught. And to Janet Johnston we owe a great debt of thanks for her expertise on the Grammar for Conversation sections.

In a text such as this, production qualities are of utmost importance. The appeal to the student, the "look" as well as the accessibility, contribute to its pedagogy almost as much as the content itself. We'd like to thank the production team that worked so professionally on the book: Ken Liao and Jan Sivertsen for the beautiful interior pages, Christine Mann for her wonderful design of the Grammar for Conversation pages as well as the rest of the front and back matter, Carey Davies for his additional technical support and extraordinary revisions of the maps, Steven Greydanus for his finely tuned "tweaks" to the art, and Christine Lauricella for her excellent preparation of the tapescripts.

Our appreciation goes to Ki Chul Kang, who for years gathered information and suggestions from teachers in Asia and who helped mold this new revision. Also, Steven Golden, Stephen Troth, Gunawan Hadi, Jerene Tan—thanks for your support both now and over the years, and for your thoughtful recommendations on the Conversation Springboards. Without you, this edition would never have been created!

Our sincere thanks to Louisa Hellegers, our publisher, who responded to the requests from the field and helped mold them into reality. Because of Louisa's belief in this project, these texts have been published with the values and the timeliness they need.

Our thanks to Professor H. Douglas Brown, who guided us through the Learning Strategies for every unit and wrote the To the Student.

The list could go on and on—and fearful that we have omitted someone, we thank also Tom Dare, Mike Bennett, Gordon Johnson, Susan Fesler, Rob Walters, and Maria Angione. Also, thanks to Andy Martin and Gil Muller, as well as to H.T. Jennings, Karen Chiang, and Norman Harris, for their professional contributions and personal support.

Our own personal experiences as ESL teachers and foreign language learners underlie every page of **A CONVERSATION BOOK 2**. As learners living and working in other countries, we were reminded daily that learning a new culture and a new language is very hard work! To the many people who afforded us friendship when we were far from home, helped us deal with the

complexity of everyday life in a new place, and patiently shared perceptions and languages with us, thank you. Without those experiences and without those people to guide us, CONVERSATION BOOKS 1 and 2 would never have been written.

A Personal Word from Tina Carver

It is rare that an *editor* is afforded the opportunity to thank *authors*, but this time the role reversal is appropriate. I have the good fortune to have been the colleague and editor for authors who professionally exhibit the highest level of excellence to which I aspire, and who, through the years, have also become very good friends. I will always value that friendship. So, to Betty Azar, Bill Bliss, Doug Brown, and Steve Molinsky, thank you—much of the improvement in this revision is the result of the many years of our professional conversations and work together.

A special note of appreciation goes to Sandra Fotinos, my master teacher of so many years ago, whose expert teaching and instincts toward students' needs have set an example to me throughout my career. Through all these years and experiences, both personal and professional, we have remained friends and colleagues.

I would like to express my appreciation to my three children, Jeffrey, Brian, and Daniel, who grew up with the CONVERSATION BOOKS as youngsters. Now that they are young adults, their daily help and understanding—from reading the manuscript and offering suggestions to doing the cooking, laundry, shopping, and walking the dogs—made my work easier and, indeed, possible. My mother and father, Ruth and George Kasloff, influenced my early decision-making. My mother has continued to guide and to support me in all my endeavors. Finally, I would like to express my appreciation to Gene Podhurst for his support through the long process of this revision.

A Personal Word from Sandra Fotinos-Riggs

I would like to thank my colleagues at Cochise College, Northern Essex Community College, and Harvard University for the many good years of stories and teaching techniques that we have shared, and for the constant, gentle reminder that what works once does not necessarily work again in another class or for another teacher.

For whatever I have really learned of living across cultures and languages through the delights and the hard times of everyday life, I want to say thank you to my Fotinos family-by-marriage and especially to my mother-in-law, Kleopatra Fotinou, of Kallitsaina, Messinias, who for more than thirty years was my Greek teacher and a loving, understanding friend.

Finally, thank you again to my children, Christina, Elizabeth, and Paul, who, like Tina's children, grew up with the CONVERSATION BOOKS and whose cross-cultural life experiences are imbedded in so many of the conversations of the books. And for the personal support without which this revision would have been impossible, thank you to Gene Riggs, my incredibly patient husband, and to Tina Carver, for twenty-five years my co-author and friend.

New York/Arizona
October 1997

TO THE TEACHER

These notes are provided as springboards for your own creativity and initiative. We have revised **A CONVERSATION BOOK 2** to incorporate new English teaching methods with those that have worked successfully through the years. Our intention is to provide a wide variety of vocabulary and student-centered learning activities for you to use within your own style and that of your intermediate ESL/EFL students.

Equally important to these activities is creating an atmosphere of shared learning in which students' differences are valued and their life experiences are appreciated. We have endeavored to create materials that will foster the idea that the class is a partnership between teacher and student and between student and student.

LEARNING STRATEGIES

The Learning Strategies box on the first page of every unit suggests three or four ways to facilitate learning for the unit. These are meant as springboards to get students thinking about the best ways for them to learn. This small section is designed to guide students to understand, appreciate, develop, and broaden their own learning styles. The learning strategies encourage critical thinking and discovery of personal learning styles, both of which are essential to becoming a self-aware and independent learner.

Read the introduction from Professor H. Douglas Brown with the class and discuss the advantages of understanding how each individual has his or her own way to learn most effectively. Then, as you begin each unit, discuss the learning strategies for that unit. Have students concentrate on the strategies throughout the unit, and have them continue to practice the strategies from previous units. Add strategies as everyone in the class becomes aware of his or her unique learning style.

Integrate the teaching of independent learning skills throughout the course. To help students organize their learning tasks, have each student bring a notebook to class and divide it into four tabbed sections: Vocabulary, Dialog Journal, Community Information, and Activities. When new words are generated in the classroom from discussion or from activities, students should record the words and information about them in the Vocabulary section of their notebooks. Write new words and sentences on the board so that students can record them accurately. The Dialog Journal section should be set aside for journal entries, both those suggested in the text and other topics you—or the students—may choose. The Community Information section should be a place to note valuable information about the students' communities and could be used as a handy reference tool outside the classroom. The Activities section should be used for any activities the students do in class or at home. There are specific suggestions in the Teacher's Edition and the student text as to how and when to use the notebook.

ILLUSTRATIONS AND ACTIVITIES

Our "mascot" appears again in **A CONVERSATION BOOK 2**. Use him as a whimsical thread throughout the course. Giving the mascot a name has proven a valuable activity at the beginning of **A CONVERSATION BOOK 1**; it should be continued in Book 2.


The illustrations serve as a visual entrance into each lesson, presenting the vocabulary and concept of the lesson in the context of real-life situations. Some of these situations are presented as problems, others as stories—with and without endings. All are designed to stimulate discussion through the first activity of each lesson: Picture Discussion.

Subsequent activities tie the lessons' illustrations to the students' lives and interests in a variety of ways, such as through role plays, story telling, problem solving, brainstorming, and memory games.

There are many kinds of activities in this book. Step-by-step instructions for leading students through each kind of activity are included on pages 262 through 272 in the Appendix.

CONVERSATION SPRINGBOARDS

Here are dialogs for teachers who hate dialogs! We have developed these springboards as conversation starters, to serve as models and inspirations for students to talk about their life experiences. These conversations are NOT listen/repeat dialogs! They are NOT designed to be used for pattern practice. They are intentionally longer and more difficult than traditional dialogs because they are meant for listening to and understanding real, whole conversations about everyday life in English. They are designed as samples of native-speaker conversations, above the level of conversation that the students could be expected to produce themselves. In fact, they replicate the situation that ESL and EFL students most often find themselves in with native speakers of English, where the conversation is fast and full of idioms, and the students have to cope with understanding and participating at their own level.

An accompanying Audio Program is available that includes all of these Conversation Springboards. Cassette icons  on student-text pages signal where to use the audiotape. Each icon is footnoted with a cross-reference to the Appendix page with the corresponding Conversation Springboards; each type has a specific purpose.

- *What's the process?* Conversation Springboards are to be used before specified activities, and are intended to help students understand and talk about the purpose and process of the activity, as well as possible complications and their solutions.
- *What's happening?* Conversation Springboards tell a story happening in the present. These dialogs are intended to help students listen to conversational narratives in present time, and to retell stories chronologically, using present and present progressive tenses.
- *What happened?* Conversation Springboards relate a story that happened in the past and give students practice listening to past-time narratives and retelling the events in order, using past tenses.
- *What's next?* Conversation Springboards tell a story without an ending, or with a next step implied but not stated. They give students practice in drawing conclusions from indirect information, as well as opportunities to create their own endings in future time.
- *What's your opinion?* Conversation Springboards present a situation where preferences and opinions are expressed, and give students opportunities to agree or disagree with others' opinions, express their own opinions, and participate in a class discussion of a topic.
- *Picture Springboards* are incomplete conversations between two or more characters in one of the pictures in the lesson. At the end of each conversation are blank lines for students to complete the conversation. There is one Picture Springboard for each lesson in this book.

We suggest the following method of using the Conversation Springboards and accompanying Audio Program:

1. Listen to the entire conversation once with books open or closed, depending on the class level and your preference. (Students with very limited vocabulary may find it reassuring to preread the conversation at home before class.)

2. Listen again, breaking up the conversation by stopping the tape after every two lines. Check for understanding. Define any words or phrases that are unclear. Whenever possible, have students write down unclear words and try to guess the meaning from context.

3. Listen to the entire dialog again. (If you have listened with books closed until now, listen this time with books open.)

4. Follow up by having students either explain the process, situation, or problem, tell the story, or finish the conversation, depending on which type of Conversation Springboard you are using.

5. You may wish to have students read the conversations out loud. If you do, go slowly!

VOCABULARY

Every lesson has a vocabulary box listing some of the basic vocabulary for the lesson, plus spaces for students to add words. Following the picture dictionary format of *A CONVERSATION BOOK 1*, each word in the vocabulary box is related to the art of the lesson, and is also included for practice on the audiotape for that lesson. Words already presented in *A CONVERSATION BOOK 1* Third Edition are not repeated in Book 2. Also, as in Book 1, each new word is listed only the first time it is used in the book. Keep this in mind if you are not using the book from beginning to end. Use the Index to find the words and their original page references. Take the opportunity to teach students how and when an index can be used in their studies.

To present the vocabulary, either have students look at the picture and call out the individual words they know, or begin by having students describe the scene. Then repeat the individual words and have students follow your cue.

Modeling the words for pronunciation is useful for students so they can hear how to say the word in English in conjunction with seeing the illustration and the written word. Although it may be difficult for you to hear all the pronunciations, choral repetition will give students an opportunity to verbalize the words they are learning. Be sure students understand all the words. Sometimes native language translation is appropriate; that is your judgment call!

Have students add to the vocabulary box with words they contribute to the class discussions. By adding the students' suggested words to the list, you are reinforcing their retention and recall of introductory-level vocabulary, encouraging them to explore new vocabulary, and validating their contributions to the class. The words may be ones that students already know or ones you provide as their "living dictionary." Or they may be words that students find in their bilingual dictionaries and then look up in their English/English dictionaries. At this level, students should begin to use an English-only dictionary to understand new vocabulary, rather than relying solely on their bilingual dictionaries. Help them ease into this important study skill by actively using English/English dictionaries in class.

A vocabulary problem common to intermediate-level English language students is predicting abstract noun and adjective forms and uses of a word from its basic verb form (permit/permission/permissive/permissible; resist/resistance/resistant; succeed/success/successful.) To begin to address this problem, we have included in some of the vocabulary lists varying word forms that are difficult to predict. Discuss and explore word families with your class as you expand the vocabulary lists together. It is always important to provide a meaningful context for each variant of a word (They want to succeed./Success in this course is important to them./They are successful students.) Have students experiment with uses of word variants themselves. Although the students will make mistakes, such guesses are essential to true vocabulary acquisition. This provides a good opportunity to encourage "risk-taking" tolerance.

The Word Families charts in the Grammar for Conversation section can be helpful in clarifying the idea of word families. Encourage students to keep their own "Word Families" lists in the Vocabulary section of their notebooks. In the Teacher's Edition, we have included additional activities for vocabulary expansion, retention, and recall.

GRAMMAR FOR CONVERSATION

In the Appendix, there are grammar paradigms for each unit, charted to illustrate useful patterns, phrases, and vocabulary from the unit. The grammar charts avoid complicated terminology and are meant to be quick references and springboards for incorporating grammar into conversation so that students can say what they really mean.

The conversations in this book are not grammar-based. On the contrary, the grammar emerges from the conversations. The practical needs of conversation in everyday life form the basis of the grammar included in this text. As a result, some of the grammar is out of sequence for a standard grammar-based approach, but is in sequence for real-life conversations. Any grammar that is "above" a student's grammar level can still be accessible as a usable set phrase, and all of the charts and lists are expandable for use in classes that are interested in talking about grammar.

CONVERSATION MONITOR

Some group activities call for a conversation monitor. The first time your class uses a conversation monitor, discuss what his/her functions will be and list those functions on the board (keeping the conversation going, covering the topics, being sure everyone gets a chance to contribute to the activity, organizing the “reporting back,” etc.). Make sure that all students, not just the more outspoken students, take turns being conversation monitors. Practice with a demonstration group. Take the role of the monitor with the group. Narrate the role of the monitor as you are going through the activity.

RECORDER

While the conversation monitor’s role is to keep the conversation going and to allow everyone to have a turn, the recorder is charged with taking notes on the various activities so there will be concrete written notes when it comes time to “report back to the class.” It may help the class for you to play the recorder role at first and write the notes on the chalkboard as a model.

PRONUNCIATION

Encourage students to try to pronounce clearly but not to worry about trying to sound like native speakers of English. The students’ emphasis should always be on communication and fluency in conversation. However, when pronunciation difficulty impedes communication, it is well worth focusing on a discrete point (e.g., can vs. can’t). Role plays can also help improve pronunciation: often when students are pretending to be someone else, they are less inhibited about making “foreign” sounds. Pronunciation can be improved by repeating vocabulary words at the beginning of the lesson.

CORRECTIONS

Too much correction inhibits students’ ability to think coherently and works contrary to developing integrated conversation skills. Teachers should aim to strike a balance, teaching syntax as well as pronunciation at opportune times. Make a note of the errors students are making. It is usually not helpful to interrupt the flow of students’ conversations, but to correct errors at the appropriate time later in class, without referring to any specific student. Use your own judgment according to the individual student and the moment.

GROUPING

All activities require some type of grouping—pairs, triads, or groups of four, five, etc. As students get to know each other, informal methods of grouping usually work best. Occasionally, let students choose a partner or set up their own groups. For other activities, depending upon the subject, deliberately mix genders, age, language groups, occupations, or opinions. Try to avoid cliques sitting together. Remind students that the only way to develop conversational fluency in English is to practice in English!

CHALKBOARD

Because many students are visual learners, use the chalkboard as much as possible to encourage students to both see and hear the vocabulary, phrases, and sentences associated with the conversation topic. Write unfamiliar words on the board for students to copy in the Vocabulary section of their notebooks.

Use the board to expand the charts or grids in the text. Construct the chart or grid while students are engaged in the activity. Utilize the board so that all students’ or all groups’ information can be included. Also, use the board to write all the information generated from survey activities. Encourage students to come to the board and write also. Have students be “recorders” and write words on the board from time to time. This will build confidence and self-esteem.

WRITING

For follow-up activities that will give students a chance to write about many of the conversation topics, we suggest using the black line masters in **A WRITING BOOK**, a collection of one hundred complete writing lessons for using English in everyday life. Each lesson includes individual and/or cooperative writing tasks, such as writing letters, journals, notes, invitations, and shopping lists, and filling out forms. There is a cross-reference in the back of both **A WRITING BOOK** and **A CONVERSATION BOOK 2 TEACHER'S GUIDE** that correlates lessons in the two books.

TEACHER'S GUIDE

The page-for-page **TEACHER'S GUIDE** gives Warm-up and Expansion activities for each lesson, plus step-by-step suggestions for all the activities. It also includes a conversation test and a vocabulary test for each unit, as well as suggestions for administering the tests and for using them as teaching/learning tools. In addition, it provides a checklist of topics and skills covered in **A CONVERSATION BOOK 2** and correlations to writing activities in **A WRITING BOOK**.

TO THE STUDENT

In A CONVERSATION BOOK 2, your teacher will help you to learn English by using it in conversations with English speakers. Your work in the classroom is very important. It will help you to practice English, to speak more clearly and fluently, and to listen to others carefully and understand what they are saying. But it is also very important for you to practice English *outside* of the classroom.

To help you to be a better learner of English, I have ten “rules” for successful language learning that I encourage you to follow. These rules suggest ways to help you become a successful learner. If you can follow this advice, you too will learn English more successfully. Here are the ten rules.

1. Don't be afraid!

Sometimes we are afraid to speak a foreign language because we think we are going to make terrible mistakes and people will laugh at us. Well, the best learners of foreign languages try not to be afraid. They make a game of learning. They are not anxious about making mistakes. And they sometimes share their fears with friends. You can do that, too, and you will then feel better about yourself.

2. Dive in!

Try to speak out! Try to say things in English! The best way to learn English is to speak it yourself. Don't worry about perfect pronunciation or grammar; other people usually will not criticize you.

3. Believe in yourself.

You have lots of strengths. You have already learned some English. You must believe that you *can* do it! Compliment your fellow learners on their efforts. Then maybe they will return the favor!

4. Develop motivation.

Why are you learning English? Make a list of your reasons for studying English. Those reasons can be your individual goals for this course. If you have your own reasons for learning English, you will have better success.

5. Cooperate with your classmates.

You are learning language in order to communicate with other people. So, practice with other people and you will be more successful. Create your own conversation group outside of class. Try out new ways to communicate in that group. And, in class, remember your classmates are your “team” members, not your opponents.

6. Get the “big” picture!

Sometimes learners look too closely at all the details of language (words, pronunciation, grammar, usage). It's OK to pay attention to those details, but it is also important to understand general meanings (the “big” picture). Maybe you don't know all the right words or grammar, but you can say things anyway. See movies in English. Read books and magazines for pleasure.

7. Don't worry if you're confused.

Learning English is a big task! Sometimes you will feel confused about all the things you have to learn in a foreign language. Try not to worry about everything all at once. Don't try to learn *all* the rules right now. Ask your teacher questions about English. And try to learn a little every day.

8. Trust your "hunches."

Sometimes people think they should analyze everything (grammar rules, word definitions) in their new language. The best learners do some analyzing, but they follow their hunches (their best guesses, their intuitions) about the new language. If they have an intuition that something sounds right, they will try it. So, the next time you feel that something is right, say it. You'll probably be right, and, if you aren't, someone will give you some feedback.

9. Make your mistakes work FOR you.

A mistake is not always "bad." We all make mistakes learning anything new. Successful learners don't worry about mistakes; they learn from them. They take note of their errors and try to correct them the next time. Some things you can do:

- Make a list of your most common mistakes.
- Select grammar points to watch for.
- Tape-record yourself and listen for errors.

10. Set your own goals.

Teachers usually set goals (assignments, homework, classwork) for you. But *you* need to set your own goals, too. You can do that by doing the following:

- Set aside a certain number of hours a week for extra study.
- Learn a certain number of words a day/week.
- Read a certain number of extra pages a day/week.

Take charge of your own learning!

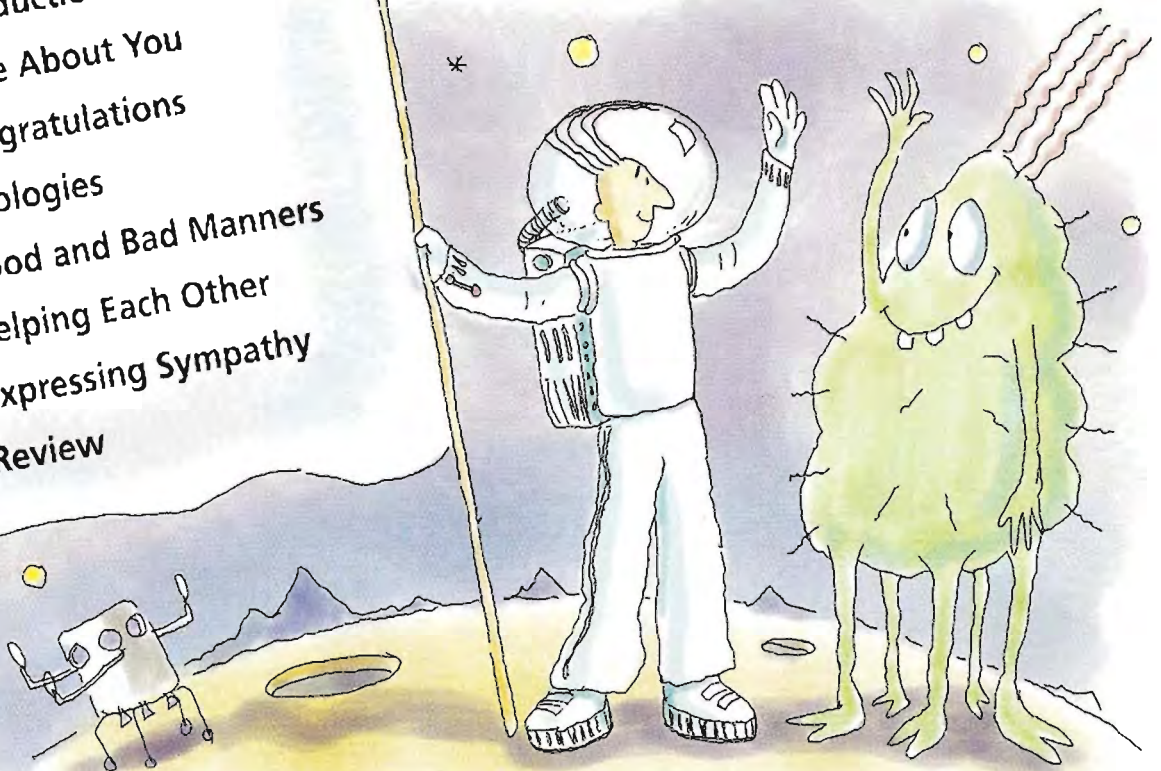
Try to follow at least some of these rules for successful language learning as you work with **A CONVERSATION BOOK 2**. I am sure that you will be a more efficient learner of English, and you will feel proud of your accomplishments. Good luck!

H. Douglas Brown, Ph.D.
American Language Institute
San Francisco State University
San Francisco, CA
May 1997

UNIT 1

SOCIAL COMMUNICATION

- 2 Introductions and Greetings
- 6 More About You
- 10 Congratulations
- 12 Apologies
- 14 Good and Bad Manners
- 16 Helping Each Other
- 20 Expressing Sympathy
- 22 Review



LEARNING STRATEGIES

As you study this unit, try to develop your own ways of learning. Here are some study tips:

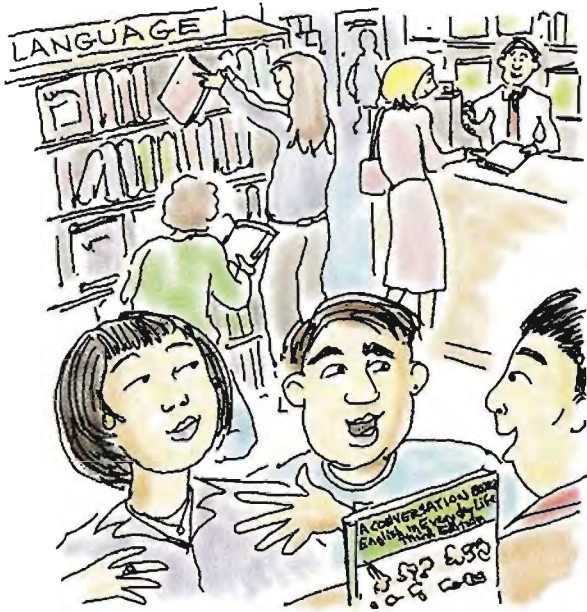
- In your notebook, make a separate section: **IMPORTANT VOCABULARY**. List new words you see outside the classroom. Look up the words in your dictionary. If you don't understand their meanings, ask your teacher for help.
- Make another section: **NEW CUSTOMS**. Keep a list of all the new customs you observe. Make a list of customs that confuse you. Discuss the list in class.
- Make another section in your notebook: **JOURNAL**. Write in this **Journal** section whenever you can.
- Listen to conversations in English and in your language outside the classroom. What do you notice? Write your observations and impressions in your **Journal**.

INTRODUCTIONS AND GREETINGS



- | | | |
|-------------------------|---|------------------------------|
| 1. formal | 10. Hello./Hi. | 17. It was nice to meet you. |
| 2. Good afternoon. | 11. How are you? | 18. Nice meeting you. |
| 3. Goodbye./Bye. | 12. I believe you've already met . . . | 19. Nice to see you again. |
| 4. Good evening. | 13. I'd like you to meet . . . | 20. See you soon. |
| 5. Good morning. | 14. I'm fine, thanks. | 21. So long. |
| 6. Good night. | 15. informal | 22. This is . . . |
| 7. greet | 16. It's my pleasure to introduce . . . | 23. Yes, we've met. |
| 8. Have a nice day. | | |
| 9. Have you met . . . ? | | |





Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. Where are the people in each scene?
2. Who are the people?
3. What are they doing?
4. What are they saying?
5. Which introductions are formal? Which are informal?
6. Have you ever been in any of these situations? What did you do? What did you say?

Group Role Play

In groups of three, choose one of the scenes. • Create a role play. • Present your role play to the class. • Have the class guess which scene you are role-playing.

Class Game: Nice to Meet You!

On a slip of paper, write your name. • Make a pile. • Pick a paper. • Read the name and introduce yourself to that student.

Group Brainstorm

In groups of four, choose a recorder. • Add to this list of conversation topics. • Read your list to the class. • Make a class list on the board.

the weather	_____	_____
your school	_____	_____
your family	_____	_____
your work	_____	_____
your country	_____	_____

Group Conversation

In the same groups, choose one or more topics from the list. • Have a conversation with your group using the topics. • Include everyone in the conversation.

Class List

With your class, make a list on the board of all the students' names in alphabetical order. • Alphabetize by last name. • Copy the list in your notebook.

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. has a very short name. _____
2. has a very long name. _____
3. has a nickname. _____
4. is named after a relative. _____
5. is named after a famous person. _____
6. has the same name in English and in his or her language. _____
7. _____
8. _____

Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. Where do you think these people are from? What are the differences in the ways they greet each other?
2. In some cultures, people shake hands when introduced. What do people do in your culture?
3. When do you make formal introductions in your culture? Demonstrate a formal introduction.
4. When do you introduce people informally? Demonstrate an informal introduction.
5. What are common ways to say goodbye in your language? Are they similar to English?
6. What are common names and nicknames in your country?
7. What are some customs in naming babies and giving nicknames in your culture?
8. What words and customs for introductions or greetings in your culture are similar to those in English?



MORE ABOUT YOU



- | | | |
|-----------------------|--------------------------|----------------------|
| 1. career advancement | 8. employment | 15. qualification |
| 2. classmate | 9. explain | 16. qualified |
| 3. communicate | 10. explanation | 17. qualify |
| 4. communication | 11. get acquainted | 18. reason |
| 5. converse | 12. medical condition | 19. small talk |
| 6. educated | 13. medical consultation | 20. sociable |
| 7. education | 14. purpose | 21. socialize |
| | | 22. telephone skills |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

- How does this classroom look like your classroom?
- Where do you think these students are from?
- What languages do you think they speak?
- What reasons do these students have for studying English?
- What are some other reasons?
- Draw two more reasons in the empty bubbles.



Class Survey

With your class, add to this list of reasons for studying English. • Write the list on the board. • Check your three most important reasons for studying English. • Compare your reasons with your classmates. • Circle the most common reason in your class.



Reasons for Studying English

- | | |
|---|--------------------------------|
| <input type="checkbox"/> to talk with neighbors | <input type="checkbox"/> _____ |
| <input type="checkbox"/> to study in more classes | <input type="checkbox"/> _____ |
| <input type="checkbox"/> to get a job | <input type="checkbox"/> _____ |
| <input type="checkbox"/> to talk with the doctor | <input type="checkbox"/> _____ |
| <input type="checkbox"/> to talk on the telephone | <input type="checkbox"/> _____ |
| <input type="checkbox"/> to order in a restaurant | <input type="checkbox"/> _____ |
| <input type="checkbox"/> to travel | <input type="checkbox"/> _____ |
| <input type="checkbox"/> to help my family | <input type="checkbox"/> _____ |
| <input type="checkbox"/> to go to college | <input type="checkbox"/> _____ |

Partner Interview

Partner's Name _____

Ask a partner these questions. • Then report your partner's responses to the class.

1. What is your name?
2. Where are you from?
3. Where do you live?
4. What was the first language you learned?
5. Do you speak any other languages?
Which ones?
6. What are the most important reasons you are studying English?
7. Where did you study English before?
8. Where do you work?
9. How do you come to class?

Group Conversation

In groups of four, fill in the chart. • Then discuss your responses.

Student's Name	Hometown	Languages	Reasons for Studying English
1.			
2.			
3.			
4.			

Class Game: Guess Who!

On a slip of paper, write where you are from, what languages you speak, and why you are studying English. • Make a pile. • Pick a paper. • Read it to the class. • Guess who wrote it!

Conversation Squares

In groups of three, fill in the chart. • First write your own information. • Then ask your partners for their information and write their answers. • Compare information with another group.

	You	Partner 1	Partner 2
Student's Name			
Address: Street City State ZIP Code			
Telephone Number			

Group Brainstorm

In the same groups, choose a recorder. • List situations where people have to give their name, address, and telephone number. • Read your list to the class. • Make a class list on the board.

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. lives near you. _____
2. lives far away from your school. _____
3. comes to class with a friend. _____
4. speaks three languages. _____
5. is studying English for work. _____
6. _____
7. _____

Group Vocabulary Challenge

In groups of six, list everyone's name in the class. • Write something you know about each person. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

CONGRATULATIONS



- | | | | |
|------------------|-------------------|--------------------|-------|
| 1. All the best! | 8. Lots of luck! | 15. promotion | _____ |
| 2. congratulate | 9. lucky | 16. raise | _____ |
| 3. deserve | 10. marvelous | 17. special | _____ |
| 4. event | 11. move in | 18. twins | _____ |
| 5. Good luck! | 12. new apartment | 19. unpack | _____ |
| 6. graduate | 13. new baby | 20. winning ticket | _____ |
| 7. graduation | 14. occasion | 21. wonderful | _____ |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. How many different reasons for congratulations are in these scenes?
3. How will each event change these people's lives?
4. What did the man and woman buy for their friends' new apartment?
5. On what other occasions would you give congratulations? Make a list on the board.

Group Role Play

In groups of four, choose one of the scenes. • Create a role play. • Present your role play to the class.

Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, read and discuss this letter. • Together, write a response from Aunt Betty, giving advice to Perplexed in Pittsburgh. • Read your letter to the class.



ASK AUNT BETTY



Dear Aunt Betty:

Last week, my next-door neighbors had a baby boy—their first child. They are very nice people, and they have always been very kind to me and my family.

I would like to visit them and offer my congratulations, but, in my culture, a mother and baby cannot have any visitors for thirty days. I don't know what the custom is here in the U.S. What should I do?

Perplexed in Pittsburgh



Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. How do you say "congratulations" in your language? Teach your group to say it.
2. On what special occasions do people congratulate each other in your culture?
3. On what occasions do people give presents to each other in your culture? What do they give?



APOLOGIES



- | | | | |
|-----------------------|-------------------------|-----------------------|-------|
| 1. apologize | 9. I'm sorry. | 17. Pardon me. | _____ |
| 2. Are you all right? | 10. I'm sorry I'm late. | 18. push | _____ |
| 3. Are you OK? | 11. intentional | 19. shove | _____ |
| 4. bump into | 12. mean to | 20. tardiness | _____ |
| 5. by accident | 13. No problem. | 21. tardy | _____ |
| 6. Don't worry. | 14. nuisance | 22. That's all right. | _____ |
| 7. Excuse me. | 15. on purpose | 23. That's OK. | _____ |
| 8. Excuse me for ... | 16. packed | 24. unintentional | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What apologies are necessary for each situation? Why?
3. Have you ever been in a situation like any of these? What did you do?
4. What other situations require an apology? Make a list on the board.

Partner Problem Solving

Partner's Name _____

With a partner, decide what problems are in the scenes. • Then decide on solutions. • Compare your solutions with another pair. • Choose the best ones. • Report your results to the class.



Partner Role Play

Partner's Name _____

With a partner, choose one of the scenes. • Create a role play. • Present your role play to the class.

Group Vocabulary Challenge

In groups of four, list as many occasions to apologize as you can. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. has apologized for being late. _____
2. has apologized for bumping into someone. _____
3. has apologized to a classmate. _____
4. has apologized to a neighbor. _____
5. _____
6. _____

Partner Game: What Do You Remember? Partner's Name _____

With a partner, look at one of the scenes. • Remember as much as you can. • Then close your books. • Describe the scene with your partner. • List everything. • Open your books and look at the scene. • What did you forget?

GOOD AND BAD MANNERS



- | | | | |
|------------------|-------------------|-------------------|-------|
| 1. block | 9. impatient | 17. pay attention | _____ |
| 2. considerate | 10. impolite | 18. polite | _____ |
| 3. consideration | 11. inconsiderate | 19. quiet | _____ |
| 4. cut in line | 12. interrupt | 20. share | _____ |
| 5. delay | 13. loud | 21. thank | _____ |
| 6. disrupt | 14. oblivious | 22. Thanks. | _____ |
| 7. double-park | 15. offer | 23. thoughtful | _____ |
| 8. get away with | 16. patient | 24. thoughtless | _____ |





Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. Which students should offer to share their food? When is it polite to share?
2. What will the people say to the woman cutting in line? Will she get away with it?
3. Why is it inconsiderate to double-park? What should the woman do?
4. Why is the man holding the door open? How is the girl being thoughtless?
5. Why is it bad manners to be late?
6. Why aren't the students paying attention to the teacher? What are they doing?

Class Game: What Can I Say?

Choose one of these situations. • Decide what to say. • Write it on a slip of paper. • Make a pile. • Pick a paper. • Guess what the situation is.

1. You are watching a movie, and the person sitting next to you is talking to a friend. You cannot hear the movie.
2. You are on a crowded train, and your stop is next. You need to get to the door before it closes.
3. You are waiting in line at the bank during your lunch hour. Someone cuts in line in front of you.
4. A salesperson calls your home during dinner time. This is the third call from the same company this evening.

Group Role Play

In groups of four, choose one of the situations above. • Create a role play. • Present your role play to the class.

Speech

Make a speech about good and bad manners in your culture.

HELPING EACH OTHER



- | | | |
|------------------------------|----------------------|--------------------------|
| 1. assist | 8. decline | 17. May I help you? |
| 2. assistance | 9. gratitude | 18. Need help? |
| 3. Can I help? | 10. hitchhike | 19. Please help me. |
| 4. correct change | 11. hitchhiker | 20. Please pass the ... |
| 5. Could you change a ... ? | 12. in distress | 21. refuse a ride |
| 6. Could you please ... ? | 13. invitation | 22. uncomfortable |
| 7. Could you please help me? | 14. invite | 23. Would you like ... ? |
| | 15. lend/give a hand | 24. Would you mind ... ? |
| | 16. May I have ... ? | |





Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. Which people need help? What are they thinking? What are they doing?
3. Which people are offering help? What are they thinking? What are they doing?
4. What would you do in each of these situations?

Partner Role Play

Partner's Name _____

With a partner, choose one of the scenes. • Create a role play. • Present your role play to the class. • Have the class guess which scene you are role-playing.

Group Brainstorm

In groups of four, choose a recorder. • List situations where people ask for help and offer help. • Read your list to the class. • Make a class list on the board.

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. When do people use "please" and "thank you" in your language?
2. Have you had any problems with polite expressions in English? Tell the class.
3. When would people in your culture be uncomfortable asking for help?

Class List

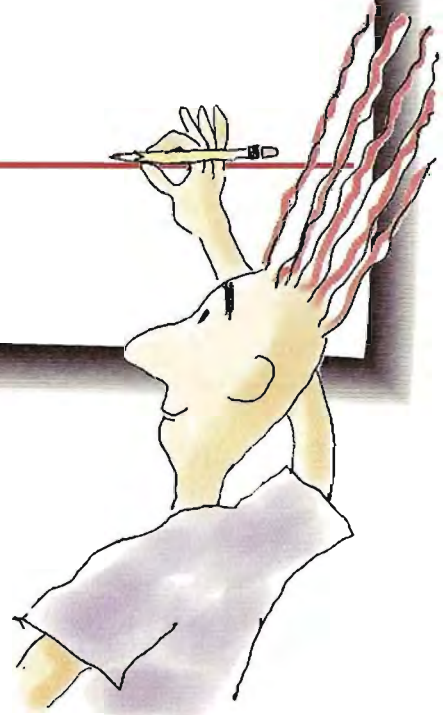
With your class, say "please" and "thank you" in as many different languages as you can. • Make a class list on the board.

Please	Thank you
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

School Survey

Ask three people in your school these questions. • Fill in the chart and report their answers to the class.

Would you...	Yes	No	Maybe, if...
pick up a hitchhiker?			
help a stranger in distress?			
give work to someone who knocks at your door?			
contribute to a charity by telephone?			
help a classmate with English homework?			
give money to a friend in need?			



EXPRESSING SYMPATHY



- | | | |
|----------------|---------------------|--------------------|
| 1. burglarize | 9. extend sympathy | 17. saddened |
| 2. burglary | 10. funeral | 18. sadness |
| 3. car theft | 11. graveside | 19. sorrow |
| 4. comfort | 12. grief | 20. state of shock |
| 5. condolences | 13. in mourning | 21. stolen |
| 6. console | 14. in time of need | 22. sympathize |
| 7. crisis | 15. loss | 23. unhappy |
| 8. death | 16. mourn | 24. upset |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. How do the people feel?
3. What are they saying? What are they doing?
4. How would you extend sympathy at each occasion?
5. On what other occasions would you express your sympathy? Draw one example in the blank box.



Partner Role Play

Partner's Name _____

With a partner, choose one of the situations or create your own. • Role-play a telephone call to express your sympathy. • Present your role play to the class.

Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, read and discuss this letter. • Together, write a response from Aunt Betty, giving advice to Mixed-up in Minneapolis. • Read your letter to the class.

ASK AUNT BETTY



Dear Aunt Betty:

Last week my teacher's mother died. The substitute teacher brought in a "sympathy" card for the class to sign. I sent the same card to an American friend several weeks ago because I appreciated her friendship. Since "simpático" in Spanish means "nice" and "friendly," I thought it was appropriate. But the substitute teacher told us that people send sympathy cards to say they are sorry when someone has died!!! What should I do?

Mixed-up in Minneapolis

Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What are the customs of expressing sympathy in your culture?
2. What are the mourning customs?
3. What are the customs to express your friendship in time of need?
4. How do customs of sympathy and mourning in the U.S. compare to those in your country?

REVIEW

Group Brainstorm

In groups of four, choose a recorder. • Decide when you would use these expressions. • Read your ideas to the class. • Make a class list on the board.

- ◆ Thanks.
- ◆ Congratulations!
- ◆ I'm sorry.
- ◆ Excuse me.
- ◆ Good luck!

Partner Role Play

Partner's Name _____

With a partner, create a conversation between two new students. • They are getting acquainted at a party. • Present your role play to the class.

Find Someone Who

Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. knows how to say "thank you" in three languages.

2. has made a new friend.

3. had to apologize this week.

4. has picked up a hitchhiker recently.

5. _____

6. _____

Dialog Journal

Partner's Name _____

Write a Journal entry about your feelings on the first day of class. • Then read your entry to a partner. • Ask questions about your partner's entry.



UNIT 2

PERSONAL LIFE

- 24 Daily Life
- 26 Favorite Foods
- 28 Personality Characteristics
- 30 Friends
- 32 Childhood Memories
- 34 Cultural Identity
- 36 Life Story
- 38 Future Plans, Hopes, and Dreams
- 40 Learning Styles
- 42 Review



LEARNING STRATEGIES

Every day during this unit, write a **THINGS TO DO** list for yourself. At the end of each day, check all the things you actually did that day.

Among the "things to do," write down some *strategies* you will practice. For example, choose two of these learning strategies to practice every day.

- Watch English-language TV one hour each day.
- Learn five new English words each day.
- Talk with one person in English each day *outside* of class.
- Ask my teacher about anything I don't understand.

DAILY LIFE



- | | | |
|-----------------|---------------------|---------------------|
| 1. asleep | 10. last minute | 19. ready |
| 2. awake | 11. mess | 20. roommate |
| 3. clean-shaven | 12. messy | 21. rush |
| 4. cram | 13. neat | 22. self-control |
| 5. difference | 14. organized | 23. self-discipline |
| 6. disorganized | 15. prepared | 24. sloppy |
| 7. frantic | 16. procrastinate | 25. unprepared |
| 8. groggy | 17. procrastination | 26. unshaven |
| 9. hurry | 18. put off | 27. untidy |

Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in the story?
2. Which roommate seems to have more fun?
3. Which roommate gets to class on time? Why?
4. Which roommate is more prepared in class? Why?
5. Which student is sometimes in a rush? Why?
6. Which student is more like you? How?

Dialog Journal

Partner's Name _____

Write a *Journal* entry about your daily life. • Then read and explain your entry to a partner. • Ask questions about your partner's entry.

Superlatives

In groups of five, choose a recorder. • Answer these questions. • Then report your answers to the class. • Decide which students in the class fit the questions best.

1. Who went to bed latest last night? How late?
2. Who got up earliest this morning? How early?
3. Who ate the biggest breakfast today? How big?
4. Who procrastinated the most yesterday? What happened?
5. Who lives the farthest away from school? How far?
6. Who had the worst day yesterday? How bad? What happened?
7. Who had the best day yesterday? How good? What happened?

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. is usually well organized. _____
2. puts off difficult work. _____
3. wakes up to an alarm clock. _____
4. crams for tests. _____
5. _____
6. _____

Group Vocabulary Challenge

In groups of three, list your daily activities. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

FAVORITE FOODS



- | | | |
|----------------------|----------------|------------------|
| 1. appetizer/starter | 8. filling | 15. sour |
| 2. appetizing | 9. finger food | 16. spicy |
| 3. bitter | 10. juicy | 17. sweet |
| 4. bland | 11. light | 18. tangy |
| 5. crisp | 12. rich | 19. taste |
| 6. crunchy | 13. salty | 20. tasty |
| 7. delicious | 14. smooth | 21. unappetizing |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What do these people like to eat and drink?
2. What are they talking about?
3. Which foods are spicy? sour? sweet? salty?
4. Which foods are crunchy? crisp? smooth? juicy?
5. Which foods are filling? light? rich?
6. Which foods look appetizing to you? Why?

Group Vocabulary Challenge

In groups of four, list all the foods you know. • Work fast! • Which group has the longest list? • Make a class list on the board.

Partner Interview

Partner's Name _____

Ask a partner these questions. • Then report your partner's responses to another pair of students.

1. Do you ever eat in a restaurant? What is your favorite restaurant? Where is it? What do you usually order?
2. Do you like to cook? What do you cook best?
3. Do you ever eat junk food or fast food? What kinds?
4. What kinds of food don't you ever eat? Why?
5. What are your favorite foods and beverages?
6. Are they good for you or bad for you?

Class Game: Guess Who!

On a slip of paper, write your favorite food. • Make a pile. • Pick a paper. • Read it to the class. • Guess who wrote it!

Group Role Play

In groups of three, create a "Favorite Foods Menu." • Include everyone's favorite food and beverage. • Create a role play, ordering food at a restaurant. • Present your role play to another group.

Favorite Foods Menu

Breakfast	Appetizers
_____	_____
_____	_____
_____	_____

Lunch	Desserts
_____	_____
_____	_____
_____	_____

Dinner	Beverages
_____	_____
_____	_____
_____	_____

PERSONALITY CHARACTERISTICS



- | | | |
|-----------------|-----------------|-----------------|
| 1. affectionate | 9. fun-loving | 17. optimistic |
| 2. aggressive | 10. gentle | 18. outgoing |
| 3. cheerful | 11. inquisitive | 19. pessimistic |
| 4. coy | 12. introverted | 20. physical |
| 5. determined | 13. lively | 21. serious |
| 6. energetic | 14. meditative | 22. shy |
| 7. extroverted | 15. melancholy | 23. talkative |
| 8. flirtatious | 16. moody | 24. withdrawn |



Picture Discussion

With your class, answer the questions about the scene. • Use the vocabulary list. • Add more words.

1. What are the people in this scene doing?
2. What personality characteristics do you see in each person?
3. What other personality characteristics can you think of? Make a list on the board.
4. Which person in this scene is most like you?

Group Questions

In groups of three, write as many questions as you can about the scene. • Ask another group your questions. • Then answer their questions.

Partner Game: What Do You Remember? Partner's Name _____

With a partner, look at the scene again. • Remember as much as you can. • Close your books. • Describe the scene with your partner. • List everything you can remember. • Open your books and look at the scene. • What did you forget?

Who Else?

List four personality characteristics that fit you. • Then find classmates who fit at least one of these characteristics. • Write their names in the chart and report your findings to the class.

	Personality Characteristic	Student's Name
1.		1. _____ 2. _____ 3. _____
2.		1. _____ 2. _____ 3. _____
3.		1. _____ 2. _____ 3. _____
4.		1. _____ 2. _____ 3. _____

Class Game: Guess Who!

Draw a picture of yourself. • On the back of the paper, describe your personality. • Do not include your name. • Make a pile. • Pick a paper. • Read the description to the class. • Guess who it is! • Now show the picture to the class.

FRIENDS



- | | | |
|----------------|-------------------|-----------------|
| 1. best friend | 9. irresponsible | 17. selfish |
| 2. carefree | 10. jealous | 18. sensitive |
| 3. disloyal | 11. kind | 19. sincere |
| 4. envious | 12. loyal | 20. supportive |
| 5. friendship | 13. phony | 21. true friend |
| 6. generous | 14. reliable | 22. trustworthy |
| 7. insensitive | 15. responsible | 23. two-faced |
| 8. insincere | 16. self-centered | 24. unreliable |



Picture Discussion

With your class, answer the questions about the three picture stories. • Use the vocabulary list. • Add more words.

1. What is happening in these stories?
2. What is a true friend? Which of these stories shows a true friend?
3. What kinds of friends do the other stories show?
4. Do you think the man with the car will lend it to his friend again? Will they remain friends? Why or why not?



Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, read and discuss this letter. • Together, write a reply from Aunt Betty, giving advice to Troubled in Toronto. • Read your letter to the class.

Group Role Play

In groups of four, choose one of the picture stories. • Make up an ending for the story. • Create a role play. • Present your role play to the class.

ASK AUNT BETTY



Dear Aunt Betty:

I am a single mother with two small children. I work full time, and my neighbor Linda baby-sits for my daughters. Linda is a single mother like me. Lately, I have been feeling frustrated because every day when I pick up my girls at Linda's apartment, Linda comes over to my place with her two sons. She stays so long that I end up feeding everybody supper. How can I get time alone with my daughters without hurting Linda's feelings?

Troubled in Toronto

CHILDHOOD MEMORIES



- | | | | |
|----------------|--------------------------|-------------------|-------|
| 1. adventure | 9. imaginary | 17. pretend | _____ |
| 2. adventurous | 10. imagination | 18. read aloud | _____ |
| 3. curiosity | 11. light/strike a match | 19. remember | _____ |
| 4. curious | 12. memorable | 20. reminisce | _____ |
| 5. dangerous | 13. nostalgia | 21. rocking chair | _____ |
| 6. experiment | 14. nostalgic | 22. sword fight | _____ |
| 7. fairy tale | 15. play with dolls | 23. tea party | _____ |
| 8. fearless | 16. play with fire | 24. used to | _____ |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What are these students doing?
2. What is happening in each childhood memory?
3. Which of these childhood activities are dangerous?
4. Did you do any of these things in your childhood? Which ones?

What's the Story?

In groups of three, choose a conversation monitor and a recorder. • Then choose one of the students in the scenes. • Write a story about the student's childhood memory. • Everyone in the group should contribute at least two sentences. • Read your story to the class.



Group Brainstorm

In the same groups, choose a recorder. • List as many childhood fears as you can. • Read your list to the class. • Make a class list on the board.

Speech

Tell the class about your favorite childhood possession. • Your speech should include:

- ◆ what it looked like
- ◆ what you did with it
- ◆ why it was so important to you
- ◆ how old you were at the time

Dialog Journal

Partner's Name _____

Write a Journal entry about either your best, your worst, or your earliest childhood memory. • Then read your entry to a partner. • Ask questions about your partner's entry.

CULTURAL IDENTITY



- | | | | |
|------------------|----------------------|--------------------|-------|
| 1. architecture | 9. custom | 17. religious | _____ |
| 2. belief | 10. fur coat | 18. reserved | _____ |
| 3. believe in | 11. heritage | 19. show affection | _____ |
| 4. body language | 12. history | 20. tradition | _____ |
| 5. cathedral | 13. palm tree | 21. traditional | _____ |
| 6. chopsticks | 14. physical contact | 22. tropical | _____ |
| 7. climate | 15. plaza/square | 23. tropics | _____ |
| 8. culture | 16. religion | 24. wintry | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. Where do you think each student is from?
2. Describe their memories of home.
3. What differences are there in climate? in clothing? in architecture?
4. What traditional religion, food, music, and games could be part of each student's heritage?

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. enjoys meeting people from different cultures.
2. likes to travel to foreign countries.
3. loves to speak foreign languages.
4. is embarrassed speaking a foreign language.
5. has had an unusual experience in a foreign country.
6. _____
7. _____

Cross Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What traditions are part of your cultural heritage?
2. What climate is part of your cultural heritage? What clothing? food? music? games? architecture? religion?
3. How do people show affection in your culture?
4. When do people make a lot of noise in your culture? When are they quiet?
5. If you have been in a foreign country, which differences did you enjoy the most?
6. Which differences made you uncomfortable?

Speech

Bring something from your own cultural heritage to class and tell the class about it.

LIFE STORY



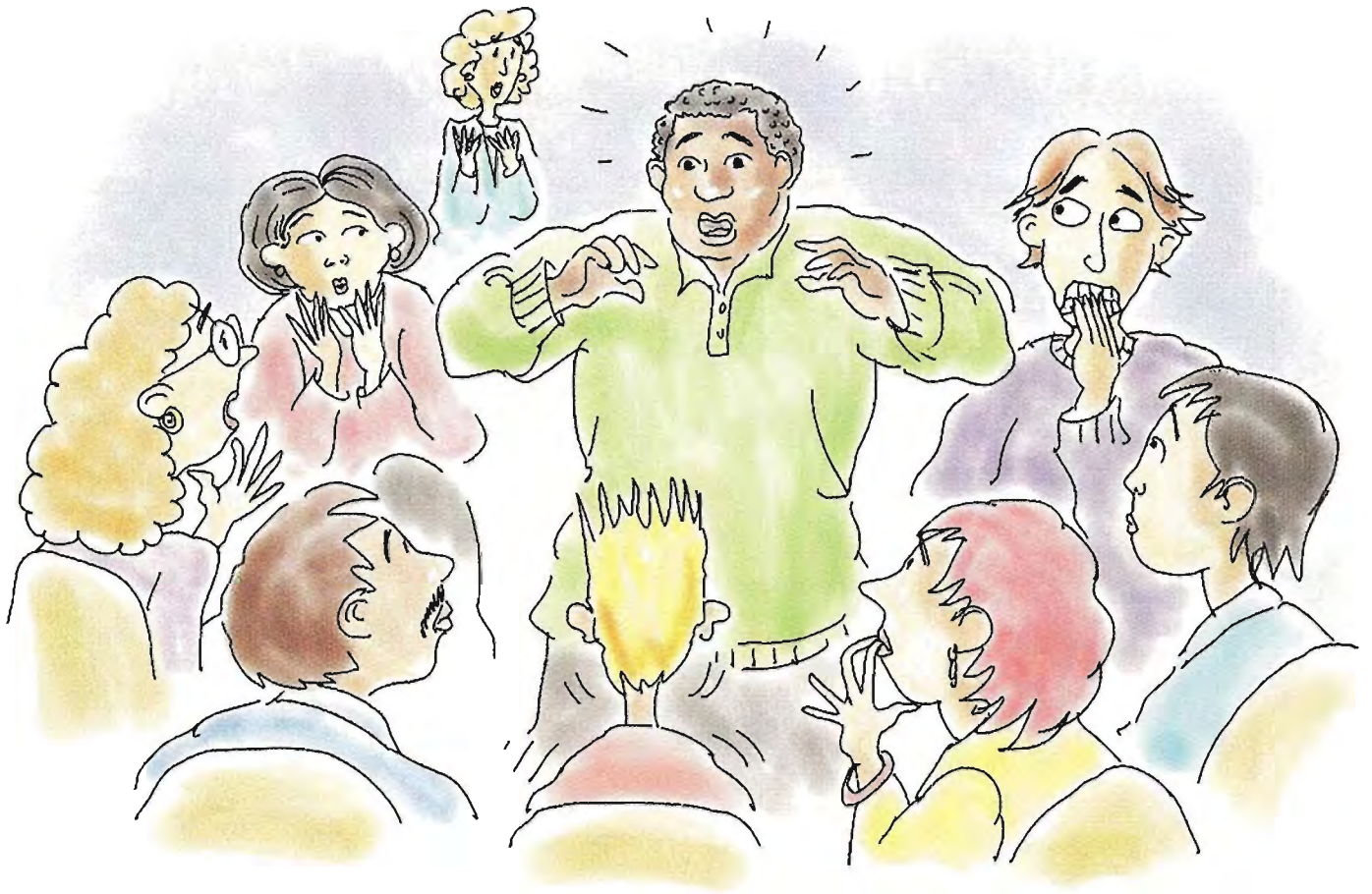
- | | | |
|-----------------|-------------------|------------------|
| 1. amazing | 9. fantastic | 17. reaction |
| 2. amusing | 10. frightening | 18. strange |
| 3. awful | 11. heart-rending | 19. suspenseful |
| 4. bizarre | 12. heartwarming | 20. terrible |
| 5. delightful | 13. hysterical | 21. true story |
| 6. dramatic | 14. incredible | 22. unbelievable |
| 7. dreadful | 15. painful | 23. unusual |
| 8. embarrassing | 16. react | 24. wild |



Picture Discussion

With your class, answer the questions about the scene. • Use the vocabulary list. • Add more words.

- How are the students reacting to each of their classmates' stories?
- From the students' reactions, what can you guess about each story?
- What are some possible subjects of each story? Make lists on the board.
- What are the students thinking in each group?



What's the Story?

In groups of three, choose a conversation monitor and a recorder. • Tell one of the stories from this scene. • Everyone in the group should contribute at least two sentences. • Read your story to another group.

Conversation Squares

In the same groups, fill in the chart. • First write your own answers. • Then ask your partners the questions and write their answers. • Compare answers with another group.

	You	Partner 1	Partner 2
Student's Name			
Where were you one year ago?			
Where were you five years ago?			
Where were you ten years ago?			

Partner Interview

Partner's Name _____

Tell a partner about good and bad experiences from your life. • Ask questions about your partner's stories.

FUTURE PLANS, HOPES, AND DREAMS



- | | | |
|-------------------|------------------|-----------------|
| 1. accomplish | 9. dreamer | 17. plan |
| 2. accomplishment | 10. fantasize | 18. realistic |
| 3. ambition | 11. fantasy | 19. succeed |
| 4. ambitious | 12. goal in life | 20. success |
| 5. daydream | 13. hope | 21. successful |
| 6. daydreamer | 14. imagine | 22. unrealistic |
| 7. determination | 15. objective | 23. visualize |
| 8. dream | 16. persevere | 24. wonder |



Picture Discussion

With your class, look at the scenes. • Then answer the questions. • Use the vocabulary list. • Add more words.

1. What is each student daydreaming about?
2. Which daydreams are realistic? Are any unrealistic? Why?
3. What do the students need to do to make their dreams come true?
4. Will their dreams come true? Why or why not?

Class Game: Guess Who!

On a slip of paper, write your favorite daydream. • Make a pile. • Pick a paper. • Read it to the class. • Guess who wrote it!

Partner Interview

Partner's Name _____

Ask a partner these questions. • Then report your partner's responses to another pair of students.

1. What are your goals for this year?
2. What do you plan to accomplish next year?
3. What do you hope to accomplish in the next five years?
4. What do you dream of accomplishing sometime in the future?

Who Else?

Partner's Name _____

List four things you would like to do in the future. • Then find classmates who would like to do the same things. • Write their names in the chart and report your findings to the class.

	Things You Would Like to Do	Student's Name
1.		1. _____ 2. _____ 3. _____
2.		1. _____ 2. _____ 3. _____
3.		1. _____ 2. _____ 3. _____
4.		1. _____ 2. _____ 3. _____

LEARNING STYLES



- | | | |
|----------------------|-----------------|--------------------|
| 1. CD-ROM | 10. instruction | 19. research |
| 2. collaborate | 11. Internet | 20. review |
| 3. discuss | 12. memorize | 21. take notes |
| 4. discussion | 13. method | 22. technology |
| 5. field trip | 14. multimedia | 23. tutor |
| 6. group work | 15. oral | 24. tutorial |
| 7. headset | 16. practice | 25. visual |
| 8. independent study | 17. prefer | 26. visual aid |
| 9. instruct | 18. print out | 27. word processor |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What methods of learning are the students using in these scenes?
2. What are the advantages of each different way of studying?
3. Which methods involve new technologies? How are these technologies helpful?
4. What other ways of studying and learning are there? Make a list on the board.
5. Which of these learning methods have you used? Which do you prefer?



Partner Interview

Partner's Name _____

Ask a partner these questions. • Then report your partner's responses to another pair of students.

1. What subjects do you enjoy studying most?
2. When do you prefer to study?
3. Where is your favorite place to study?
4. What problems do you have studying?

Conversation Squares

In groups of three, fill in the chart. • First write your own answers. • Then ask your partners the question and write their answers. • Discuss your answers with the class.

**Which language learning skills are easier or harder for you?
Number each skill from 1 (easiest) to 8 (hardest).**

	You	Partner 1	Partner 2
Student's Name			
Grammar			
Vocabulary			
Listening			
Speaking			
Pronunciation			
Reading			
Writing			
Non-verbal (Gestures)			

REVIEW

Group Review

In groups of three, review what you remember about each other from this unit. • Fill in the chart.

	Partner 1	Partner 2	Partner 3
1. Student's Name			
2. Favorite Food			
3. Personality Profile			
4. Childhood Memory			
5. Best or Worst Life Experience			
6. Future Plans			
7. Favorite Place to Study			

Group Questions

In the same groups, write as many personal information questions as you can. • Combine your questions with another group. • Read your combined list to the class. • How many different questions did your class write? • Make a class list on the board.

Partner Interview

Partner's Name _____

With a partner, practice asking and answering all the questions from your class list.

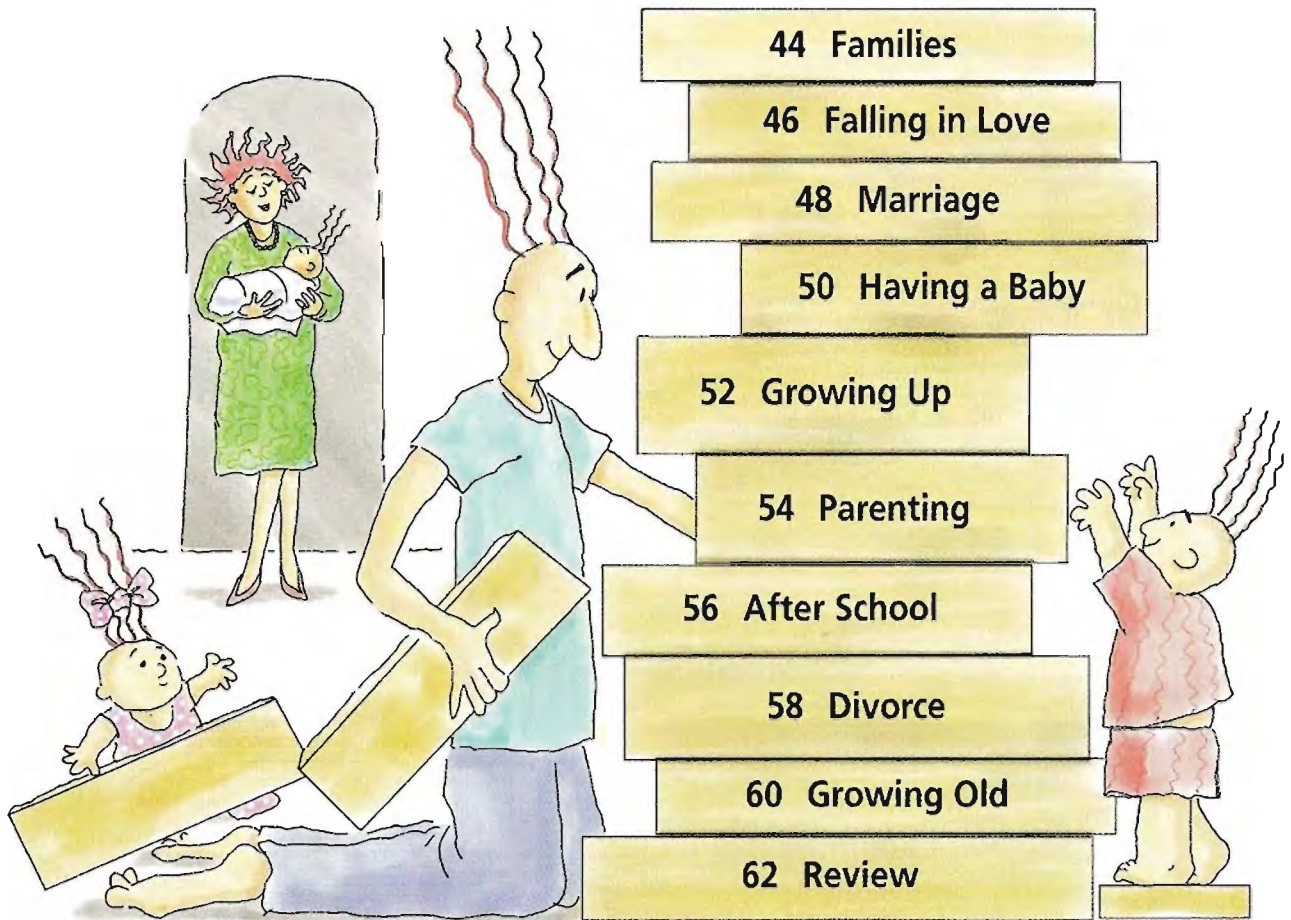
Partner Vocabulary Challenge

Partner's Name _____

With a partner, list all the qualities you like and don't like in a friend. • Work fast! • Read your list to the class. • Which pair has the longest list? • Make a class list on the board.

UNIT 3

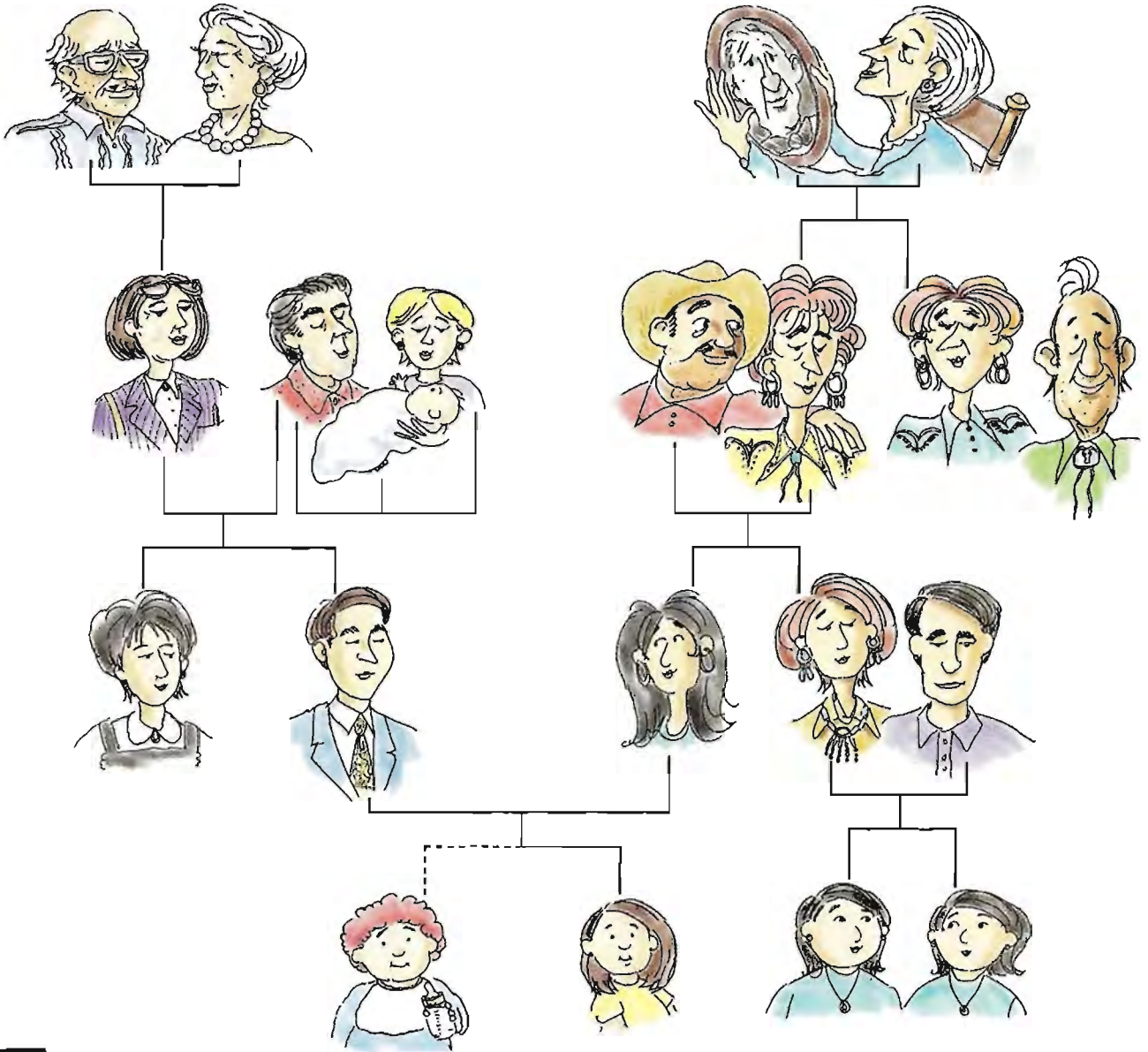
FAMILY LIFE



LEARNING STRATEGIES

- In the **Activities** section of your notebook, write everything you can about your family.
- In the **Journal** section of your notebook, write about a member of your family. Write about a different family member every day.
- In the **Activities** section of your notebook, list questions to ask about someone's family. Ask two classmates a different question every day.

FAMILIES



- | | | |
|---------------------|-----------------------|---------------------|
| 1. adopt | 10. great-grandparent | 19. only child |
| 2. adoption | 11. half brother | 20. relation |
| 3. ex-husband | 12. half sister | 21. relative |
| 4. extended family | 13. identical | 22. remarry |
| 5. ex-wife | 14. in common | 23. resemblance |
| 6. family trait | 15. look like | 24. resemble |
| 7. family tree | 16. marriage | 25. second marriage |
| 8. generation | 17. member | 26. similar |
| 9. great-grandchild | 18. nuclear family | 27. similarity |



Picture Discussion

With your class, answer the questions about the family tree. • Use the vocabulary list. • Add more words.

1. What are good names for all the members of these families? Give everyone a name.
2. Which people are married? remarried? widowed? divorced? single?
3. Which ones are twins? half brother? half sister? adopted?
4. Which family members resemble each other? What do they have in common?
5. What are the nuclear families in the family tree? What are the extended families?
6. What are all the different relationships in this family tree? Make a list on the board.

What's the Story?

In groups of three, choose a recorder. • Take turns telling the story of one of the people in the family tree. • Report your group's best stories to the class.

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. comes from a large family. _____
2. has twins in the family. _____
3. has lived with a grandparent. _____
4. remembers a great-grandparent. _____
5. is an only child. _____
6. _____
7. _____

Partner Interview

Partner's Name _____

Ask a partner these questions. • Then tell another pair of students about your partner.

1. Who is the oldest person in your family? The youngest?
2. Whom do you have the closest relationship with in your family?
3. Whom do you resemble in your family? Describe him or her.
4. What important things did you learn from your parents?
5. Describe your family. What is special about it?
6. What is your best family memory?

FALLING IN LOVE



- | | | |
|---------------|-----------------|------------------|
| 1. attract | 10. engagement | 19. infatuation |
| 2. attraction | 11. fiancé | 20. in love |
| 3. boyfriend | 12. fiancée | 21. newlyweds |
| 4. bride | 13. get engaged | 22. proposal |
| 5. ceremony | 14. get married | 23. propose |
| 6. compatible | 15. girlfriend | 24. relationship |
| 7. couple | 16. go out | 25. romantic |
| 8. courtship | 17. groom | 26. true love |
| 9. date | 18. honeymoon | 27. wedding |



Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What makes this couple's first date very romantic? What is your idea of a romantic first date?
3. What does the young woman's family think of her boyfriend? Is that important? Why or why not?
4. Is this a long or a short courtship? Which do you prefer? Why?
5. Is this romantic infatuation or true love? Will this couple have a compatible relationship?



5



6



7



8

What's the Story?

Partner's Name _____

With a partner, give names to the people in the story. • Decide where they live, and why they fell in love with each other. • Then decide how to finish the story. • Draw pictures in the two blank boxes to illustrate your conclusion. • Tell the story to another pair.

Group Vocabulary Challenge

In groups of four, list places where people might meet "the love of their life." • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. How do single people meet in your country?
2. How are families involved in choosing marriage partners?
3. What ages are most common for men and women to get married?
4. Which are more common: long or short courtships?
5. What do the bride and groom wear for the wedding ceremony? Who marries them?
6. Where do the newlyweds live?

MARRIAGE



- | | | |
|----------------------|-----------------|-------------------|
| 1. anniversary | 8. cooperate | 15. solve |
| 2. celebration | 9. cooperation | 16. spouse |
| 3. close-knit family | 10. cooperative | 17. support |
| 4. commitment | 11. good times | 18. together |
| 5. committed | 12. hard times | 19. tolerate |
| 6. companion | 13. pay bills | 20. trouble |
| 7. companionship | 14. solution | 21. work together |



Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What are the good times in this couple's marriage? How did they celebrate?
3. What are the bad times?
4. How did they solve each problem?
5. What other problems are common in a marriage? Make a list on the board.
6. Is this a good marriage? If so, why? What makes a good marriage?

Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, write to Aunt Betty, asking for advice about a marriage problem. • Exchange the letter with another pair. • Write a response to their letter. • Read their letter and your response to the class.

Community Activity: Marriage Survey

Ask a married person—a relative, friend, or classmate—the questions on this survey. • In groups of four, compare your results. • What is similar? • What is different? • Report your group's results to the class.

MARRIAGE SURVEY

1. How long have you been married? _____

2. In your marriage, who does more of these things:

cooking _____ child care _____ making money _____

cleaning _____ car care _____ spending money _____

laundry _____ home repairs _____ driving _____

shopping _____ paying bills _____ relaxing _____

3. What do you and your spouse like to do together?

4. How do you celebrate happy occasions?

5. What is the best thing about being married?



HAVING A BABY



- | | | |
|------------------------|-----------------------|------------------------|
| 1. amniocentesis | 9. deliver | 18. mother-to-be |
| 2. baby bottle | 10. delivery room | 19. natural childbirth |
| 3. baby shower | 11. expectant parents | 20. obstetrician |
| 4. bottle-feed | 12. father-to-be | 21. pacifier |
| 5. breathing exercises | 13. fetus | 22. playpen |
| 6. car seat | 14. give birth | 23. pregnant |
| 7. change a diaper | 15. infant | 24. stroller |
| 8. crib | 16. in labor | 25. ultrasound |
| | 17. midwife | 26. walker |

Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. Why do some pregnant women have an ultrasound or amniocentesis?
3. Does this woman prefer to know her baby's sex before birth? Why or why not?
4. What gifts is the mother-to-be receiving at the baby shower? What are other baby gifts?
5. How are the husband and wife preparing for the birth?
6. How does life change for this family after the baby is born?



Cross-Cultural Exchange

In groups of three, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. In your country, where are babies usually born? Who delivers them?
2. What is a father's role during pregnancy? during birth?
3. Who helps take care of the new baby?
4. Do many women have natural childbirth?
5. Do most women bottle-feed their babies or breast-feed them?

Group Problem Posing/Problem Solving

In the same groups, list common problems associated with having a baby. • Read your list to the class. • Make a class list on the board. • With your class, discuss ways to handle or prevent these problems.

Group Brainstorm

In the same groups, choose a recorder. • List as many first names in English as you can. • Read your list to the class. • Make a class list on the board. • Write nicknames next to the names.

Speech

Tell the class about your name. • How did you get your first name? • Who chose it? • Why? • Do you like your name? • Do you know the history of your family name?

GROWING UP



- | | | |
|----------------|---------------------|------------------|
| 1. absence | 8. attendance | 15. rebellion |
| 2. absent | 9. behavior | 16. rebellious |
| 3. acceptable | 10. cut class | 17. rules |
| 4. acne | 11. freedom | 18. skip school |
| 5. adolescence | 12. home assignment | 19. studious |
| 6. adolescent | 13. peer pressure | 20. teenager |
| 7. attend | 14. rebel | 21. unacceptable |

Picture Discussion

With your class, answer the questions about the two picture stories. • Use the vocabulary list. • Add more words.

1. What differences are there between the two sisters?
2. Describe the older sister's behavior.
3. Describe the younger sister's behavior.
4. How would you feel if these two girls were your daughters?
5. What would you do if you were their parent?
6. Describe the daily activities of both girls.

What's the Story?

With a partner, tell the stories of the two teenage sisters. • Answer the questions. • Tell your story to another pair of students.

1. What are their names?
2. How do they feel about each other? Why?
3. How do they feel about themselves? Why?
4. How do they feel about their friends? about their parents?
5. Why do they behave differently?

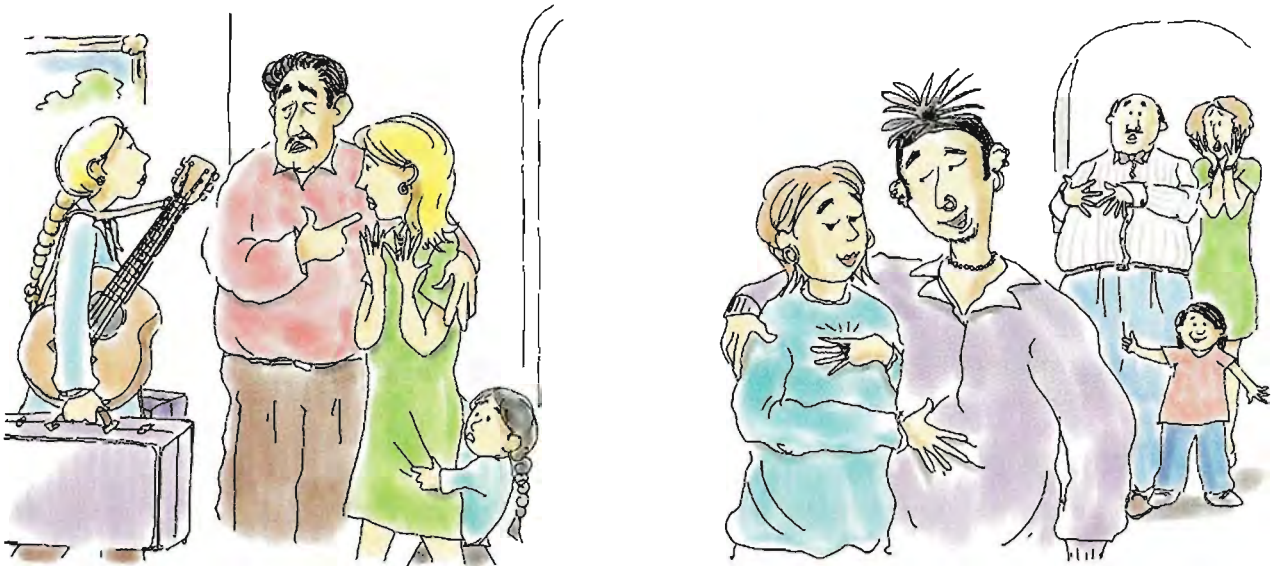
Partner's Name _____

Group Problem Posing

In groups of four, list problems that adolescents have. • Compare the list with other groups. • How many problems are the same? • Make a class list on the board. • Survey the class. • How many students have had each problem? • Which problems of adolescence are most common in your class?

Group Role Play

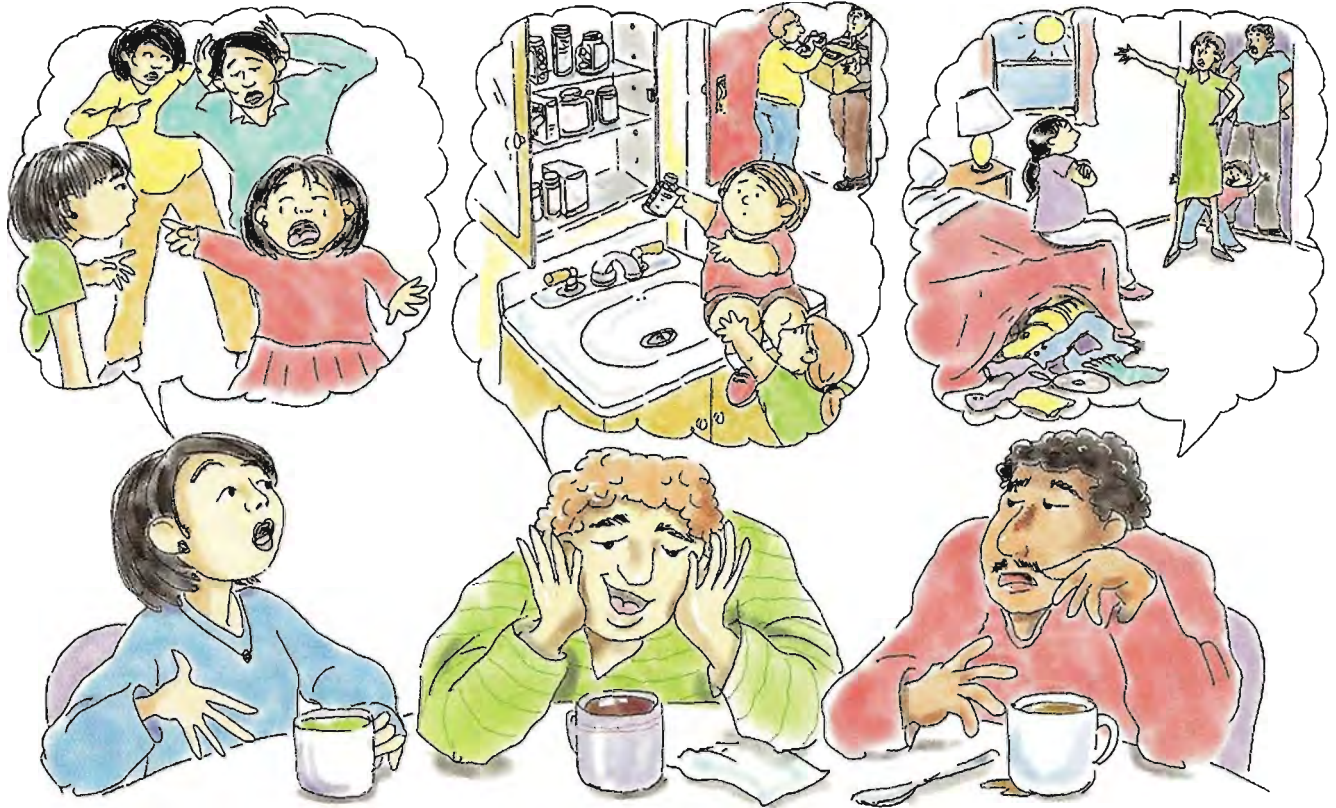
In the same groups, discuss these two situations. • Are these young people testing their independence or rebelling against their parents? • Or both? • Can you find a good solution? • Choose one situation to role-play for the class.



Dialog Journal

Write a Journal entry about your experience growing up. • Then read your entry to a partner. • Ask questions about your partner's entry.

PARENTING



- | | | |
|----------------|--------------------|--------------------|
| 1. behave | 10. get in trouble | 19. obstinate |
| 2. bicker | 11. honest | 20. refuse |
| 3. blame | 12. lie | 21. respect |
| 4. dishonest | 13. misbehave | 22. scold |
| 5. disobedient | 14. mischief | 23. shoplift |
| 6. disobey | 15. mischievous | 24. stubborn |
| 7. disrespect | 16. naughty | 25. tease |
| 8. fault | 17. obedient | 26. tell a lie |
| 9. get caught | 18. obey | 27. tell the truth |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What parenting problem does each parent have? Make a list on the board.
3. What are the expectant parents thinking?
4. Should these parents punish their children? How?
5. What other problems do parents have with young children? Add to the list on the board.
6. Did your parents have any of these problems with you? What did you do?



Group Problem-Solving Role Play

In groups of four, choose one parenting problem from the scenes shown. • Create a role play. • Include the problem and the solution. • Present your role play to the class.

Group Vocabulary Challenge

In the same groups, list the kinds of help parents give their children. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

Partner Interview

Partner's Name _____

Ask a partner these questions. • Then report your partner's responses to another pair of students.

1. Have you ever taken care of small children? Who were they?
2. What did you do for the children?
3. What do you think is the most wonderful thing about taking care of small children?
4. What do you think is the most difficult?

Group Discussion

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Share your information with another group. • Does everyone agree?

1. When is it necessary to discipline your child?
2. What kinds of discipline would you use?
3. What kinds of discipline would you not use?
4. Who else besides a parent has the right to discipline a child? When? How?

AFTER SCHOOL



- | | | |
|-----------------|-------------------|-------------------|
| 1. attitude | 9. distraction | 17. orderly |
| 2. chaos | 10. educational | 18. report card |
| 3. chaotic | 11. encourage | 19. role model |
| 4. constructive | 12. encouragement | 20. supervise |
| 5. destructive | 13. grade | 21. supervision |
| 6. disciplined | 14. guidance | 22. undisciplined |
| 7. disorderly | 15. influence | 23. unsupervised |
| 8. distract | 16. mayhem | 24. waste time |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What are possible reasons for the differences?
3. How is this mother helping with her children's schooling? What more could these parents do to help? Make a list on the board.
4. Why are the unsupervised children creating mayhem?
5. What kinds of role models are the older children in each scene?
6. Which of these after-school activities are constructive? are destructive? waste time?

Group Discussion

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Share your information with another group. • Report the most interesting information to the class.

1. Should parents control what TV shows their children watch? Why?
2. What kinds of shows do you think children should watch?
3. Should parents control how much TV their children watch? How?

Group Brainstorm

In the same groups, choose a recorder. • List reasons to stay home from school, be late for school, or leave school early. • Read your list to the class. • With your class, decide which reasons are good excuses, and which are bad excuses. • Make a class list of "Good Excuses" and "Bad Excuses" on the board.

Group Problem-Solving Role Play

In groups of three, discuss these two scenes. • Who are the people? • Why are they unhappy? • What are they saying? • What is their problem? • What will their solution be? • Create a role play. • Include the problem and solution in the role play. • Present your role play to the class.

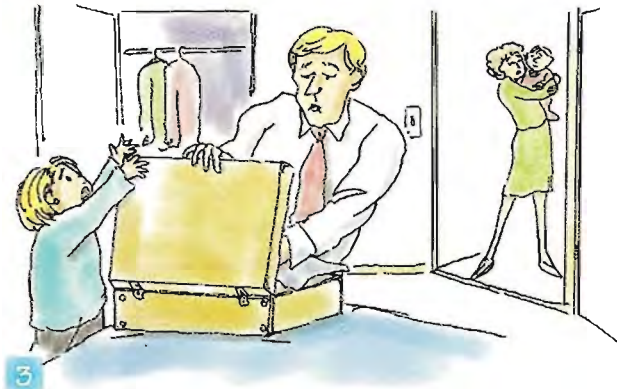


Community Activity

In the same groups, research these questions. • Report your findings to the class. • Then plan a class trip to visit an interesting program.

1. What "after-school programs" are there in your community?
2. What special programs for children and families does your public library offer?
3. In your community, where are programs available for families to study English?
4. What help is available for special learning problems?

DIVORCE



- | | | |
|------------------|-------------------------|--------------------------------|
| 1. abandon | 10. decision | 19. irreconcilable differences |
| 2. abandonment | 11. disagree | 20. joint custody |
| 3. adultery | 12. disagreement | 21. judge |
| 4. agree | 13. divorce lawyer | 22. marriage counselor |
| 5. agreement | 14. extramarital affair | 23. unfulfilled |
| 6. alimony | 15. file for divorce | 24. unhappiness |
| 7. child custody | 16. fulfilled | 25. visitation rights |
| 8. child support | 17. happiness | |
| 9. court | 18. incompatible | |



Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. How does each member of the family feel about what is happening?
3. What are the husband and wife arguing about?
4. What are their lawyers arguing about?
5. What are the causes of this divorce?
6. What are some other causes of divorce? Make a list on the board.

What's the Story?

Partner's Name _____

With a partner, answer these questions about the story.

- ◆ What happens to this couple after their divorce: What do they do? Are they happy? Why or why not?
- ◆ What happens to their children: Which parent do they live with? Are they happy? Why or why not?

Fill in the two blank boxes. • Show the new life of the ex-husband in one box. • Show the new life of the ex-wife in the other. • Tell your story ending to another pair and show them your picture endings. • Choose the best story endings to tell the class.

Group Role Play

In groups of three, decide what problems the couple in this picture could be having in their marriage. • How can a marriage counselor help them? • Create a role play of a marriage counselor and this couple. • Present your role play to the class.



Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. Is divorce common in your culture? Why or why not?
2. What are acceptable reasons for divorce in your culture?
3. Are there marriage counselors in your country? Do many people go to them?
4. What is the legal process for divorce? How long does it usually take?
5. Who usually gets custody of the children?
6. Who pays alimony? child support?
7. Do people usually remarry after a divorce in your culture? Why or why not?
8. If divorce is not an acceptable solution in your country, what do incompatible married couples do?

GROWING OLD



- | | | | |
|-----------------|----------------------|--------------------|-------|
| 1. alone | 10. fond memories | 19. memory loss | _____ |
| 2. arthritis | 11. free time | 20. mobility | _____ |
| 3. casket | 12. get old | 21. pass away | _____ |
| 4. cemetery | 13. hearing loss | 22. reaction time | _____ |
| 5. cope with | 14. lifetime | 23. retired | _____ |
| 6. dead | 15. lonely | 24. senior citizen | _____ |
| 7. die | 16. long life | 25. spare time | _____ |
| 8. elderly | 17. lose a loved one | 26. vision loss | _____ |
| 9. fixed income | 18. medication | | |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

- Describe the life of this elderly couple.
- What pleasures do they have? How do they spend their free time in retirement?
- What other activities might this elderly couple enjoy?
- What problems do they have?
- How can they cope with their problems?
- What are other problems of growing old?

Partner Interview

Partner's Name _____

Ask a partner these questions. • Then report your partner's responses to another pair of students.

1. Do you have any elderly relatives, friends, or neighbors?
2. Tell about them: Where do they live? What do they do? How is their health?
3. Did you ever live with an elderly relative? Tell about the experience.
4. If your grandparents are not living, how did they die?
5. How do you feel about growing old?

Group Problem-Posing Role Play

In groups of four, discuss these two scenes and decide what problem each family has. • Choose one scene and create a role play of the problem. • Present your role play to the class.



Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. How are elderly people treated in your culture?
2. Who takes care of elderly people in your culture?
3. What happens to elderly parents when young family members move to a different country?

Dialog Journal

Partner's Name _____

Write a *Journal* entry about yourself in old age. • What will you be like? • What will you do? • What will you look like? • Then read and explain your entry to a partner. • Ask questions about your partner's entry.

REVIEW

Group Questions

In groups of three, fill in the chart with two questions about each of these aspects of family life. • Don't look back in the unit! • Read your questions to the class. • Make a class list on the board.

1. Falling in Love		
2. Marriage		
3. Having a Baby		
4. Growing Up		
5. Parenting		
6. Divorce		
7. Growing Old		

Partner Interview

Partner's Name _____

Ask a partner the questions from the class list. • Then report your partner's responses to another pair of students.

Group Brainstorm

In groups of four, choose a recorder. • List the qualities of a perfect marriage partner. • Read your list to the class. • Make a class list on the board.

Partner Vocabulary Challenge

Partner's Name _____

With a partner, list some problems of growing up, marriage, parenting, and growing old. • Work fast! • Read your list to the class. • Which pair has the longest list? • Make a class list on the board.

UNIT 4

COMMUNITY AND CONSUMER LIFE



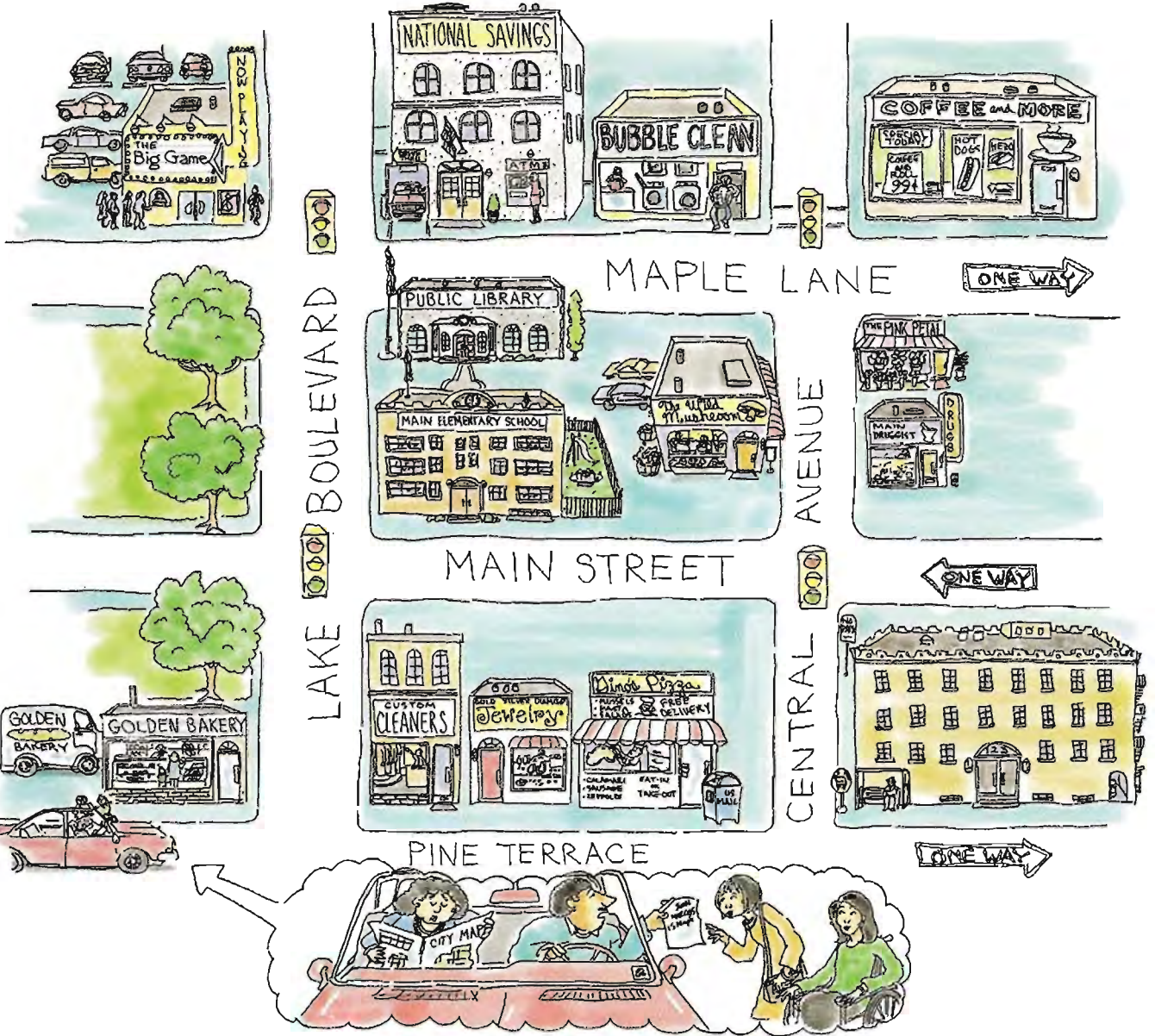
WELCOME

- 64 Around Town
- 66 Community Services
- 68 Utility Services
- 70 Mailing Services
- 72 Telephone Services
- 74 Shopping in Today's World
- 76 Shopping for Clothes
- 78 Returns and Exchanges
- 80 School and Community
- 82 Lifelong Learning
- 84 Recreation
- 86 Review

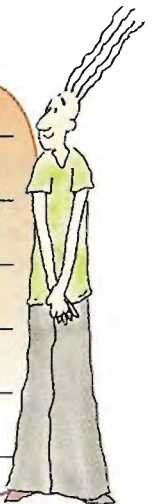
LEARNING STRATEGIES

- Notice the different services in your community. Make a list of them in the **Community Information** section of your notebook. Compare lists in class.
- Buy the Sunday newspaper. Save the advertising supplements. Look for good sales. Find something you would like to buy. Bring the ad to class and tell the class about it.
- Find people to talk to in English. Ask questions about services and stores in your community.
- Is there any information in other languages about your community? Ask at the local chamber of commerce, government office, or library. Show the information to your class. Explain it in English.

AROUND TOWN



- | | | |
|-----------------|--------------------|-----------------------|
| 1. business | 9. landmark | 17. side |
| 2. catty-corner | 10. locate | 18. stop light |
| 3. close | 11. location | 19. street map |
| 4. diagonal | 12. merge | 20. street sign |
| 5. diagonally | 13. one-way street | 21. tree-lined street |
| 6. directions | 14. pedestrian | 22. two-way street |
| 7. find | 15. pull over | 23. two-way traffic |
| 8. intersection | 16. road map | 24. yield |



Picture Discussion

With your class, answer the questions about the picture map. • Use the vocabulary list. • Add more words.

1. What businesses are on this picture map?
2. What landmarks are on Maple Lane?
3. What landmarks are on Central Avenue?
4. What landmarks are on Main Street?
5. What landmarks are on Pine Terrace?
6. What is the couple in the car doing?
7. What is the man saying? What will the women say?

Group Role Play

In groups of four, create a role play from the scene. • Give the people names and decide how to help. • Give directions to one of the places on the map. • Present your role play to the class.

Partner Vocabulary Challenge

Partner's Name _____

With a partner, list what you can buy or do in each of the places on the map. • Work fast! • Compare your list with another pair. • Combine lists. • Read your combined list to the class. • Make a class list on the board.

Place	What can you buy?	What can you do?

Draw with a Partner

Partner's Name _____

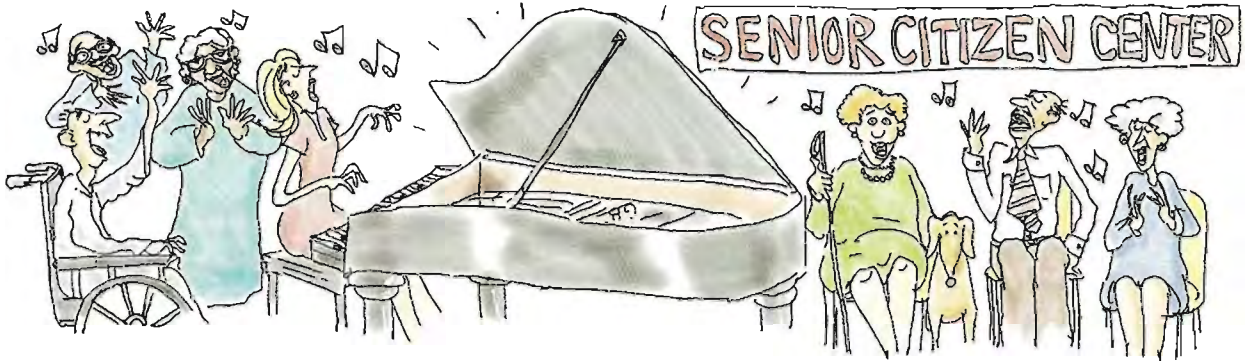
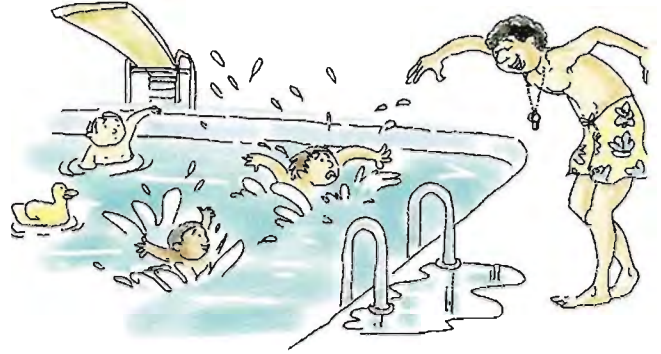
Tell a partner how to get to your home from your school. • Then have your partner draw a map as you describe the route. • Check the map and make corrections. • Reverse roles.

Share Your Story

In groups of four, tell about an experience in a new place. • Use these questions as a guide. • Decide which story to tell the class.

1. Have you ever been lost in a new city?
How did you feel? What did you do?
What did you say?
2. When you ask for help, are people always helpful? Do you always understand them?
If you don't understand, what do you say?

COMMUNITY SERVICES



- | | | | |
|-------------------------|--------------------------|--------------------------|-------|
| 1. after-school program | 8. fire department | 17. recreational | _____ |
| 2. community center | 9. free meal | 18. serve | _____ |
| 3. community program | 10. handicapped services | 19. service organization | _____ |
| 4. contribute | 11. homeless shelter | 20. soup kitchen | _____ |
| 5. contribution | 12. instructor | 21. summer program | _____ |
| 6. day care | 13. municipal pool | 22. swimming lessons | _____ |
| 7. emergency care | 14. police department | 23. volunteer | _____ |
| | 15. provide | | |
| | 16. recreation | | |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene? Describe the people.
2. What are the community services in each scene?
3. Who does each community service help?
4. Which of these services use volunteer help?

What's the Story?

In groups of five, choose a recorder. • Then tell a story about one of the scenes. • Everyone in the group should contribute at least two sentences. • Read your story to the class.

Cross Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to your class.

1. In your country, what community services does the government provide?
2. What volunteer organizations are there?
3. What services do they provide?
4. What services are provided for the homeless? the handicapped? the elderly?

Share Your Story

In groups of three, tell about your experiences as a volunteer. • Decide which story to tell the class.

Community Activity

With a partner, add to this list of community resources. • Use a telephone directory to find the telephone number and address of each resource. • Combine your information with the class to make a class list of community resources.

Resource	Telephone Number	Address
Fire Department		
Police Department		
Ambulance		
Senior Citizen Center		
Recreation Program		
Day Care Center		

UTILITY SERVICES



- | | | | |
|---------------------|--------------------|------------------------|-------|
| 1. cable wire | 10. gas company | 19. reception | _____ |
| 2. dump | 11. gas leak | 20. repairperson | _____ |
| 3. electrical storm | 12. hard hat | 21. service technician | _____ |
| 4. electricity | 13. manhole | 22. service truck | _____ |
| 5. electric wires | 14. odor | 23. telephone pole | _____ |
| 6. environment | 15. out of service | 24. trash | _____ |
| 7. faulty | 16. pollution | 25. trash collection | _____ |
| 8. garbage | 17. power | 26. trash compactor | _____ |
| 9. garbage disposal | 18. power lines | 27. water pressure | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What kinds of recycling do you see?
3. How are the service technicians making their repairs?
4. What dangers are there with faulty electric wires? with gas leaks?

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. has cable TV. _____
2. cooks with electricity. _____
3. heats with gas. _____
4. recycles. _____
5. _____
6. _____

What Do You Say? What Do You Do?

In groups of four, decide what to say and do in each situation. • Compare your decisions with the class.

1. A fire hydrant is open, and the water pressure in your home is low.
2. Your neighbor throws trash in the street outside.
3. You have just come home. As you open the door, you smell a very strong gas odor.
4. You have ordered cable TV. You are supposed to get 50 channels. However, you get only three channels, and the reception is poor.

Community Activity

In your local telephone directory, find the addresses and telephone numbers of your local utility companies. • Report your findings to the class.

MAILING SERVICES



1



2



3



- | | | | |
|--------------------------------|------------------------|----------------------|-------|
| 1. bulk mail | 8. face down | 16. postage supplies | _____ |
| 2. cardboard box | 9. fax (facsimile) | 17. receipt | _____ |
| 3. copy | 10. home delivery | 18. receive | _____ |
| 4. copy machine/
copier | 11. keyboard | 19. send | _____ |
| 5. dolly | 12. next-day delivery | 20. timesaver | _____ |
| 6. efficient | 13. on-line | 21. transmission | _____ |
| 7. electronic mail
(e-mail) | 14. overnight delivery | 22. transmit | _____ |
| | 15. packaging tape | | _____ |



Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

- Who are the two women in the story? What are they communicating about?
- What services are the people using at the mailing services store?
- What kind of mailing service does the older woman use for her package? How quickly does her package arrive?
- Tell this picture story.





4



5



6

Advantages/Disadvantages

In groups of three, list the advantages and disadvantages of faxes, e-mail, regular mail, and private mailing services. • Compare your answers with the class. • Make a class list on the board.

What Do You Say? What Do You Do?

In the same groups, decide what to say and do in each situation. • Share your answers with the class.

1. You want to mail a package to be delivered the next day.
2. You want to make a copy of a picture.
3. You want to mail a book as cheaply as possible.
4. You want to fax a letter.
5. You want to send money to another country.
6. You receive too much junk mail.

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. In your country, when do people use the post office?
2. When do they use private mailing services? Why?
3. What is the most efficient method of sending mail?
4. What problems are there with sending international mail?

TELEPHONE SERVICES



- | | | | |
|-----------------------------|---|-----------------------------------|-------|
| 1. business call | 9. hard of hearing/
hearing impaired | 16. speaker phone | _____ |
| 2. calling card | 10. hearing aid | 17. telephone line | _____ |
| 3. call waiting | 11. in-flight call | 18. teletypewriter/
text phone | _____ |
| 4. car phone | 12. on the line | 19. three-way calling | _____ |
| 5. cellular (cell)
phone | 13. personal call | 20. toll call | _____ |
| 6. conference call | 14. prepaid telephone
card | 21. touch-tone phone | _____ |
| 7. extension phone | 15. put on hold | 22. wall phone | _____ |
| 8. hang on | | | _____ |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. Which are business calls? personal calls?
3. What are the people saying on the telephone?
4. Who is using a speaker phone? a text phone? call waiting?
5. Who is making a conference call? an in-flight call?
6. What other telephone services are these people using?

Who Else?

List four telephone services that you have never used. • Then find classmates who haven't used these services either. • Write their names in the chart and report your findings to the class.

	Telephone Service	Student's Name
1.		1. _____ 2. _____ 3. _____
2.		1. _____ 2. _____ 3. _____
3.		1. _____ 2. _____ 3. _____
4.		1. _____ 2. _____ 3. _____

Partner Role Play

Partner's Name _____

With a partner, choose one of these situations. • Create a role play. • Present your role play to another pair of students.

1. You are the only one home. A friend calls for your brother. Take a message.
2. You have a fever and sore throat and can't go to work. Call in sick.
3. Call a movie theater to find out what time a film begins.
4. You are on an airplane and your arrival time is delayed. Make an in-flight phone call to your office to explain the delay.

Advantages/Disadvantages

In groups of five, list all the advantages and disadvantages of having a car phone. • Compare your answers with the class. • Make a class list on the board.

Share Your Story

In groups of three, tell about a problem you have had using the telephone. • Decide which story to tell the class.

SHOPPING IN TODAY'S WORLD



- | | | | |
|--------------------------|--------------------------|---------------------------|-------|
| 1. boutique | 8. item number | 15. sales tax | _____ |
| 2. catalog sales | 9. merchandise | 16. shipping and handling | _____ |
| 3. charge | 10. money-back guarantee | 17. specialty shop | _____ |
| 4. ease of shopping | 11. on-line shopping | 18. telephone order | _____ |
| 5. exclusive | 12. place an order | 19. toll-free number | _____ |
| 6. home shopping channel | 13. purchase | 20. upscale | _____ |
| 7. introductory offer | 14. retail | 21. value | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What different kinds of shopping do these scenes show?
2. What are the people buying in each scene?
3. What different ways can these people pay for their purchases?
4. How is the woman making a purchase using the TV? What is she saying?
5. What information does the catalog shopper have to give to place a telephone order?
6. Who will have to pay shipping and handling?
7. What are the advantages and disadvantages of each method of shopping?



Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. always pays with cash.
2. has bought something at a mall recently.
3. has paid for a purchase with a credit card.
4. has ordered something by mail.
5. has ordered an item on the phone.
6. has ordered something from a catalog.
7. has watched a home shopping channel.
8. has purchased an item on-line.
9. _____
10. _____

Partner Role Play

With a partner, choose one of these situations, or make up your own. • Create a role play with a customer and a salesclerk or telephone salesperson. • Present your role play to the class.

- ◆ having a duplicate made of your house key
- ◆ buying a Mother's Day present for your mother

Partner's Name _____

- ◆ buying a gift for your nephew who is graduating from high school
- ◆ buying a chair for yourself

Community Activity

Bring shop-at-home catalogs to class. • Look through them together. • What would you like to buy? • What are the advantages and disadvantages of shopping by catalog?

SHOPPING FOR CLOTHES



- | | | | |
|------------------------|-----------------------|---------------|-------|
| 1. article of clothing | 9. garment | 17. stylish | _____ |
| 2. conservative | 10. impractical | 18. taste | _____ |
| 3. conventional | 11. piece of clothing | 19. tasteful | _____ |
| 4. discount store | 12. practical | 20. thrifty | _____ |
| 5. durable | 13. reasonable | 21. trend | _____ |
| 6. fashion | 14. seasonal | 22. trendy | _____ |
| 7. fashionable | 15. sporty | 23. well made | _____ |
| 8. fashion conscious | 16. style | | _____ |

Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. Who are the people in this story?
2. Why are they shopping for clothes?
3. How does the parents' taste in clothing differ from their children's? Why?
4. Why are the parents shopping at the bargain outlet?
5. How much are the parents spending on clothes today?

What's the Story?

In groups of three, choose a recorder. • Tell the story of this family's shopping trip. • Everyone in the group should contribute at least two sentences. • Read your story to the class.

What Do You Say? What Do You Do?

In the same groups, decide what to say and do in each situation. • Compare your decisions with the class.

1. You are in the coat department of a large store. A very aggressive salesperson is trying to sell you a purple coat with a belt. You don't want it. You want . . .
2. You found the sweater you were looking for, but it's black and you want . . .
3. You are looking for pajamas for your three-year-old-nephew, but you don't know what size he wears.
4. It's closing time, and you can't decide which of three sweaters you'd like to buy.

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. wears bright colors. _____
2. wears trendy shoes. _____
3. prefers casual clothes. _____
4. shops at discount stores. _____
5. _____
6. _____

RETURNS AND EXCHANGES



- | | | | |
|--------------------|--------------------------|--------------------|-------|
| 1. adjust | 11. frustrated | 21. refund | _____ |
| 2. adjustment | 12. frustrating | 22. refundable | _____ |
| 3. assemble | 13. frustration | 23. replace | _____ |
| 4. broken | 14. hem | 24. replacement | _____ |
| 5. damaged | 15. incomplete | 25. returnable | _____ |
| 6. defective | 16. manufacturing defect | 26. scratched | _____ |
| 7. dilemma | 17. missing part | 27. stitching | _____ |
| 8. dissatisfaction | 18. non-refundable | 28. torn | _____ |
| 9. dissatisfied | 19. poor quality | 29. under warranty | _____ |
| 10. exchangeable | 20. put together | 30. warrantied | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is wrong with the tricycle?
2. What will the man do about the tricycle? What will he tell his son?
3. What will the newlyweds do with all their candlesticks?
4. What rights does the man with the lifetime warranty have? What can he do?
5. What is the dissatisfied customer at the customer service counter saying? What happened to her skirt?

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. has received a useless gift.
2. has exchanged an item of clothing that didn't fit.
3. has exchanged something because it was the wrong color.
4. has returned an appliance that didn't work properly.
5. has used a warranty for repairs.
6. _____
7. _____

Partner Role Play

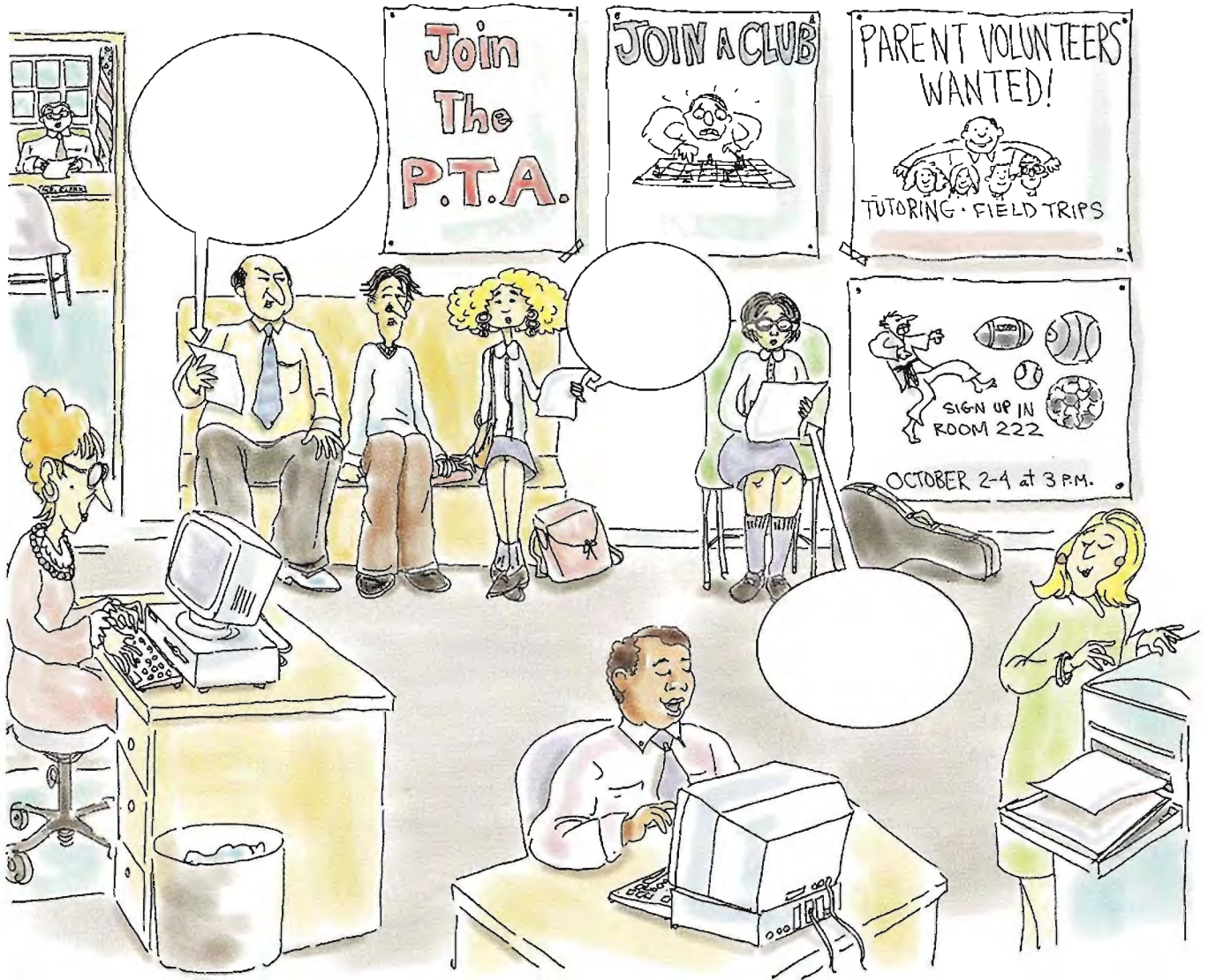


Partner's Name _____

With a partner, answer these questions. • Then create a role play of this scene. • Present your role play to the class.

1. What is the customer returning?
2. What is the problem?
3. What is your solution?

SCHOOL AND COMMUNITY



1. administration office

2. administrative

3. appointment

4. chaperone

5. detention

6. disciplinary action

7. discipline

8. dress code

9. extracurricular activity

10. intramural sport

11. martial arts

12. meet

13. meeting

14. meeting time

15. office staff

16. parental involvement

17. Parent-Teacher Association (PTA)

18. play chess

19. principal

20. probation

21. suspend

22. suspension

Picture Discussion

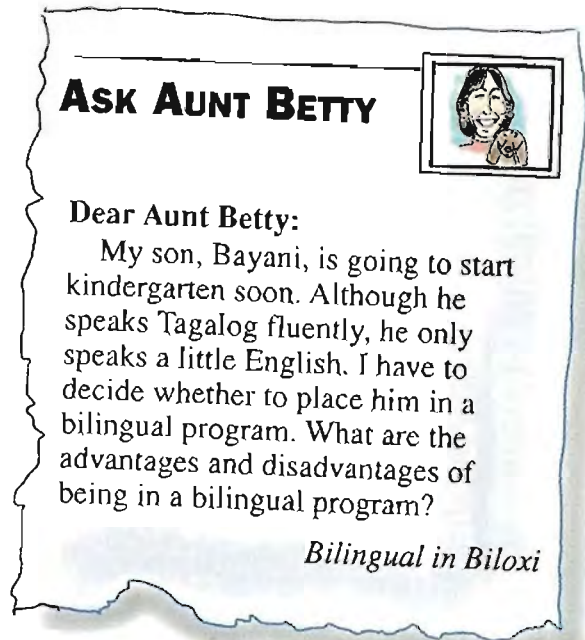
With your class, answer the questions about the scene. • Use the vocabulary list. • Add more words.

1. Why are these three students waiting to see the principal?
2. What is each student thinking?
3. What is the boy's father thinking?
4. What do you think the principal will say to each of these students?
5. What is the office staff doing?
6. What intramural sports are there at this school? Where can students sign up?
7. What opportunities are there for parental involvement at this school?

Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, read and discuss this letter. • Together, write a response from Aunt Betty giving advice to Bilingual in Biloxi. • Read your letter to another pair.



Share Your Story

In groups of three, decide what each student's note says. • Write the notes together. • Then read your notes to another group.

Group Discussion

In the same groups, choose a recorder and a conversation monitor. • Discuss these questions. • Report your conclusions to the class.

1. What clubs and other extracurricular activities are available at the schools in your community?
2. What are the physical conditions of the schools in your community?
3. Does this school administration office look like the office in your school? Explain.
4. What are the rules for tardiness and absence?
5. What types of difficulties do students have in school?
6. What can be done about each difficulty?

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. Do students respect teachers in your country? How do they show respect?
2. Do students wear uniforms? Describe them.
3. How much homework do students have every day?
4. How long is the school day? Do students go to school on Saturdays?
5. What extracurricular activities are there?
6. What do parents do to get involved in their children's education?

LIFELONG LEARNING



- | | | | |
|-------------------|------------------------|--------------------------|-------|
| 1. admissions | 9. matriculated | 17. registration process | _____ |
| 2. advise | 10. non-credit course | 18. required course | _____ |
| 3. audit a course | 11. non-matriculated | 19. scholarship | _____ |
| 4. credit course | 12. payment | 20. school supplies | _____ |
| 5. credit hours | 13. procedure | 21. semester | _____ |
| 6. elective | 14. register | 22. support staff | _____ |
| 7. fee | 15. registrar's office | 23. textbook | _____ |
| 8. finance | 16. registration form | 24. tuition | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What are the students waiting in line for?
2. What are they thinking?
3. What advice are the students giving to each other?
4. What courses are they taking this semester? Which are for credit? Which are non-credit? required? elective?
5. How is this registration process similar to your school? How is it different?
6. What can the students buy in the bookstore?





Share Your Story

In groups of four, tell about your first day at this school. • What do you remember? • How did you feel? • Choose one story to tell the class.

Dialog Journal

Partner's Name _____

*Write a **Journal** entry describing your plans and ambitions. • Use these questions as a guide. • Then read your entry to a partner. • Ask questions about your partner's entry.*

1. What is your ambition?
2. What kind of courses will you need?
3. Where would you like to study?
4. How much money will you need?
5. How long will it take to achieve your goal?

Class Game: Guess Who!

On a slip of paper, write your ambition or educational goal. • Make a pile. • Pick a paper. • Read it to the class. • Guess who wrote it!

Community Activity

Invite a school advisor to your class. • Before the advisor's visit, review these questions. • Add more. • Ask the advisor the questions.

1. What are the opportunities for adult education in your community?
2. What programs are available at your school? What courses?

RECREATION



**OUTDOOR
CONCERT
IN THE
PARK**

FREE ADMISSION
Bring a Picnic Basket
SEPT. 2 at 7:30



FOR A LIFETIME
PASSPORT TO
ADVENTURE
READ
VISIT YOUR LOCAL LIBRARY.



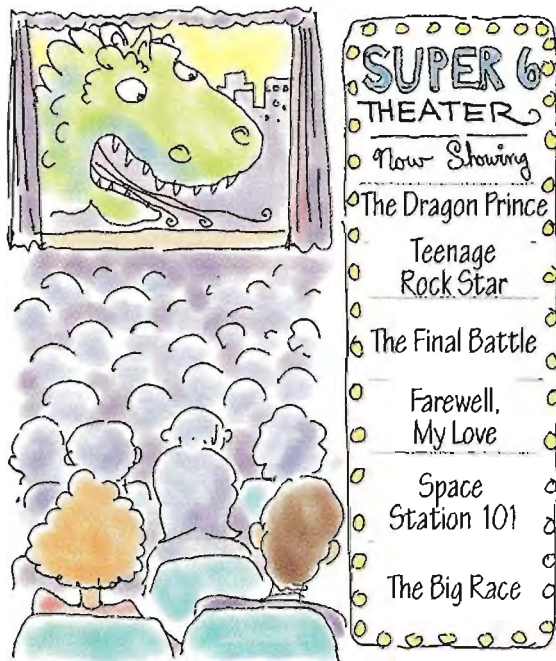
**TREASURES
OF ASIA**
The Metropolitan
Museum

SEPTEMBER 2 - OCTOBER 4
ADMISSION: ADULTS - \$8.00
CHILDREN - \$2.00



- | | | |
|---------------------|----------------------|--------------------|
| 1. art show | 9. film | 17. performance |
| 2. baseball diamond | 10. fine arts | 18. playing field |
| 3. baseball league | 11. marquee | 19. popular |
| 4. browse | 12. matinee | 20. public library |
| 5. cheer | 13. motion picture | 21. rain or shine |
| 6. community event | 14. multiplex cinema | 22. root |
| 7. exhibit | 15. on-line catalog | 23. show |
| 8. exhibition | 16. perform | 24. spectator |





Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What are these people doing for recreation?
2. Where is the outdoor concert being held? On what date?
3. Which of these recreational activities are free? Which ones have an admission fee?
4. Where is the art of Asia being exhibited? What are the dates of the exhibit?
5. Where can the public go for recreational reading? What types of recreational reading do public libraries have?
6. How many movies are showing at this multiplex cinema? Which movie do you think you would like best? Why?
7. What is happening in the championship game? Who are the spectators? What are they doing?

Draw with a Partner

Partner's Name _____

With a partner, decide on another recreational activity. • Draw a picture. • Show your picture to another pair. • Tell them about the activity.

Speech

Tell the class about the recreational opportunities in your hometown. • Which was your favorite?

Class Survey

List on the board all the recreational activities available in your community. • Check the things you do. • Compare your answers with classmates. • Total the responses. • What are the trends?

Class Game: What Would You Like to Do This Weekend?

On a slip of paper, write an activity you would like to do this weekend. • Make a pile. • Pick a paper. • Read it to the class. • Guess who wrote it! • Ask the person questions about the plans.

Community Activity

Bring in the "Community Calendar" from your local newspaper. • Decide on an interesting activity as a class. • Make plans to do something together!

REVIEW

Advantages/Disadvantages

In groups of three, list the advantages and disadvantages of each topic. • Then compare lists with another group.

	Advantages	Disadvantages
1. Dress Codes		
2. Bilingual School Programs		
3. Shopping in Discount Stores		
4. Recycling		
5. E-mail		

Group Vocabulary Challenge

In groups of four, choose a recorder. • List reasons to return an item to a store. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

Group Problem Posing/Problem Solving

In the same groups, list five common consumer problems. • State each problem. • Decide how to avoid each problem. • Report your problems and solutions to another group.

Partner Questions and Answers

Partner's Name _____

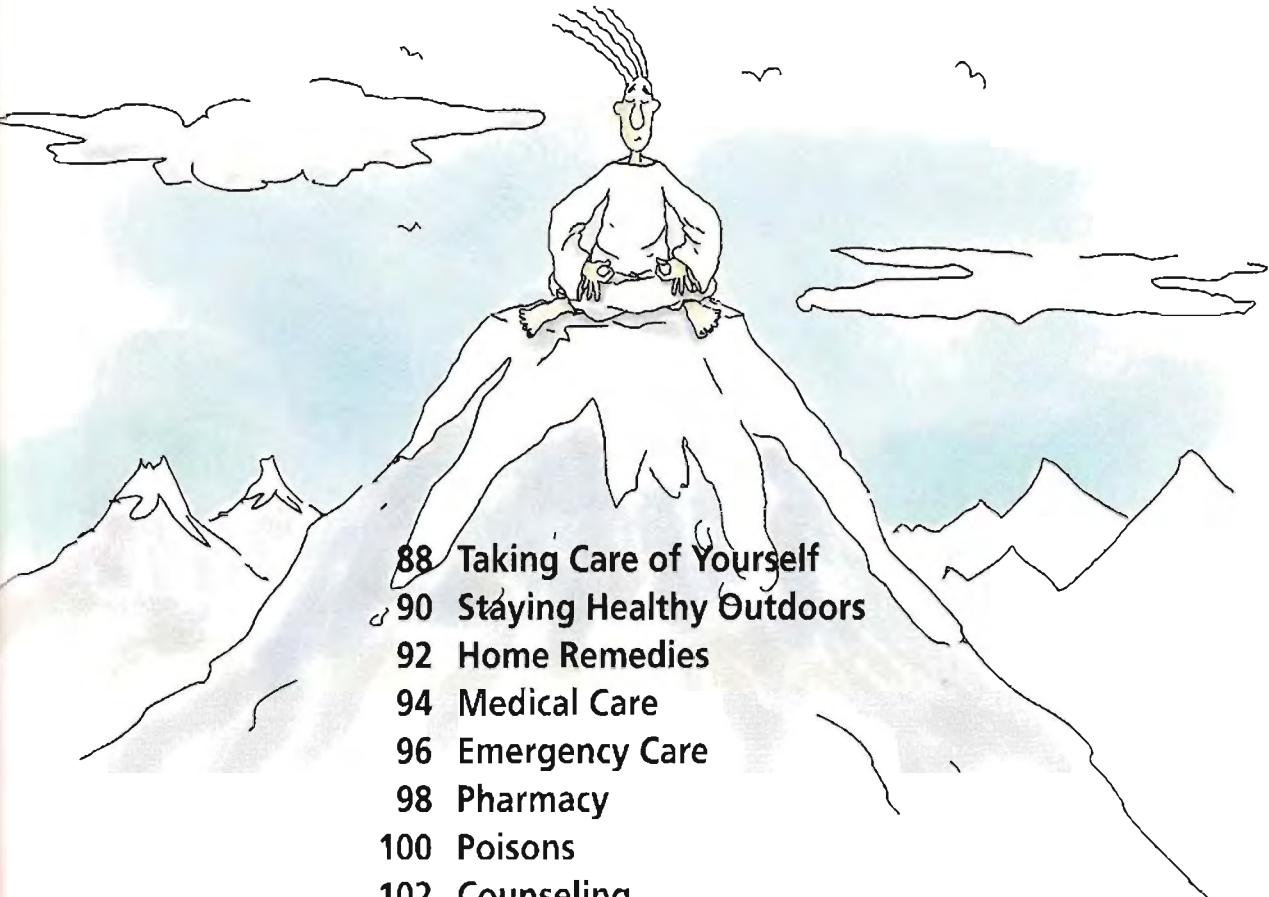
With a partner, write two questions for each of these topics. • Don't look back in the unit! • Then ask each other the questions. • Report the questions and your partner's responses to another pair.

- ◆ Shopping in Today's World
- ◆ Shopping for Clothes
- ◆ Returns and Exchanges
- ◆ Utilities

- ◆ Telephone and Mail Services
- ◆ Education
- ◆ Recreation

UNIT 5

STAYING HEALTHY

- 
- 88 Taking Care of Yourself
 - 90 Staying Healthy Outdoors
 - 92 Home Remedies
 - 94 Medical Care
 - 96 Emergency Care
 - 98 Pharmacy
 - 100 Poisons
 - 102 Counseling
 - 104 Review

LEARNING STRATEGIES

- In the **Journal** section of your notebook, write about a recent illness you had.
- Look in newspapers or magazines for advertisements for different brands of medicine. Then go to the pharmacy and list the medicines you recognize from the ads.
- What questions do you have about health? What vocabulary do you want to learn in English? List the things you want to learn in this unit. Discuss your list in class.

TAKING CARE OF YOURSELF



- | | | | |
|----------------------|--------------------|--------------------|-------|
| 1. active | 10. empty calories | 19. health risk | _____ |
| 2. alcohol/liquor | 11. energy | 20. low-fat diet | _____ |
| 3. anorexia | 12. excessive | 21. nutrition | _____ |
| 4. anorexic | 13. exercise | 22. nutritious | _____ |
| 5. appetite | 14. fat | 23. oily | _____ |
| 6. calories from fat | 15. fattening | 24. overweight | _____ |
| 7. carbohydrates | 16. fit | 25. protein | _____ |
| 8. cholesterol | 17. fitness | 26. saturated fats | _____ |
| 9. diet pills | 18. greasy | 27. sedentary | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What are the two men eating for lunch?
2. Which lunch is more nutritious? Which food has empty calories?
3. What is wrong with the young woman's dinner?
4. What is her mother thinking? What is her father saying?
5. Are the family members watching TV taking good care of themselves? Explain.
6. How is an active lifestyle better for your health than a sedentary lifestyle?
7. What health risks are the people at the party taking? What are the dangers of smoking and drinking?
8. Which of the people in these scenes have a healthy lifestyle? Which do not?



Group Brainstorm

In groups of four, choose a recorder. • List all the things you can do to stay healthy. • Read your list to the class. • Make a class list on the board. • Which advice is most practical?

Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, read and discuss this letter. • Together, write a reply from Aunt Betty, giving advice to Pudgy in Peoria. • Read your letter to the class.

Community Activity

Bring advertisements for diet products to class. • Discuss the advertisements with your class. • Do you believe what the ads say? • Why or why not?

ASK AUNT BETTY



Dear Aunt Betty:

I am new to this country. In my country, my mother prepared good meals every day. I got plenty of sleep and exercised by walking or running in the country.

Now, I live in the city with my cousins. Everyone works or goes to school. No one is home to shop or prepare meals. I work during the day and go to school at night. I eat out often, and, when I'm home, I have to cook for myself. I don't have time for exercise. I am getting fat, and I don't feel well.

How can I get back to a healthy lifestyle?

Pudgy in Peoria

STAYING HEALTHY OUTDOORS



- | | | | |
|----------------------|---------------------|----------------------------|-------|
| 1. allergic reaction | 12. hazard | 23. rattlesnake | _____ |
| 2. avoid | 13. heat exhaustion | 24. scorpion | _____ |
| 3. bite | 14. icy | 25. scratch | _____ |
| 4. bug | 15. insect | 26. skid | _____ |
| 5. dehydrate | 16. itch | 27. slip | _____ |
| 6. dehydration | 17. itchy | 28. slippery | _____ |
| 7. feel faint | 18. poison ivy | 29. sting | _____ |
| 8. fleas | 19. poison oak | 30. stinger | _____ |
| 9. fly | 20. poisonous | 31. sunblock/
sunscreen | _____ |
| 10. frigid | 21. pollen | 32. swarm | _____ |
| 11. hay fever | 22. precaution | 33. wasp | _____ |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What animals are in these scenes? Which ones are insects?
3. What health problems do these animals cause?
4. What other health hazards are there at the beach? in the woods? in the desert? in the cold?
5. What other health problems can the weather cause?
6. What precautions can people take to avoid these hazards?



Group Problem Posing/Problem Solving

In groups of five, discuss these situations. • What advice would you give? • Report your solutions to the class.

1. You think you have poison ivy.
2. You were stung by a wasp.
3. You've been picking flowers, and your eyes are starting to itch.
4. You're at the beach and you forgot your sunblock.
5. You've been outside on a hot day, and now you're feeling faint.
6. It's icy outside, and you have to drive to work.

Group Brainstorm

In groups of three, choose a recorder. • Write as many questions as you can about outdoor health hazards. • Ask another group your questions. • Then answer their questions.

Class Game: Guess What!

On a slip of paper, write an outdoor health problem. • Make a pile. • Pick a paper. • Read it to the class. • Ask your classmates for the precaution. • Whoever answers correctly picks the next slip of paper.

Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What outdoor health hazards are in your country?
2. What precautions do people take?
3. What remedies are there for outdoor health problems?

HOME REMEDIES



- | | | | |
|-------------------------|-----------------------------|---------------------------|-------|
| 1. acupuncture | 11. heating pad | 22. recovery | _____ |
| 2. acupuncture needle | 12. herb | 23. recuperate | _____ |
| 3. alternative medicine | 13. herbal tea | 24. respiratory infection | _____ |
| 4. back pain | 14. illness | 25. rubbing alcohol | _____ |
| 5. bed rest | 15. insert | 26. soothe | _____ |
| 6. capsule | 16. liquid | 27. stuffy nose | _____ |
| 7. congested | 17. massage | 28. tablet | _____ |
| 8. copper bracelet | 18. muscle spasm | 29. traditional medicine | _____ |
| 9. drowsiness | 19. natural | 30. virus | _____ |
| 10. drowsy | 20. nontraditional medicine | 31. vitamin C | _____ |
| | 21. recover | | _____ |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What illness do the two women have?
2. What different remedies are they using?
3. Which of these remedies do you prefer? Why?
4. What other remedies are there?
5. What health problem do the two men have?
6. What different remedies are they using?
7. Which of these remedies do you prefer? Why?
8. What other remedies are there?
9. Tell the story of each person's illness and recovery.



Partner Interview

Partner's Name _____

Ask a partner these questions. • Then report your partner's responses to another pair of students.

1. What would you do for a dirty cut on your finger?
2. What remedy do you use for a stuffy nose?
3. What remedy do you use for allergies?
4. What do you do for back pain?
5. What do you do if you have a sore throat?
6. What do you do if you have a virus?

Tell the Class

Tell the class about a home remedy that you use or a remedy that is popular in your country. • If possible, bring it to class and explain it to your classmates.

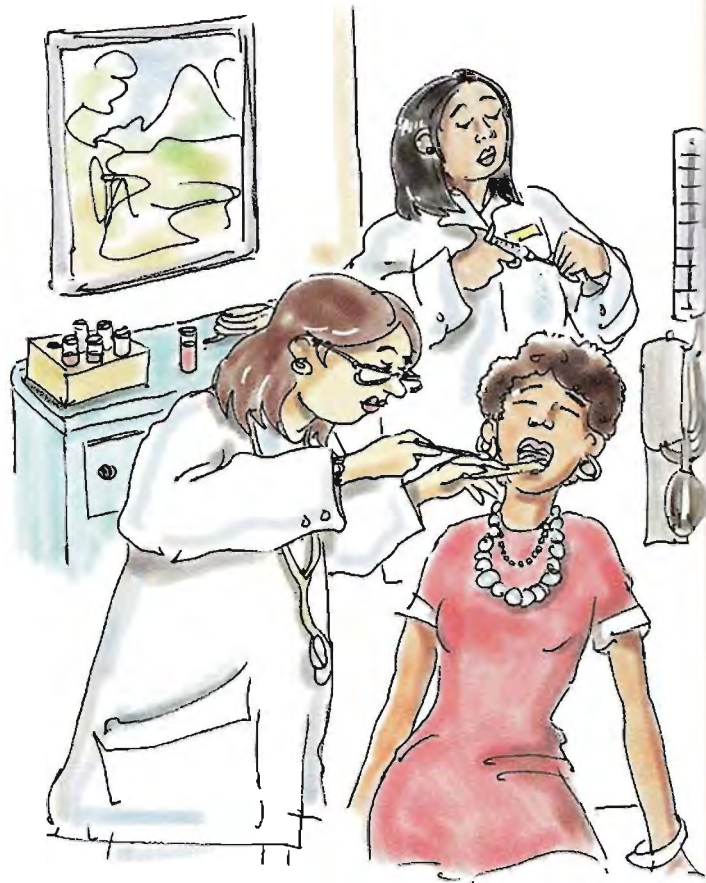
Class Game: Guess What!

On a slip of paper, write the name of a home remedy. • Make a pile. • Pick a paper. • Read it to the class. • Ask your classmates what it is used for. • Whoever answers correctly picks the next slip of paper.

Community Activity

List everything in your medicine cabinet. • Bring the list to class. • With your class, make a list on the board. • How many different items did you find?

MEDICAL CARE



- | | | | |
|-------------------------|----------------------------|----------------------|-------|
| 1. blood sample | 11. immunize | 20. refer | _____ |
| 2. complain | 12. infection | 21. referral | _____ |
| 3. complaint | 13. infectious disease | 22. sign in | _____ |
| 4. contagious | 14. inoculate | 23. specialist | _____ |
| 5. cramps | 15. medical history | 24. stethoscope | _____ |
| 6. examining room | 16. physical examination | 25. throat culture | _____ |
| 7. flu shot | 17. prescribe | 26. tongue depressor | _____ |
| 8. general practitioner | 18. primary care physician | 27. upset stomach | _____ |
| 9. immune | 19. rash | 28. vial | _____ |
| 10. immunization | | | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What health problems might the patients in the waiting room have?
2. What complaints might the woman in the examining room have?
3. Which of these health problems are infectious diseases?
4. What might this primary care physician prescribe for each patient?
5. Which patients might she refer to specialists?

Group Vocabulary Challenge

In groups of three, list different health problems. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

Share Your Story

In the same groups, tell about an experience you had with a serious health problem. • Decide which story to tell the class.

Group Brainstorm

In the same groups, choose a recorder. • List some illnesses people are afraid to talk about. • Read your list to the class. • Make a class list on the board. • Which illness causes the most fear? • Why?

Cross-Cultural Exchange

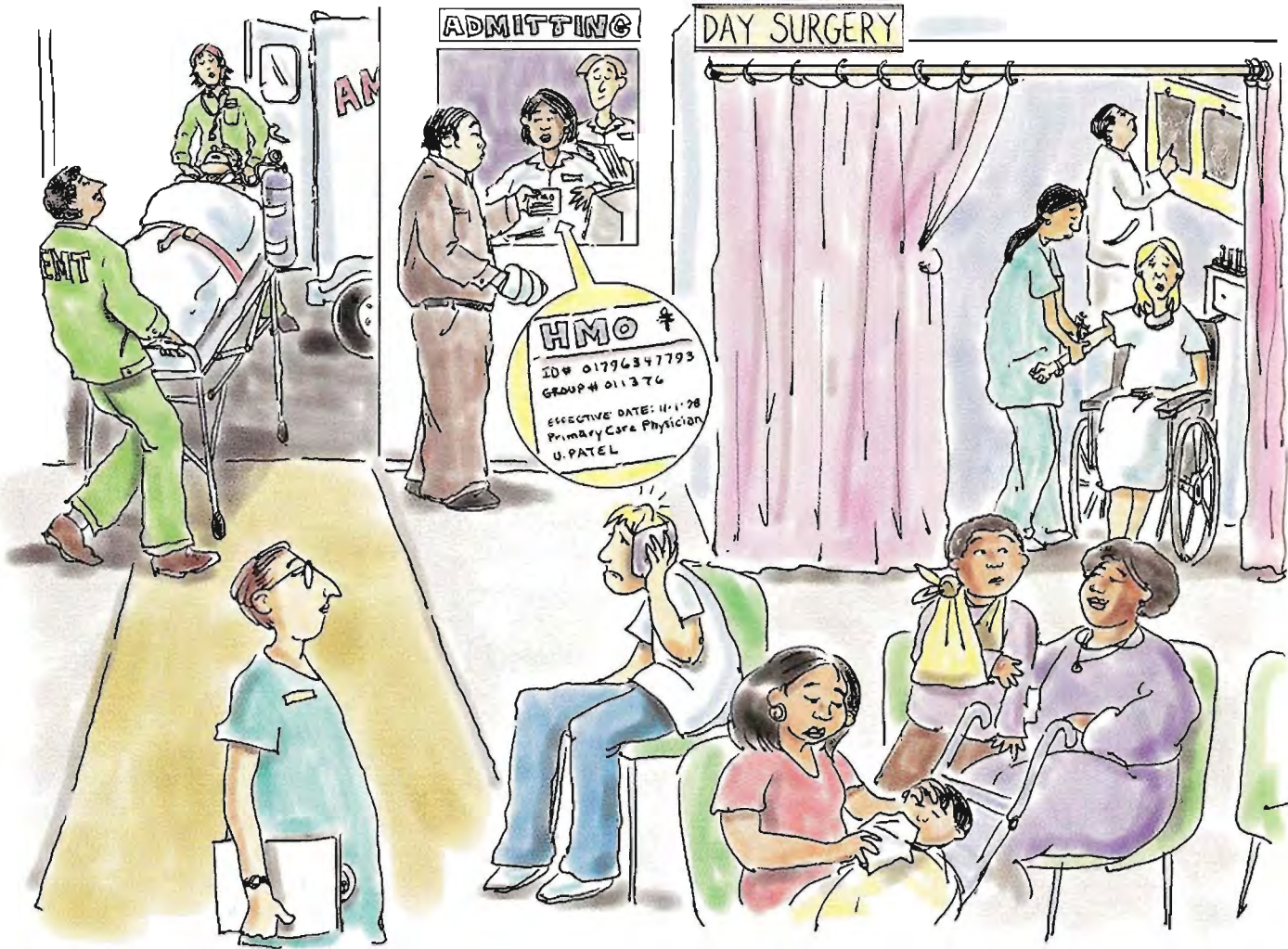
In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What is the most serious health problem in your country?
2. How is it treated?
3. What are the most common health problems in your country?
4. What do people do when they have these problems?
5. What health problem do people fear most?
6. What are the differences in the ways health problems are treated in the U.S. and in your country?

Community Activity

In the same groups, decide on three health problems to research. • Find out what community services are available for each problem. • Report your findings to the class.

EMERGENCY CARE



1. ambulatory
2. bandage
3. blood work
4. compress
5. co-payment
6. cover
7. coverage
8. critical condition
9. dressing

10. fracture
11. gurney
12. health care provider
13. health insurance card
14. health insurance plan
15. hospitalize
16. identification bracelet
17. injure

18. injury
19. inpatient
20. life-threatening
21. paramedic
22. sling
23. swell
24. swollen
25. treat
26. treatment

Picture Discussion

With your class, answer the questions about the scene. • Use the vocabulary list. • Add more words.

1. What is happening in the scene?
2. What is the man doing at the admitting desk?
3. What is wrong with each patient?
4. Who should be treated first? second? third? Why?
5. Could any of these patients go to a doctor's office instead of the emergency room? Which ones?

Group Role Play

In groups of three, choose a medical emergency. • Create a role play. • Present your role play to the class.

Share Your Story

In the same groups, tell about an experience you've had in the emergency room. • Decide which story to tell the class.

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. has had a broken bone. _____
2. has had stitches. _____
3. has been treated in an emergency room. _____
4. has taken someone to an emergency room. _____
5. has ridden in an ambulance. _____
6. has been seriously injured. _____
7. _____
8. _____

Group Vocabulary Challenge

In groups of five, list as many medical emergencies as you can. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

PHARMACY



- | | | | |
|----------------------|----------------------|--|-------|
| 1. addictive | 11. expire | 21. nonprescription drug (over-the-counter drug) | _____ |
| 2. antibiotic | 12. fill | 22. nonrefillable | _____ |
| 3. anti-inflammatory | 13. food supplement | 23. no refills | _____ |
| 4. dosage | 14. full stomach | 24. painkiller | _____ |
| 5. dose | 15. generic | 25. pick up | _____ |
| 6. drug | 16. heart medicine | 26. prescription drug | _____ |
| 7. druggist | 17. multiple vitamin | 27. refill | _____ |
| 8. drugstore | 18. muscle relaxant | 28. relief | _____ |
| 9. empty stomach | 19. narcotic | 29. relieve | _____ |
| 10. expiration date | 20. nonnarcotic | 30. restriction | _____ |

Picture Discussion

With your class, answer the questions about the scene. • Use the vocabulary list. • Add more words.

1. What is wrong with each of these people?
2. Why are some of the people getting prescription drugs instead of over-the-counter drugs? What's the difference?
3. What are some of the nonprescription drugs used for?
4. Why are some prescription drugs non-refillable?
5. Why is the expiration date important?
6. What are the pharmacist and the woman at the counter saying to each other?

Group Brainstorm

In groups of four, choose a recorder. • List some items you can get in a pharmacy. • Read your list to the class. • Make a class list on the board. • What item do most people get in a pharmacy?

What Do You Say? What Do You Do?

In the same groups, decide what to say and do in each situation. • Compare your decisions with the class.

1. The pharmacist gives you your prescription, but you don't understand the directions.
2. You need to refill your prescription.
3. When you open the new aspirin bottle, you see that the bottle has been opened before.
4. Your health insurance plan won't pay for your prescription.
5. You don't know if the heart medicine you are taking is safe to take with your new prescription.

Cross-Cultural Exchange

In groups of three, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What prescription drugs are most common in your country?
2. How expensive are prescription drugs? nonprescription drugs?
3. How are pharmacies in your country similar to those in the U.S.? How are they different?
4. What else do pharmacies sell in addition to drugs?

Community Activity

In the same groups, visit a local pharmacy. • Research this information and report your findings to the class.

1. What is the name of the pharmacy?
2. Where is the prescription counter?
3. Note three brands of headache remedies, including the size of their containers and their prices.
4. In what aisle can you get cough medicine? Note three brands, including their sizes; their doses; and their prices.
5. What other items can you buy in the pharmacy? List five.

POISONS



- | | | | |
|-----------------------------|------------------------|---------------------------|-------|
| 1. antidote | 10. eye irritant | 20. irritation | _____ |
| 2. chemical | 11. food poisoning | 21. kitchen cleaner | _____ |
| 3. childproof | 12. harmful | 22. poison control center | _____ |
| 4. contaminate | 13. hazardous | 23. prevent | _____ |
| 5. contamination | 14. household chemical | 24. prevention | _____ |
| 6. contents | 15. household cleaner | 25. spoil | _____ |
| 7. disinfect | 16. household poison | 26. swallow | _____ |
| 8. disinfectant | 17. ingest | 27. warn | _____ |
| 9. (do not) induce vomiting | 18. insecticide | 28. warning label | _____ |
| | 19. irritate | | |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What happened to the little boy?
2. What should his mother do?
3. How could his parents have prevented this danger?
4. Why is the man sick?
5. What advice would you give him?

What Do You Say? What Do You Do?

In groups of three, decide what to say and do in each situation. • Share your answers with the class.

1. Your child ate a bottle of baby aspirin.
2. The little boy next door drank some disinfectant.
3. You found your neighbor unconscious with an empty bottle of pills in his hand.
4. You accidentally sprayed insecticide in your face.



WARNING:

Contains Sodium Hypochlorite 5.25%. Causes substantial but temporary eye injury. Harmful if swallowed. May irritate skin. Do not get in eyes or on clothing. For prolonged use, wear gloves.

FIRST AID:

***IF IN EYES**, remove contact lenses and rinse with plenty of water for 15 minutes.

***IF SWALLOWED**, drink large amounts of water. DO NOT induce vomiting.

***IN EITHER CASE**, call a physician or poison control center immediately.

***IF IN CONTACT WITH SKIN**, immediately remove contaminated clothing and wash skin thoroughly with water.

DO NOT MIX WITH OTHER HOUSEHOLD CHEMICALS, such as toilet bowl cleaners, or products containing ammonia. To do so will release hazardous gases.

Group Activity: Reading Labels

In the same groups, answer these questions. • Share your answers with another group.

1. What are the dangerous contents in this bottle of bleach?
2. What should you do if you get bleach in your eye?
3. Who should you call?
4. What should you do if you get bleach on your skin?
5. What will happen if you mix bleach with other household cleaners?

Community Activity

Bring in a product with a caution or warning label. • With your class, make a display of all the products. • Choose one. • Read its label. • Explain the product and any cautions to the class.

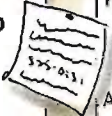
1. What is the product?
2. What can it be used for?
3. What cautions or warnings are on the label?
4. Is there a telephone number on the label for questions or comments? Decide what to say. Role-play a phone call to the number.

COUNSELING

ALONE? PREGNANT? GET HELP!

Call a counselor: 555-4231.

Single Parent Support Group meets every Monday at 7:30 p.m. at the Community Church, 1 Main Street. Child Care available. 555-



ARE YOU HAVING A PROBLEM WITH DRUGS OR ALCOHOL?

Call our counselors at 555-8725.

Alcoholics Anonymous meetings: Tuesdays, 7:30 p.m.
Al-Anon support group for families: Wednesdays, 6:30 p.m.

Are you or your children victims of abuse?

You CAN get help! Hotline: 555-6758, 24 hours a day.

CANCER SURVIVORS:

You are not alone! Group meetings first Saturday of every month at 10:00 a.m. Families welcome. River Street Center, 2 River Street. 555-3445



Are you
lost a ball
Single Group
555-0344

555-0344



- | | | |
|--------------------|----------------------|----------------------|
| 1. addict | 9. counsel | 18. mental health |
| 2. addicted | 10. dependency | 19. resource |
| 3. addiction | 11. despair | 20. self-help |
| 4. alcohol abuse | 12. desperation | 21. social problem |
| 5. battered spouse | 13. drinking problem | 22. spousal abuse |
| 6. child abuse | 14. group therapy | 23. stress |
| 7. client | 15. improve | 24. stress reduction |
| 8. coping skills | 16. improvement | 25. therapist |
| | 17. life change | 26. therapy |

Picture Discussion

With your class, answer the questions about the signs. • Use the vocabulary list. • Add more words.

1. What social problems do these signs address?
2. Where can someone go to get help for a drinking problem? a drug problem?
3. What group helps single parents? families of alcoholics?
4. What can a pregnant teenager do if she has no help at home?
5. Where can victims of abuse get help?
6. Where can cancer survivors get support?
7. What is the group discussing in this scene?

Partner Vocabulary Challenge

Partner's Name _____

With a partner, list as many mental health problems as you can. • Work fast! • Compare your list with another pair. • Combine lists. • Read your combined list to the class. • Make a class list on the board.

Dialog Journal

Partner's Name _____

Write a Journal entry about a social problem. • State the problem and write about your experiences and feelings about it. • Then read your entry to a partner. • Ask questions about your partner's entry.

Group Brainstorm

In groups of four, choose a recorder. • Write as many questions as you can about social problems today. • Ask another group your questions. • Then answer their questions.

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What social problems exist in your country?
2. How do people feel about these problems?
3. What resources are available to help with these problems?

Community Activity

Invite a counselor to visit your class. • Add to this list of questions. • Discuss the questions with the counselor.

1. What is the most serious social problem in your community?
2. What resources are available in your community to help?
3. What are three signs of alcoholism?
4. What are three signs of drug abuse?
5. How can you tell if someone is abusing drugs?
6. What could you do if someone you know had one of these problems?
7. _____
8. _____

REVIEW

Group Vocabulary Challenge

In groups of five, list advice about a healthy lifestyle. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

Find Someone Who

With your class, add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. has health insurance. _____
2. was stung by a bee. _____
3. has had a serious medical emergency. _____
4. has been bitten by a dog. _____
5. can give first aid. _____
6. knows a home remedy for a cold. _____
7. _____
8. _____

Group Decisions

In groups of five, choose five physical or mental health problems. • Decide what to do in an emergency for each problem. • Share your remedies with the class.

Partner Activity: The Medicine Cabinet

Partner's Name _____

With a partner, list the most important items for a medicine cabinet. • Compare your list with another pair. • Combine lists. • Read your combined list to the class. • Make a class list on the board.

UNIT 6 HOUSING

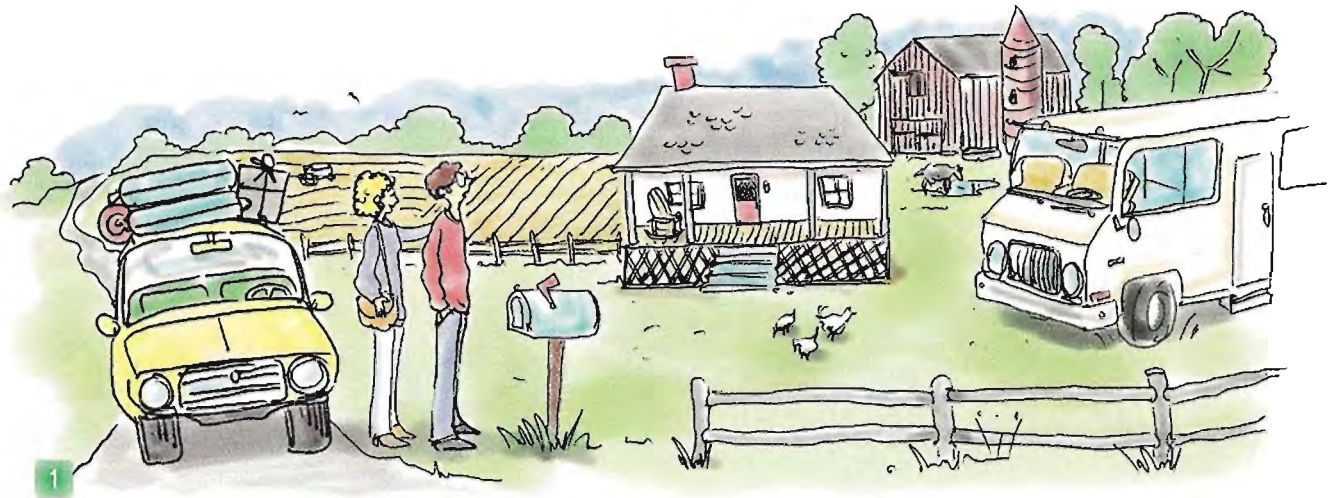


- 
- 106 Places to Live
 - 108 Inside Your Home
 - 110 Finding the Right Home
 - 112 Utility Problems
 - 114 Tenants and Landlords
 - 116 Insuring Your Property
 - 118 Moving
 - 120 Answering the Door
 - 122 Neighborhood Problems
 - 124 Neighborhood Improvements
 - 126 Review

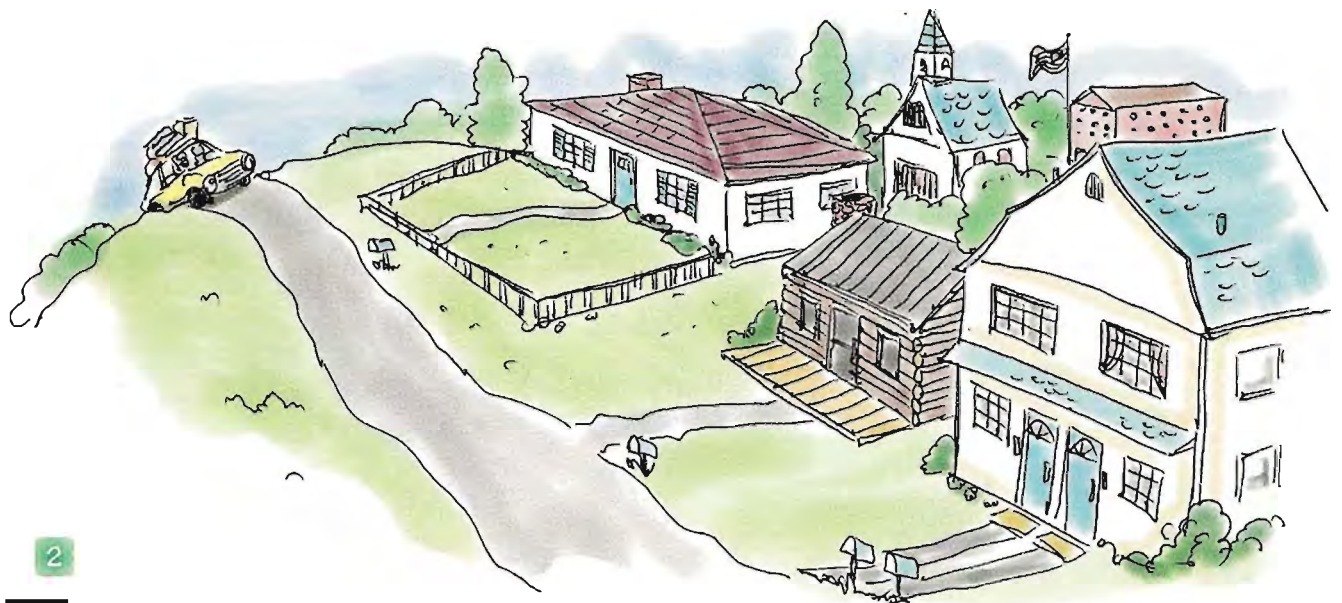
LEARNING STRATEGIES

- Check around your neighborhood for homes to rent or buy. How many homes are for rent? How many are for sale?
- Find the names of your utility companies on your bills or in your telephone directory. Copy the names and bring them to class. Does everyone in the class have the same utility companies?
- Look at your lease agreement. List the words you don't understand. Bring the list to class to discuss.
- Interview a family member or friend (outside of class) and find out what they like and don't like about where they live. Write down your findings in the **Activities** section of your notebook.

PLACES TO LIVE



1



2



- | | | | |
|------------------------------|----------------------------|-------------------------|-------|
| 1. congestion | 11. one-story | 21. small town | _____ |
| 2. countryside | 12. own | 22. space | _____ |
| 3. farmhouse | 13. property | 23. sprawling | _____ |
| 4. high-rise | 14. ranch house | 24. suburb | _____ |
| 5. housing development | 15. real estate | 25. tenement | _____ |
| 6. land | 16. recreational vehicle | 26. town house | _____ |
| 7. log cabin | 17. rental | 27. two-family dwelling | _____ |
| 8. lot | 18. residence | 28. two-story | _____ |
| 9. motor home | 19. semidetached | 29. village | _____ |
| 10. multiple-family dwelling | 20. single-family dwelling | 30. walk-up | _____ |





Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What places to live is this couple looking at? Describe the locations and the types of housing.
2. Which do you think will be most expensive? least expensive? Why?
3. Which property do you think this young couple could buy?
4. What are the advantages and disadvantages of each location? of each type of housing?
5. What other places to live are there? Make lists on the board of locations and types of housing.

What's the Story?

In groups of three, choose a recorder. • Create the young couple's story. • Answer these questions in your story. • Tell your story to another pair of students.

1. Who are they?
2. Where are they from?
3. What do they do for a living?
4. What leisure activities do they enjoy?
5. Where will they decide to live?
6. Why did they come to this area to live?
7. What do they hope to do here?
8. Will they rent or buy their house?

Advantages/Disadvantages

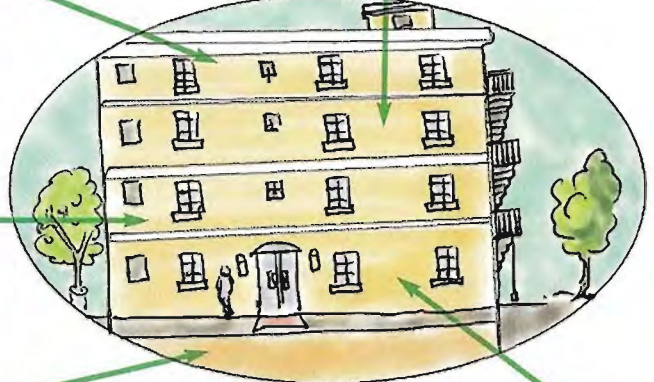
In the same groups, list the advantages and disadvantages of living in a city, a suburb, a small town, and the country. • Read your list to the class. • Make a class list on the board.

Draw with a Partner

Partner's Name _____

With a partner, describe your house or apartment. • From your partner's description, draw a picture of his or her home. • Show the picture to your partner. • Have your partner correct your picture and explain the corrections. • How accurate was your drawing?

INSIDE YOUR HOME



- | | | |
|-------------------|-----------------------|----------------------|
| 1. cellar | 10. furnishings | 19. roomy |
| 2. convenience | 11. handle | 20. spacious |
| 3. cozy | 12. hang wallpaper | 21. special needs |
| 4. cramped | 13. mini-blinds | 22. storage space |
| 5. customized | 14. modified fixtures | 23. store |
| 6. decorate | 15. occupant | 24. storeroom |
| 7. extra-wide | 16. privacy | 25. wheelchair |
| 8. floor covering | 17. redecorate | 26. window treatment |
| 9. furnish | 18. remodel | |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What are these people doing inside their homes?
2. Where in the building is each apartment located? Where is the laundry room?
3. Describe each room.
4. How will the couple decorate their living room? What furnishings will they have? What floor covering? What window treatment? What will they hang on the walls?
5. Tell the stories of these occupants: Who are they? Where are they from? What are their interests or hobbies?

Group Vocabulary Challenge

In groups of four, list different things people have in their kitchens. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

Partner Interview

Partner's Name _____

Ask a partner these questions. • Then report your partner's responses to another pair of students.

1. What colors are the walls in your home?
2. What floor coverings are there?
3. What is on the windows?
4. What furniture is in your home? What appliances?
5. What would you like to redecorate? What would you like to change?
6. What would you like to buy for your home?

Class Game: Pantomime

In groups of three, choose a redecorating task. • List instructions for the task. • Pantomime your task for the class. • Have your classmates guess what you are doing. • Read your instructions to the class. • Did you forget anything?

Group Decision

In the same groups, discuss this situation and decide what to do. • Report your decision to the class.

- ◆ Your apartment is bare. You have \$1,000 to spend. Your landlord will supply a stove and refrigerator. What will you buy? How much will you pay for each item?

FINDING THE RIGHT HOME

Apartments for Rent
 One-bdrm., 1 bath., fncd. yd., utils. not incl. Call ownr.: 555-1582.

Two-bdrm., 1 bath., kitch. w. dishw., utils. incl., excel. loc., \$650/mo.

Studio apt. w. bath., bsmt. laundr. avail., no utils., \$450/mo.

Three-bdrm., 2 bath., cpt., ht. and elec. not incl., no pets, \$600/mo.

Three-rm. bsmt. apt., furnished, utils. incl., nr. public transp.

Houses for Sale
 Condo: 3 rms. w. bath, excel. cond., incl. stove, refrig., dishw., w/w cpt., and more. \$65,000.

One-acre fncd. lot w. new mobile home; beautiful view, low dn. pmnt. Asking \$47,900.

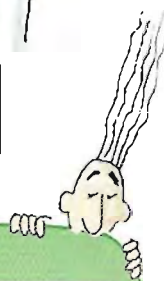
Two-story, 4 bdrm., 2 bath. Excel. loc., fncd. yd. You'll love it! \$125,000, as is.



Family size: 2
 Monthly take-home pay: \$850



Family size: 6
 Monthly take-home pay: \$1,700



- | | | | |
|------------------------------|----------------------------|------------------------------|-------|
| 1. apt. (apartment) | 12. elec. (electricity) | 24. real estate agent | _____ |
| 2. as is | 13. excel. (excellent) | 25. realtor | _____ |
| 3. avail. (available) | 14. fncd. (fenced) | 26. refrig. (refrigerator) | _____ |
| 4. bath. (bathroom) | 15. ht. (heat) | 27. rms. (rooms) | _____ |
| 5. bdrm. (bedroom) | 16. incl. (included) | 28. studio | _____ |
| 6. bsmt. (basement) | 17. kitch. (kitchen) | 29. transp. (transportation) | _____ |
| 7. cond. (condition) | 18. laundr. (laundry room) | 30. utils. (utilities) | _____ |
| 8. condo (condominium) | 19. loc. (location) | 31. w. (with) | _____ |
| 9. cpt. (carpet) | 20. mo. (month) | 32. w/w (wall-to-wall) | _____ |
| 10. dishw. (dishwasher) | 21. nr. (near) | 33. yd. (yard) | _____ |
| 11. dn. pmnt. (down payment) | 22. open house | | _____ |
| | 23. ownr. (owner) | | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. Do you understand these newspaper ads? Read them with your class.
2. Which house is the most expensive? the least expensive?
3. Which is the largest apartment? the smallest apartment?
4. What are the advantages and disadvantages of each apartment or house?
5. What are the special needs of each family?
6. Which home will each family choose?

Group Decision

In groups of three, decide which housing in the newspaper ads is best for each family. • Should they rent or buy? • Report your decisions to another group and explain your reasons. • Did your groups make the same decisions?

Partner Interview

With a partner, ask these questions. • Then report your partner's responses to another pair of students.

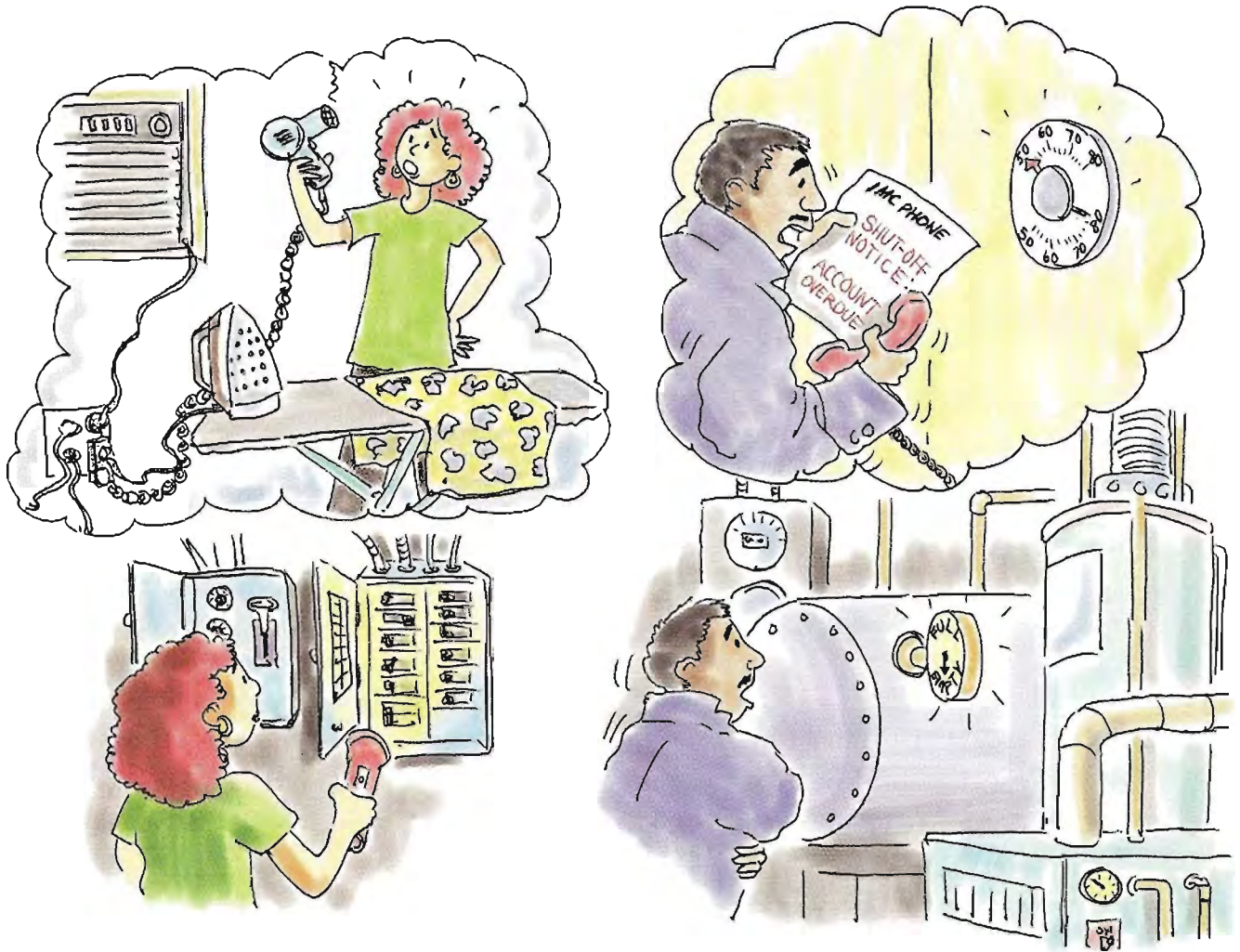
1. Which of these housing ads interests you? What do you like about them?
2. Do you prefer a large or a small home? Why?
3. What is your "dream home"? Describe it.
4. Where would it be?
5. Who would live there with you?
6. Would you rent it or buy it? Why?

Partner's Name _____

Group Role Play

In groups of four, write questions to ask a realtor about an apartment or a house. • Then create a role play between a realtor and family. • Have each family member ask the realtor one of your group's questions. • Present your role play to the class.

UTILITY PROBLEMS



- | | | |
|--------------------|----------------------|------------------------|
| 1. air conditioner | 10. fuse box | 18. oil tank |
| 2. blow a fuse | 11. hot water heater | 19. overload a circuit |
| 3. blow-dryer | 12. ironing board | 20. plug |
| 4. current | 13. meter | 21. plug in |
| 5. cut off | 14. nonpayment | 22. rewire |
| 6. dial tone | 15. notification | 23. run out |
| 7. discontinue | 16. notify | 24. thermostat |
| 8. extension cord | 17. oil heat | 25. wiring |
| 9. furnace | | |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene? What utility problems do these two people have?
2. How can they solve their problems?
3. How could these utility problems be avoided?
4. Tell the story of each of these people.

Group Problem Solving

In groups of four, discuss these utility problems. • State the problem. • What advice would you give? • Compare your solution with another group.

- ◆ You pick up your telephone receiver, but you can't get a dial tone.
- ◆ There is a bad thunderstorm, and your power is out.
- ◆ You want to take a hot shower, but the water is cold.

Partner Interview

Partner's Name _____

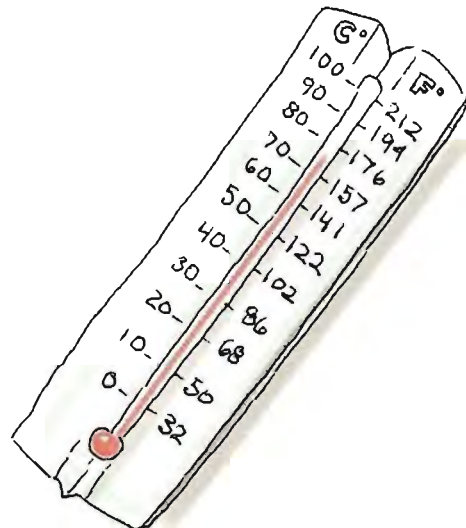
Ask a partner these questions. • Then report your partner's responses to another pair of students.

1. In your home, what runs on electricity? on gas? on oil?
2. In your home, where are the circuit breakers or fuse boxes? Have you ever changed a fuse or flipped the switch on a circuit breaker?
3. Where are the meters? How do you read them?
4. Have you ever had any problems with utilities? What happened? What did you do?

Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What month is usually the coldest in your hometown? How cold is it (C°? F°)?
2. What kinds of heating do people have?
3. In what months do people usually have to heat their homes?
4. What month is usually the hottest? How hot is it (C°? F°)?
5. How do people stay cool in hot weather? Do many people have air conditioning?



TENANTS AND LANDLORDS



- | | | | |
|---------------------|------------------------------|----------------------------|-------|
| 1. afford | 9. landlord's responsibility | 16. obligation | _____ |
| 2. affordable | 10. leaky | 17. plumbing | _____ |
| 3. as good as new | 11. maintain | 18. serviceable | _____ |
| 4. brand new | 12. maintenance | 19. superintendent (super) | _____ |
| 5. decent condition | 13. major appliance | 20. tenant's rights | _____ |
| 6. fair | 14. makeshift | 21. used | _____ |
| 7. functional | 15. melt | 22. working order | _____ |
| 8. landlady | | | _____ |



Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in each scene? Who are these people? What are they saying to each other?
2. Why doesn't the landlady buy a new refrigerator for the tenant? Why doesn't she buy a new toilet for herself?
3. What responsibilities does the landlady have?
4. What rights does the tenant have?
5. What is the fair thing to do in this situation? Why?
6. How does this story end? Is everyone satisfied with the solution?

Group Problem Solving

In groups of four, discuss these situations. • Find a solution for each problem. • Share your solutions with the class.

Problem 1: The tenants can't pay their rent on time, and the landlord needs the money to fix a broken thermostat.

Problem 2: The tenants want to nail shelves to the apartment walls. The landlord doesn't want nails in the walls.

Problem 3: The tenants are having trouble with their neighbors, so they want to break their lease and move away. The landlord won't let them.

Problem 4: The landlord is raising the rent because property taxes have increased. The tenants cannot afford to pay more rent.

Problem 5: The apartment stairs are broken. The tenants want them fixed. The landlord cannot get a carpenter for six weeks.

Group Role Play

In the same groups, create a role play, illustrating a solution to one of the problems above. • Present your role play to another group.

Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What are tenants' rights in your country? What are landlords' rights?
2. What are tenants' responsibilities? landlords' responsibilities?
3. Who is responsible for cleaning stairways in apartment buildings?
4. Who is responsible for taking the trash outside?
5. Are there limits on the number of people occupying an apartment?
6. Do people hang laundry out of windows to dry?
7. What things do people take outside to clean?
8. Do people wash the sidewalks in front of their homes? How often?
9. Are there restrictions about noise? loud music?

INSURING YOUR PROPERTY



- | | | | |
|-----------------------|-------------------------|----------------------|-------|
| 1. assess | 9. liability | 16. repair cost | _____ |
| 2. damage | 10. liable | 17. replacement cost | _____ |
| 3. dog bite | 11. loss of property | 18. smoke damage | _____ |
| 4. dwelling | 12. mandatory insurance | 19. stolen property | _____ |
| 5. fire damage | 13. optional insurance | 20. storm damage | _____ |
| 6. homeowner | 14. premium | 21. water damage | _____ |
| 7. insurance adjustor | 15. protection | | _____ |
| 8. insurance coverage | | | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

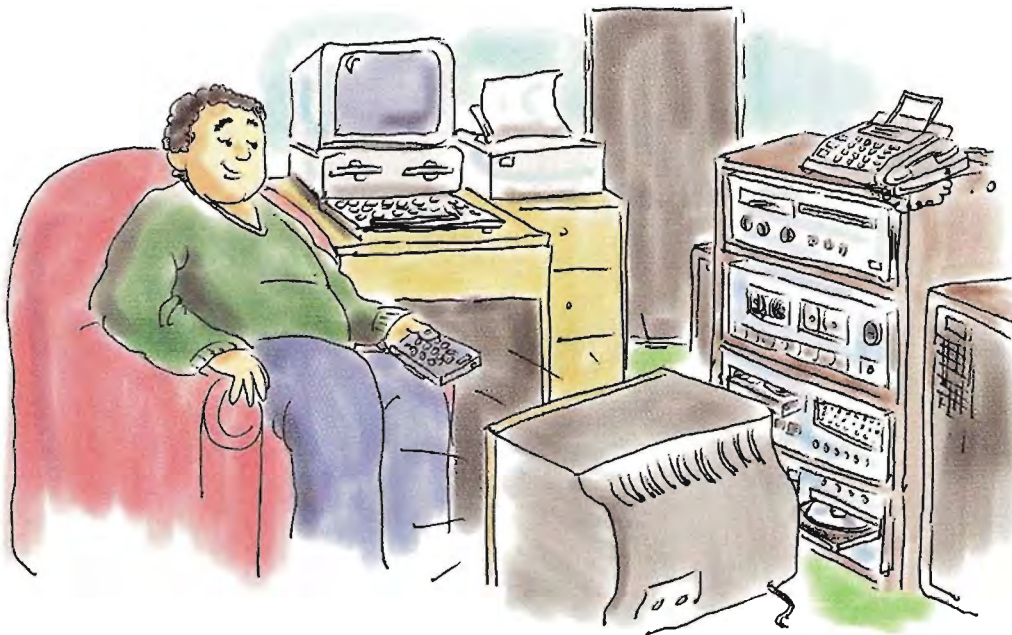
1. What is happening in each scene?
2. What damages or losses do you see in these scenes?
3. What caused the damages or losses?
4. Who are the people? What do you think they are saying?
5. What kind of insurance protection covers each of these situations?

Group Role Play

In groups of three, choose one of the scenes. • Create a role play. • In your role play, explain the situation and discuss the damages or losses and the insurance coverage. • Present your role play to the class.

Group Decision

In the same groups, discuss this scene and decide whether this renter should purchase renter's insurance or not. • If not, think of other ways he can protect his property. • Compare your group's decision with other groups.



Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. Do people in your country carry homeowner's or renter's insurance?
2. What kinds of insurance are mandatory? What kinds are optional?
3. How much does insurance usually cost?
4. If people do not have insurance, what do they do when their property is damaged or stolen?

MOVING



1. belongings/possessions
2. breakable
3. bump
4. crate
5. delicate
6. farewell
7. glassware

8. haul
9. household goods
10. leave behind
11. misplace
12. nick
13. organize
14. pack

15. packing box
16. put away
17. transport
18. unload
19. unwrap
20. utility trailer
21. wrap



Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. Did this family have a good experience moving? Why or why not?
3. Was it a good decision for this family to move their own belongings? Why or why not?
4. Why did they move?
5. Do you think they will be happy in their new life?

Group Brainstorm

In groups of four, choose a recorder. • List all the things people do before moving. • Read your list to the class. • Make a class list on the board.

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. has moved recently. _____
2. has moved many times. _____
3. has helped someone move. _____
4. has lost or broken something in a move. _____
5. hates to move. _____
6. _____
7. _____

Speech

Tell the class about an experience you had while moving. • Was it a good or bad one? • Why?

ANSWERING THE DOOR



- | | | |
|-----------------------|------------------|----------------------|
| 1. amazed | 8. distrust | 15. overgrown |
| 2. cautious | 9. distrustful | 16. pay for |
| 3. chain lock | 10. door knocker | 17. special delivery |
| 4. charitable | 11. door-to-door | 18. stranger |
| 5. charity | 12. fearful | 19. unexpected |
| 6. collection | 13. Girl Scout | 20. wary |
| 7. deliver newspapers | 14. lawn mower | |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. How are these people reacting? Why?
3. What are they saying?
4. What will happen next in each scene?

Group Role Play

In groups of three, choose one of the scenes. • Create a role play. • Present your role play to another group.

Group Brainstorm

In groups of four, choose a recorder. • List reasons why people come to your door. • Read your list to the class. • Make a class list on the board.

Group Discussion

In the same groups, choose a recorder. • Discuss these questions. • Compare your answers with another group.

1. Has anyone ever come to your door? Who? What did they want?
2. Do you always open the door? If not, why not? What do you do?
3. What do you say to the people at the door?
4. Do you keep your doors locked? Why or why not?

Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, read and discuss this letter. • Together, write a reply from Aunt Betty, giving advice to Not His Wife.

ASK AUNT BETTY



Dear Aunt Betty:

We have a problem with our neighbor Matt. My husband and I were friendly with Matt and his wife, Jane. But now Jane has left Matt, and they are getting a divorce.

Ever since Jane left, Matt has come to our door every evening at suppertime. He not only stays for supper but he ends up staying for the whole evening!

I know he is lonely and unhappy, and he likes my home-cooked meals, but I'm getting tired of this. After all, I'm not his wife!

Not His Wife

NEIGHBORHOOD PROBLEMS



- | | | |
|----------------|---------------------|------------------|
| 1. abandoned | 10. hang out | 19. run down |
| 2. advocate | 11. homeless | 20. run over |
| 3. boarded-up | 12. inner city | 21. stray dog |
| 4. dilapidated | 13. junk | 22. street light |
| 5. disrepair | 14. litter | 23. unsafe |
| 6. fire hazard | 15. loiter | 24. vagrant |
| 7. gang | 16. neglect | 25. vandal |
| 8. ghetto | 17. personal safety | 26. vandalism |
| 9. graffiti | 18. petition | 27. weeds |



Picture Discussion

With your class, answer the questions about the scene. • Use vocabulary from the list. • Add more words.

- Describe this neighborhood.
- Describe the people in this neighborhood.
- What are the good things? What are the bad things?
- What neighborhood improvements is the woman with the petition advocating?
- Do you think she will be successful? Why or why not?

Group Problem Posing/Problem Solving

In groups of four, list all the problems you see in this neighborhood. • Next to each problem, list a solution. • Share your problems and solutions with the class.

Class Brainstorm

With your class, choose a recorder. • List as many neighborhood problems as possible. • Next to each problem, list a solution.

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. lives in a quiet neighborhood. _____
2. lives in a neighborhood with heavy traffic. _____
3. has parking problems in the neighborhood. _____
4. worries about personal safety in the neighborhood. _____
5. _____
6. _____

Community Activity

With your class, add to this list of housing problems. • Check the problems that apply to your community. • Find out what your community is doing to solve these problems. • Report the results to the class.

- | | |
|--|--------------------------------|
| <input type="checkbox"/> not enough housing | <input type="checkbox"/> _____ |
| <input type="checkbox"/> housing too expensive | <input type="checkbox"/> _____ |
| <input type="checkbox"/> housing in poor condition | <input type="checkbox"/> _____ |
| <input type="checkbox"/> inadequate water and sewage | <input type="checkbox"/> _____ |

NEIGHBORHOOD IMPROVEMENTS



- | | | |
|-----------------------------|-----------------------------|--------------------|
| 1. alternate-side parking | 8. neighborhood association | 15. rainbow |
| 2. clean-up campaign | 9. neighborly | 16. refurbish |
| 3. crime watch | 10. occupied | 17. rehabilitate |
| 4. friendliness | 11. off-street parking | 18. rehabilitation |
| 5. grass-roots organization | 12. optimism | 19. renovate |
| 6. help out | 13. outlook | 20. renovation |
| 7. leash law | 14. pitch in | 21. sober |
| | | 22. urban renewal |



Picture Discussion

With your class, answer the questions about the scene. • Use the vocabulary list. • Add more words.

- What changes have taken place in this neighborhood?
- What are the people doing? How have they changed?
- What are the improvements in neighborhood safety? neighbors' attitudes? property maintenance?
- What does it mean to be neighborly? What neighborly actions are in this scene?
- Why are grass-roots organizations important?

Group Survey

In groups of four, complete this survey. • Report your results to the class.



1. Who lives in the noisiest neighborhood?
the quietest neighborhood?
2. Who lives in the cleanest neighborhood?
the dirtiest neighborhood?
3. Whose neighborhood is the safest? the most
dangerous?
4. Whose neighborhood has the most parking
problems? the fewest?
5. Whose neighborhood has the most children?
the fewest?
6. Who likes his or her neighborhood the most?
Why?
7. Who likes his or her neighborhood the least?
Why?
8. What is the worst neighborhood problem?
What do the neighbors do about the problem?

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What makes a neighborhood "good" in
your culture? Describe a "good
neighborhood."
2. What makes a neighbor "good" in your
culture?
3. Describe a person you know who is a
good neighbor. What has this person done
that is neighborly?
4. What was your neighborhood like in your
hometown?

Group Brainstorm

In groups of three, choose a recorder. • List ways to be neighborly. • Include things to do and things to say. • Read your list to the class. • Make a class list on the board. • How many different ways to be neighborly did your class think of?

Group Role Play

In the same groups, choose one way to be neighborly from your list. • Create a role play. • Present your role play to another group.

Community Activity

Discuss these questions with your class. • Decide how you will find answers to them. • Where can you look? • Whom can you ask? • In groups of four, find the answers and report back to the class.

1. Are there groups that are actively working
to make improvements in your
community? What are they?
2. What improvements are they making
right now?
3. What improvements would you like to see
in your community?

REVIEW

Partner Game: What Do You Remember? Partner's Name _____

With a partner, look at the scenes of the neighborhood in Neighborhood Problems and Neighborhood Improvements on pages 122 and 124. • Remember as much as you can. • Close your books. • Describe the differences with your partner. • List everything. • Compare your list with another pair. • Add to your lists. • Open the book and look at the scenes. • What did you forget?

Group Questions

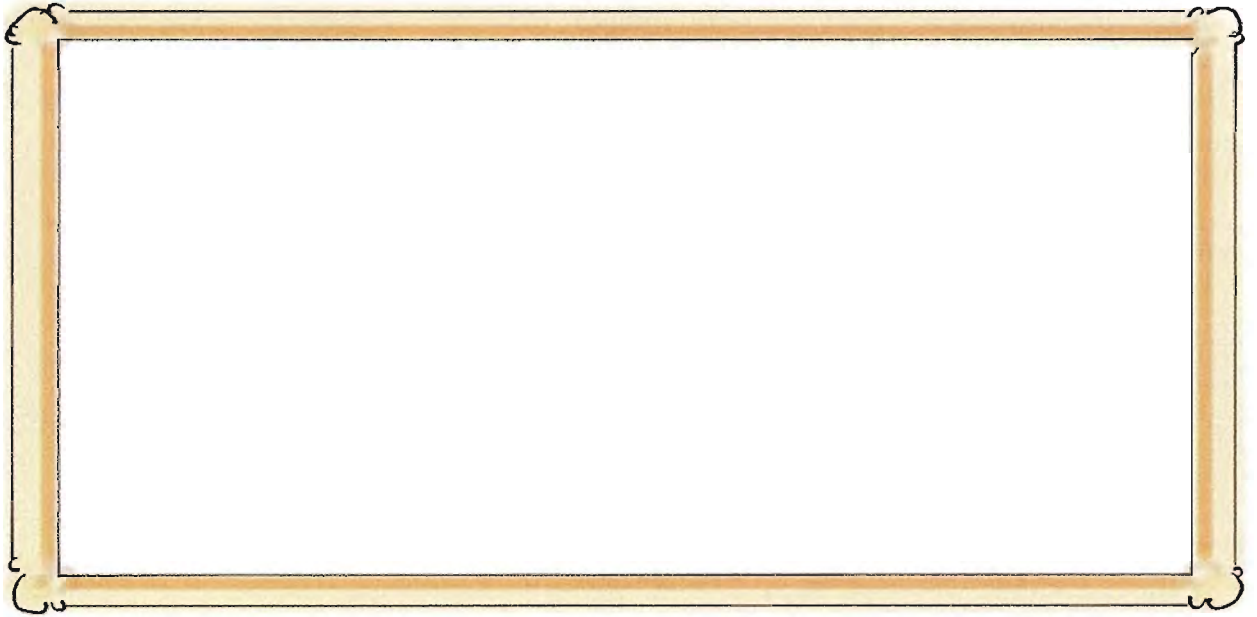
In groups of four, write questions that are important to ask before renting an apartment. • Compare your group's list with another group.

Partner Interview Partner's Name _____

With a partner, write eight questions to ask about your home and neighborhood. • Ask another pair the questions. • Then report your questions and answers to another group of students.

Draw with a Partner Partner's Name _____

Draw your dream home. • Describe it to a partner. • Then describe your partner's dream home to another pair of students.



Group Problem Posing

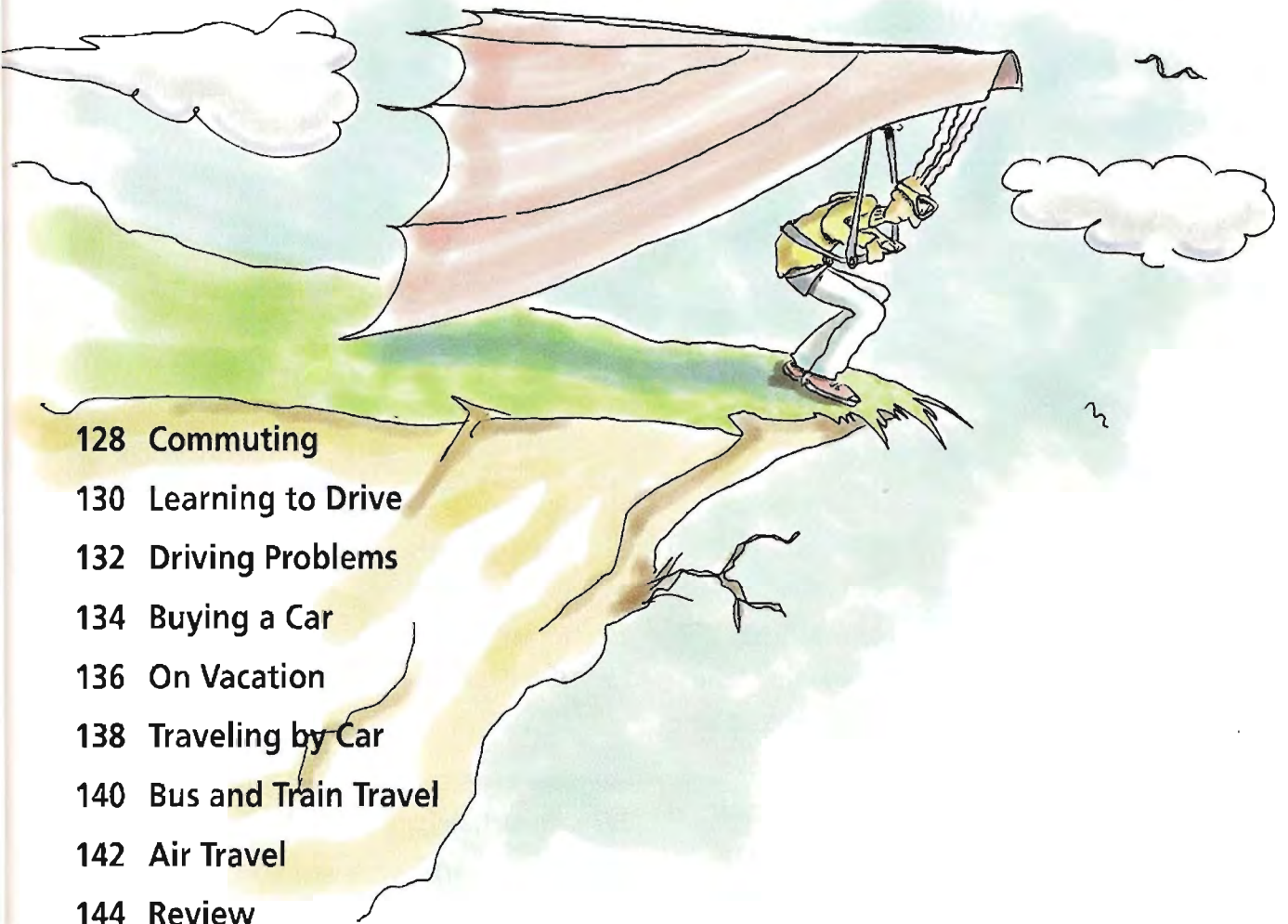
In groups of four, list problems people have with neighbors, neighborhoods, landlords, and tenants. • Compare your group's list with another group.

Group Role Play

In the same groups, choose one of the problems you listed. • Create a problem-solving role play. • Present your role play to the class.

UNIT 7

TRANSPORTATION AND TRAVEL



- 128 Commuting
- 130 Learning to Drive
- 132 Driving Problems
- 134 Buying a Car
- 136 On Vacation
- 138 Traveling by Car
- 140 Bus and Train Travel
- 142 Air Travel
- 144 Review

LEARNING STRATEGIES

- Find written information about your local area. Create a class file and bulletin board with brochures, maps, and posters of different local tourist attractions.
- Write a letter to a friend coming to visit. Tell your friend about some of your favorite local sights.
- Look for good travel deals in advertisements. Bring them to class. Create a bulletin board of travel ads and interesting places to visit.
- Tell someone about your ideal vacation trip. Ask them what theirs is and compare your opinions.

COMMUTING



- | | | | |
|---------------------|---------------------|----------------------------|-------|
| 1. accessible | 11. gridlock | 21. signal | _____ |
| 2. bumper-to-bumper | 12. heavy traffic | 22. stuck in traffic | _____ |
| 3. bus shelter | 13. kneeling bus | 23. time-consuming | _____ |
| 4. car pool | 14. motorist | 24. timesaving | _____ |
| 5. carpool | 15. passing lane | 25. traffic jam/
tie-up | _____ |
| 6. car pool lane | 16. restricted lane | 26. under
construction | _____ |
| 7. commuter | 17. road crew | 27. wheelchair
access | _____ |
| 8. daily commute | 18. road repair | | _____ |
| 9. detour | 19. route map | | _____ |
| 10. direct | 20. rush hour | | _____ |

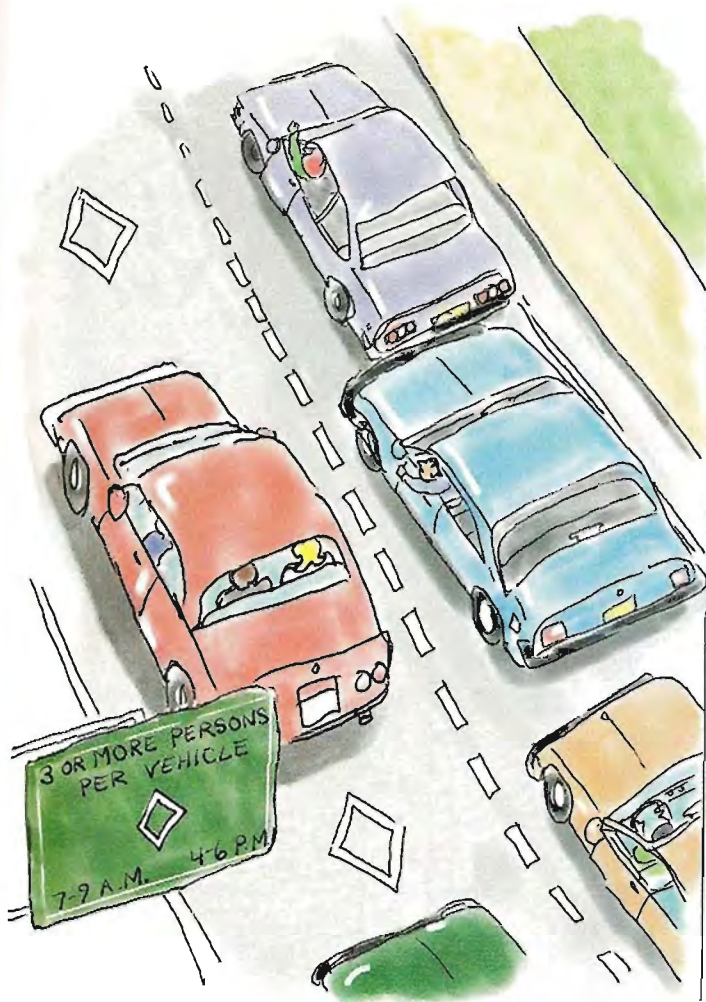


Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What are these bus commuters doing?
2. What other things do commuters sometimes do on a bus? What do they do while they're waiting for a bus?
3. How will the man in the wheelchair get on the bus?
4. When can motorists use the carpool lane for carpooling?
5. Why is carpooling a good idea?
6. Why do the cars have to detour?
7. What other reasons are there for detours? for traffic tie-ups?
8. What are the advantages of taking a bus or train to work? What are the disadvantages?
9. What are the advantages and disadvantages of carpooling?





Partner Interview

Partner's Name _____

Ask a partner these questions. • Then report your partner's responses to another pair of students.

1. How do you come to school?
2. How far do you live from school?
3. How long does it take you to get to school?
4. Are there other ways to travel to school?
What are they?
5. How do you get to work? Is your commute easy?
6. How long does it take you to get to work?

Community Activity

In groups of four, list every way to commute in your community. • Write the telephone numbers of the transportation companies. • Call and find out the cost of each. • Which is most convenient for you? • Why?

Dialog Journal

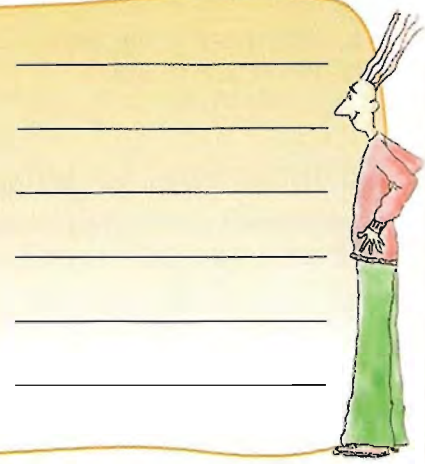
Partner's Name _____

Write a Journal entry about an experience you have had commuting to school or work. • Then read your entry to a partner. • Ask questions about your partner's entry.

LEARNING TO DRIVE



- | | | |
|-----------------------|--------------------------------|-------------------------|
| 1. back in | 8. fail | 16. retake |
| 2. back up | 9. inexperienced | 17. reverse |
| 3. curb | 10. issue | 18. road test |
| 4. driver education | 11. knock over | 19. steer |
| 5. driving instructor | 12. motor vehicle bureau (MVB) | 20. traffic cone/ pylon |
| 6. driving manual | 13. parallel park | 21. vision test |
| 7. experienced | 14. pass | 22. written test |
| | 15. renew | |



Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What class is in the first scene? What is the textbook? What is the instructor saying?
2. What tests are required for a driver license?
3. Which test does the young man fail? Why does he fail?
4. What does he do after he fails? Why is he finally smiling?
5. How will he become an experienced driver?
6. What test will he need to take again to renew his license.
7. Tell the story of this young man's experience learning to drive.

Group Discussion

In groups of four, choose a recorder. • Answer these questions. • Then report your information to another group. • Share the most interesting facts with the class.

1. Do you have a driver license? Where was it issued?
2. What was the fee for your license?
3. Does your license have restrictions? What are they?
4. Where in your community can you apply for or renew a driver license? Can you renew by mail?
5. What other related services are offered at the same office?
6. Do you have an international driver license? Where have you used it?

Conversation Squares

In groups of three, fill in the chart. • First write your own answers. • Then ask your partners the questions and write their answers. • Compare your group's answers with another group.

	You	Partner 1	Partner 2
Student's Name			
When was the first time you drove?			
Who taught you?			
Did you have any problems learning to drive?			
Did you pass the test the first time?			

Share Your Story

In the same groups, tell about your experience while learning to drive. • Decide which story to tell the class.

DRIVING PROBLEMS



- | | | | |
|-----------------------------------|-------------------|--------------------------------------|-------|
| 1. accident report | 10. emission | 19. lug wrench | _____ |
| 2. blood alcohol level | 11. exhaust | 20. minor accident | _____ |
| 3. Breathalyzer test | 12. fender bender | 21. no-fault/
liability insurance | _____ |
| 4. change a tire | 13. flat tire | 22. spare tire | _____ |
| 5. collide | 14. intoxicated | 23. tail pipe | _____ |
| 6. collision | 15. intoxication | 24. ticket | _____ |
| 7. dent | 16. jack | 25. violate | _____ |
| 8. driving under the
influence | 17. jack up | 26. violation | _____ |
| 9. drunk driving | 18. lugnut | | |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. How did the woman get a flat tire? What does she need to do to change her tire?
2. Why did the accident happen? Whose fault was it?
3. What will happen to the intoxicated driver?
4. What will the driver of the other car have to do about the accident?
5. What problems does the man's car have? What will he have to do?
6. What is each police officer doing?

Partner Role Play

Partner's Name _____

With a partner, create thought balloons for each scene. • Compare your balloons with another pair. • Choose one of the scenes and create a role play. • Present your role play to the class.

What Do You Say? What Do You Do?

In groups of four, state the problem. • Decide what to say and do in each situation. • Compare your decisions with the class.

1. Your insurance expired and you forgot to renew it.
2. You are driving down the highway and you hit a dog that runs into the road.
3. You are driving down the street and you notice the car in front of you is losing its tail pipe.
4. A police officer has stopped you for speeding. You are rushing to get home because your mother is very ill.

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. In your country, what kinds of cars are popular?
2. Is insurance required?
3. What happens when there is a minor accident?
4. What happens when a police officer stops someone for driving while intoxicated?
5. What are the most common driving problems in your country?

Community Activity

*In the same groups, bring in an automobile insurance policy. • Discuss the insurance coverage. • Decide what coverage is best. • List the new vocabulary on the board. • Copy the new words in the **Vocabulary** section of your notebook.*

BUYING A CAR



- | | | | |
|-----------------|-----------------|----------------------------|-------|
| 1. add-on | 11. make | 21. showroom | _____ |
| 2. bad deal | 12. make a deal | 22. sports utility vehicle | _____ |
| 3. bucket seats | 13. model | 23. station wagon | _____ |
| 4. car dealer | 14. negotiable | 24. sticker price | _____ |
| 5. compact car | 15. negotiate | 25. sun roof | _____ |
| 6. economical | 16. option | 26. truth in advertising | _____ |
| 7. economy car | 17. optional | 27. two-door | _____ |
| 8. 4 × 4 | 18. roof rack | 28. used car lot | _____ |
| 9. four-door | 19. sales pitch | 29. van | _____ |
| 10. good deal | 20. sedan | | |





Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What kinds of vehicles are for sale in these scenes?
2. What makes and models do they look like?
3. What are the advantages and disadvantages of each deal?
4. Which car looks like the best deal? Why?
5. What questions should these people ask about each car?

Partner Role Play

Partner's Name _____

With a partner, create a role play about one of the ads. • Present your role play to the class.

Group Brainstorm

In groups of three, choose a recorder. • List options found in a car or other vehicle. • Read your list to the class. • Make a class list on the board.

Community Activity

In groups of four, bring in car ads from the newspaper. • Read them together. • List the abbreviations on the board and discuss them. • Choose a car you would like to buy. • Tell the class about the car and why you chose it.

ON VACATION



- | | | | |
|-------------------|-----------------------|------------------|-------|
| 1. beach house | 9. mountain bike | 16. snowcapped | _____ |
| 2. bungalow | 10. mountain climbing | 17. travel agent | _____ |
| 3. castle | 11. package tour | 18. traveler | _____ |
| 4. exotic | 12. rental car | 19. vacationer | _____ |
| 5. faraway places | 13. scenery | 20. view | _____ |
| 6. hammock | 14. scenic | 21. vista | _____ |
| 7. hike | 15. sea | 22. youth hostel | _____ |
| 8. hiker | | | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

- Where are the students dreaming of going on vacation?
- Where will they stay? What will they do?
- How long will each vacation last?
- What kind of preparations does each student have to make for the vacation?
- How much will each vacation cost?
- Which vacation would you enjoy most? least? Why?





Partner Role Play

Partner's Name _____

With a partner, decide on a place to go for a vacation. • Create a role play between a traveler and a travel agent. • Present your role play to the class.

Partner Activity: Ask Aunt Betty

Partner's Name _____

With the same partner, read and discuss this letter. • Together, write a response from Aunt Betty, giving advice to Illegal in Illinois. • Read your letter to the class.

ASK AUNT BETTY



Dear Aunt Betty:

I am planning to visit my family in my home country. I'm not sure how to do this because I am living in this country illegally. I meant to renew my student visa, but since I was busy working and going to school, I forgot.

Now it's my grandmother's birthday, and my family wants me to come home. What should I do?

Illegal in Illinois

Share Your Story

In groups of four, tell about the best or worst vacation you have ever had. • Decide which story to tell the class.

Community Activity

Choose a place you would like to visit. • Go to a travel agent and get brochures and information. • Tell the class what you learned.

TRAVELING BY CAR



- | | | |
|-------------------------|----------------------------------|-----------------------|
| 1. access road | 10. highway | 19. road trip |
| 2. back seat | 11. highway patrol | 20. roadside motel |
| 3. barrier | 12. interstate | 21. shoulder |
| 4. billboard | 13. main road | 22. speeding ticket |
| 5. exact change lane | 14. night clerk | 23. station attendant |
| 6. expressway/freeway | 15. pump gas | 24. toll |
| 7. family reunion | 16. registration desk/front desk | 25. toll booth |
| 8. fill up | 17. rest stop | 26. toll road |
| 9. full-service station | 18. roadkill | 27. turnpike |





Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is the family doing in this story?
2. Where are they going?
3. How many miles do you think they have to travel?
4. What time do they leave? How many days does the trip take? What time do they arrive?
5. How fast do they drive?
6. What might they do at rest stops along the way?
7. What is the highway patrol officer doing?
8. What do the adults do in the car? What do the children do? What does the dog do?

Advantages/Disadvantages

In groups of three, discuss the advantages and disadvantages of traveling by car. • Share your information with another group. • Report the most interesting ideas to the class.

What Do You Say? What Do You Do?

In the same groups, state the problem. • Decide what to say and do in each situation. • Compare your decisions with the class.

1. You need directions to get to the main highway.
2. You don't know how much the toll is.
3. You don't know where the nearest gas station is.
4. You are driving on a highway and are completely lost.

Cross-Cultural Exchange

In groups of five, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. In your country, do people take long road trips? Where to?
2. What are the speed limits on highways in your country?
3. Are there toll roads? How much are the tolls?
4. Are there rest stops? What are they like?

BUS AND TRAIN TRAVEL



- | | | | |
|----------------|-----------------------|--------------------|-------|
| 1. arrive | 9. distressed | 17. ticket agent | _____ |
| 2. board | 10. inform | 18. ticket counter | _____ |
| 3. bus station | 11. information board | 19. time change | _____ |
| 4. coach | 12. information booth | 20. time zone | _____ |
| 5. conductor | 13. locomotive | 21. train platform | _____ |
| 6. depart | 14. porter | 22. train station | _____ |
| 7. destination | 15. sleeper car | 23. waiting area | _____ |
| 8. dining car | 16. terminal | | _____ |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What are all the people doing in each scene? What are their destinations?
2. What is the ticketing agent at the bus station ticket counter saying to the young man?
3. Why does the train station have three clocks showing different times?
4. Why is the man at the train station information booth so distressed? What is he shouting? What will the agent at the booth do to help him?
5. What is similar about bus travel and train travel? What is different? What are the advantages and disadvantages of each?



What's the Story?

In groups of four, choose a recorder. • Tell a story about one of these travelers. • Where is the traveler going? • Why? • Everyone in the group should contribute at least two sentences. • Read your story to the class.

What Do You Say? What Do You Do?

In the same groups, decide what to say and do in each situation. • Compare your decisions with the class.

1. Your friend is arriving on the 8:12 train from Boston. It's 8:30 and the train hasn't arrived.
2. You need information about taking a bus from Dallas to Los Angeles. Find out the departure times and the prices.
3. You are waiting in line at the bus station. The person in front of you is trying to buy a one-way ticket to New York, but he doesn't speak English very well—he speaks your first language. Try to assist him.

Group Brainstorm

In the same groups, choose a recorder. • List questions travelers ask at an information booth in a bus or train station. • Read your list to the class. • Make a class list on the board.

Partner Interview

Ask a partner these questions. • Then report your partner's responses to another pair of students.

Partner's Name _____

1. When was the last time you traveled by bus or train?
2. Where did you go?
3. What was the fare?
4. How long did the trip take?
5. Describe the trip: Was the bus or train crowded? Were you able to get a seat? Where did you sit? What did you do? Who else was traveling with you?

AIR TRAVEL



- | | | | |
|---------------------|------------------------------|--------------------------|-------|
| 1. aisle seat | 11. customs declaration form | 19. overhead compartment | _____ |
| 2. baggage carousel | 12. disembarkation card | 20. security check | _____ |
| 3. baggage cart | 13. embarkation card | 21. special meal | _____ |
| 4. baggage claim | 14. flight attendant | 22. ticket stub | _____ |
| 5. boarding pass | 15. gate | 23. tilt | _____ |
| 6. carry-on bag | 16. immigration | 24. tray | _____ |
| 7. check baggage | 17. in-flight meal | 25. tray table | _____ |
| 8. check-in counter | 18. metal detector | 26. upright position | _____ |
| 9. claim check | | 27. window seat | _____ |
| 10. customs | | | |





Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What are the airport procedures for departure? for arrival?
3. What procedures are different for international travel?
4. Tell the story of this young man's trip.

Partner Role Play

Partner's Name _____

You are at the airport, checking in for an international flight. • With a partner, create a role play between the passenger and the ticket agent. • Present your role play to the class.

What Do You Say? What Do You Do?

In groups of four, state the problem. • Decide what to say and do in each situation. • Compare your decisions with the class.

1. You go through the security check, and the buckle on your belt sets off the alarm.
2. You are on an airplane, and a little girl behind you is kicking the seat.
3. You are on an airplane and you don't feel very well.
4. After you leave the terminal with one suitcase, you remember you left a bag on the carousel.

Community Activity

In the same groups, research these questions. • Report your findings to the class.

1. Where can you apply for a passport in your community?
2. Where can you get travel information in your community?
3. What is the closest airport? How long does it take to get there from your home? from the school? Is there public transportation to the airport?

REVIEW

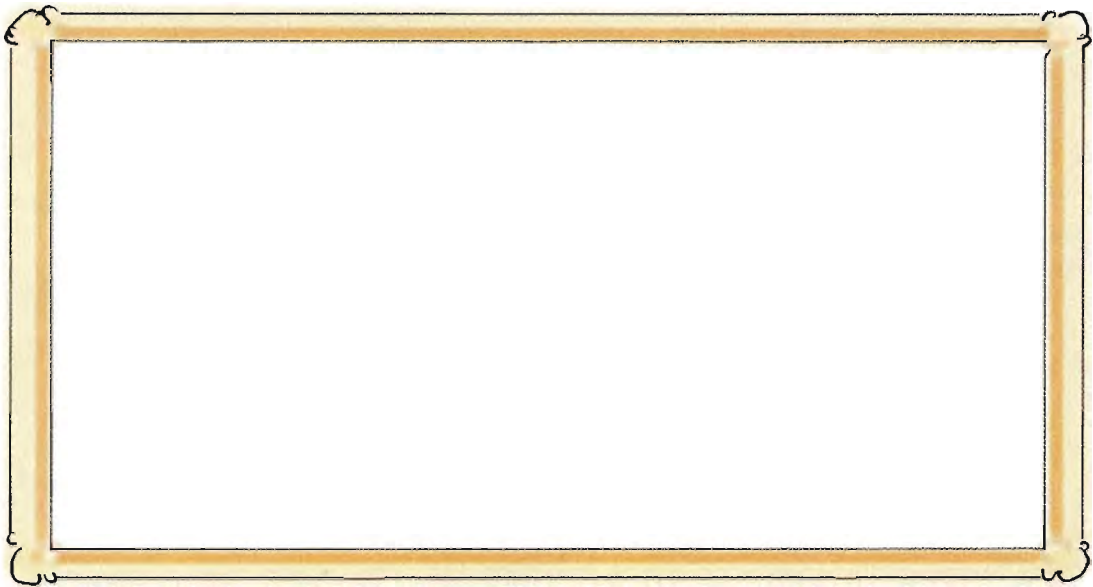
Group Vocabulary Challenge

In groups of four, list as many types of transportation as you can. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board.

Draw with a Partner

Partner's Name _____

What kind of car would you like to have? • Draw a picture. • Then list all the features you would like. • Explain your dream car to a partner. • How much does it cost? • Find an ad in the newspaper that comes the closest to your dream car.



Partner Questions

Partner's Name _____

With a partner, write five questions about traveling. • Then ask your questions to another pair of students. • Present your questions and answers to the class.

Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, write to Aunt Betty, asking for advice about a transportation problem. • Then exchange with another pair. • Respond to their letter. • Read their letter and your reply to the class.

Partner Game: What Do You Remember?

Partner's Name _____

With a partner, look at one of the stories or scenes in this unit. • Remember as much as you can. • Close your books. • Describe the scene with your partner. • List everything. • Which pair of students has the longest list in the class?

Partner Lists

Partner's Name _____

With a partner, list as many driving and commuting problems as you can. • Compare lists with your classmates. • Who has the longest list? • Choose three problems from your list. • Find solutions with your partner. • Read your solutions to another pair.

UNIT 8

FINDING A JOB



146 Jobs in Your Community

150 Your Occupation

152 The Right Job for You

154 Looking for a Job

156 Applying for a Job

158 Wages and Benefits

160 Review

LEARNING STRATEGIES

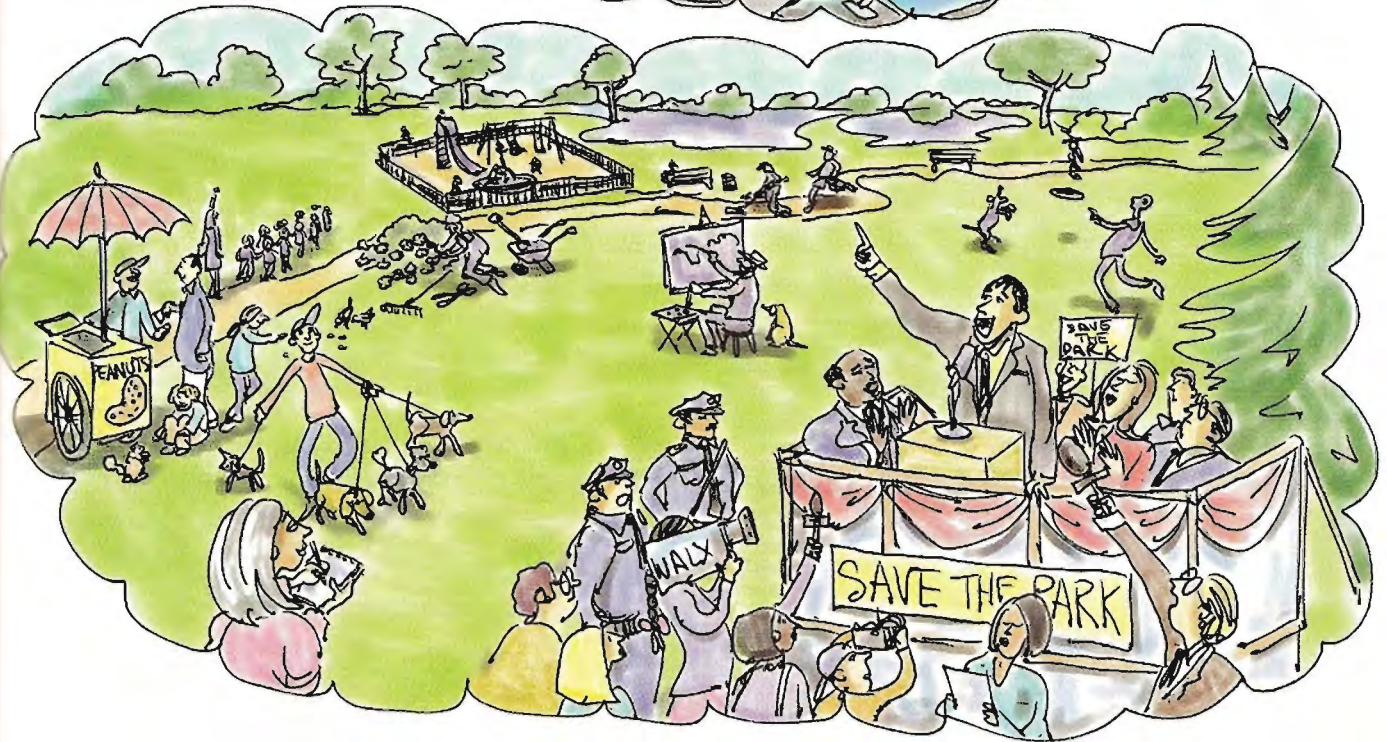
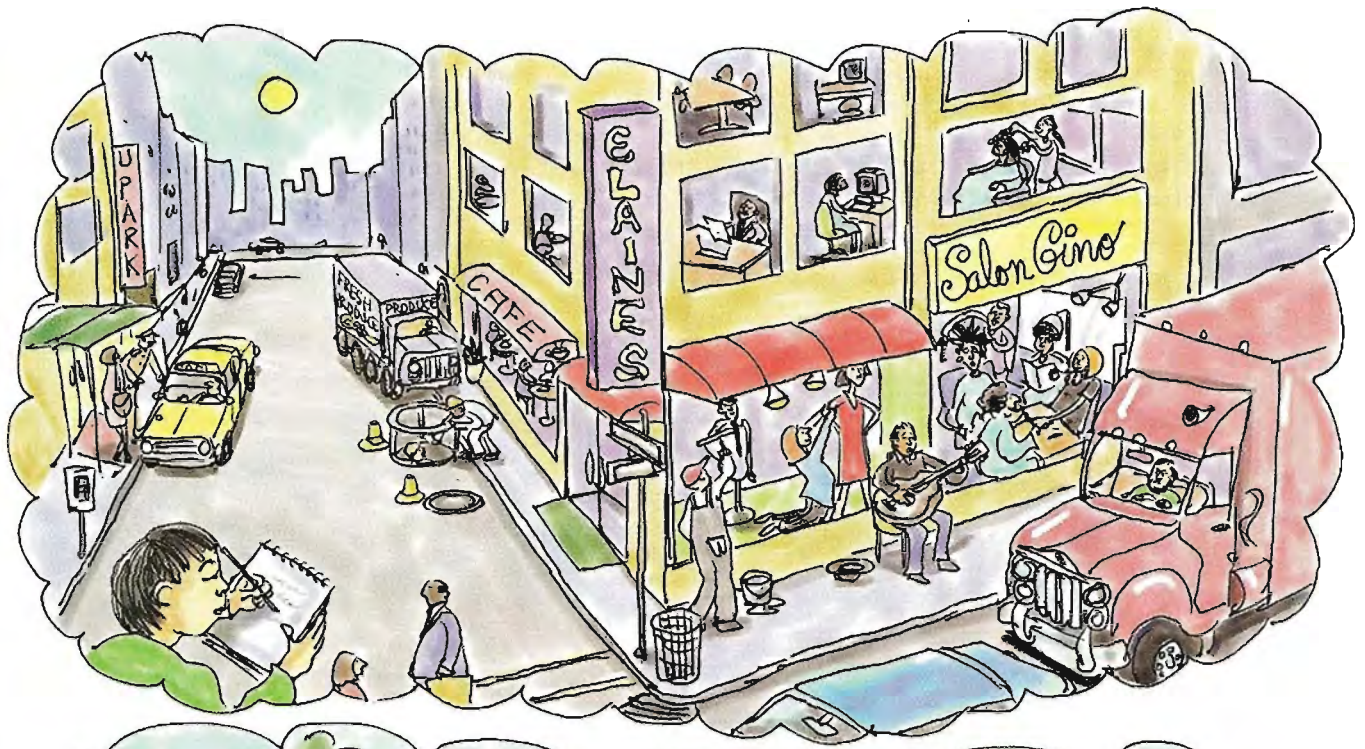
- In the **Vocabulary** section of your notebook, list the jobs you see people doing every day and the skills required for each job.
- Watch the news and commercials on TV every day. Add to your list the different jobs you see.
- Do you have questions about your list? Ask your family, friends, teacher, and classmates about the jobs on your list.
- Write about your list in the **Journal** section of your notebook. Divide your list into jobs you think you would like and jobs you think you would not like. Explain your reasons.

JOBS IN YOUR COMMUNITY



- | | | | |
|-------------------|--------------------------|----------------------|-------|
| 1. agriculture | 11. health care industry | 20. private sector | _____ |
| 2. arts | 12. industry | 21. public service | _____ |
| 3. banking | 13. law enforcement | 22. retail sales | _____ |
| 4. beauty care | 14. manufacturing | 23. security | _____ |
| 5. commerce | 15. money management | 24. service industry | _____ |
| 6. communications | 16. news media | 25. shipping | _____ |
| 7. design | 17. occupation | 26. tourism | _____ |
| 8. entertainment | 18. office work | 27. vendor | _____ |
| 9. food service | 19. photography | | _____ |
| 10. government | | | _____ |





Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What kinds of workers do the students see in these scenes? Make a list on the board.
2. Describe the job each person does.
3. What general occupation does each worker fit into?
4. What other kinds of jobs fit into these occupations?

Group Brainstorm

In groups of four, choose a recorder. • Fill in the five charts with answers to the questions. • Report your information to the class.

1. What fruits, vegetables, trees, and flowers are grown in your community? What jobs in agriculture are available there?

Agriculture	Jobs

2. What industries are in your community? What large companies? What kinds of jobs are available there?

Industries/ Large Companies	Jobs

3. What small businesses are in your community? What kinds of jobs are available there?

Small Businesses	Jobs

4. What places in your community provide food services? What food service jobs are available there?

Places with Food Services	Jobs
_____	_____
_____	_____
_____	_____
_____	_____

5. What other kinds of services are provided in your community? What service-related jobs are there?

Other Services	Jobs
_____	_____
_____	_____
_____	_____
_____	_____

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What businesses and industries are in your hometown?
2. What jobs are most common there?
3. What are the wages?
4. What is the training necessary for each job?

Class Interview

Who has a job in your community? • With your class, write a list of questions on the board about the different jobs people have. • Conduct class interviews with them. • Interview your teacher first!

Community Activity

In groups of three, choose a place in your community to research. • Go there, and list all the workplaces, workers, kinds of work, and occupation categories you see. • Report your findings to the class.

YOUR OCCUPATION



1. administrative assistant
2. auto worker
3. blue collar
4. certification
5. clerical
6. executive
7. first shift

8. hospital worker
9. inspector
10. management
11. night shift
12. office worker
13. overtime
14. second shift

15. secretarial
16. self-employed
17. shift
18. third shift
19. underemployed
20. unqualified
21. white collar



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What occupations do these students have?
3. What shift does each person work?
4. What kind of preparation did each student need for his or her occupation?
5. The hospital aide was a doctor in her country. Why is she underemployed?
6. Do any of these jobs require certification? What other jobs require certification?
7. Which of these occupations are hazardous? Why?
8. Are these people happy with their occupations? Why or why not?

Group Vocabulary Challenge

In groups of four, list as many occupations as you can. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board. • Copy the new words in the Vocabulary section of your notebook.

Group Brainstorm

In the same groups, choose a recorder. • List questions to ask about someone's job. • Read your list to the class. • Make a class list on the board.

Class Survey

With your class, add to this list of questions. • Interview your classmates. • Report your results to the class. • How many members of your class . . .

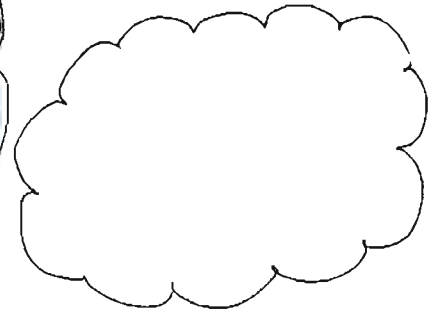


- | | |
|---------------------------------|-------|
| 1. have worked full time? | _____ |
| 2. have worked part time? | _____ |
| 3. have been unemployed? | _____ |
| 4. have worked overtime? | _____ |
| 5. have worked the first shift? | _____ |
| 6. have worked the night shift? | _____ |
| 7. have been self-employed? | _____ |
| 8. have been underemployed? | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |

Speech

Present a two-minute speech to your class about your job or occupation. • Use notecards, but do not read your speech. • Practice your speech with a partner first.

THE RIGHT JOB FOR YOU



- | | | |
|------------------------------|------------------------------|----------------------|
| 1. analytical | 10. heavy equipment operator | 18. presentation |
| 2. analyze | 11. independent | 19. professional |
| 3. build | 12. interesting | 20. skilled |
| 4. builder | 13. job training | 21. solve problems |
| 5. challenge | 14. manual labor | 22. technical |
| 6. challenging | 15. medical technician | 23. unskilled |
| 7. construction site | 16. men's apparel/fashion | 24. work environment |
| 8. coordinate | 17. paraprofessional | |
| 9. elementary school teacher | | |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What jobs is this student imagining?
2. What work would he do in each job?
3. What would he wear for each job?
4. What would be the advantages of each job?
5. What would be the disadvantages of each job?

Draw with a Partner

Partner's Name _____

With a partner, fill in the empty bubble with one more job possibility. • Decide which job the student should choose. • Explain your decision to another pair.

Partner Interview

Partner's Name _____

With a partner, ask the questions on this Job Interest Inventory Survey about job preferences. • Then report your partner's responses to another pair.

JOB INTEREST INVENTORY SURVEY

1. Which are more important to you in a job?

- friendly co-workers convenient location other: _____
 a good supervisor interesting work
 good pay chance for advancement
 convenient hours challenging work

Explain your answer: _____

2. Do you prefer to work quickly or slowly? Explain your answer:

3. Which are important in your work environment?

- noise level temperature lighting other: _____
 odors space indoors/outdoors

Explain your answer: _____

4. Are you willing to travel? to live in another country? Explain your answer:

5. Which of these do you like to do?

- make things perform or make presentations
 help people solve problems
 buy or sell things other: _____

Explain your answer: _____

6. How much preparation or training time are you willing to spend?

- a few weeks six months
 two years four years
 six years other: _____

Explain your answer: _____

7. What is your ideal job?

Explain your answer: _____

LOOKING FOR A JOB



- | | | |
|----------------------------------|----------------------------|-------------------------|
| 1. bulletin board | 7. help wanted sign | 14. position |
| 2. classified advertisement (ad) | 8. inquire | 15. post |
| 3. employment agency | 9. job lead | 16. recommend |
| 4. employment counselor | 10. job qualification | 17. recommendation |
| 5. entry level | 11. job search | 18. seek employment |
| 6. experience necessary | 12. make an inquiry | 19. telephone interview |
| | 13. no experience required | 20. word of mouth |

Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in the story?
2. What are the people saying in each scene?
3. What different methods is this man using to look for a job?
4. What other methods could he use to find a job?

Partner Role Play

Partner's Name _____

With a partner, choose one of the scenes. • Create a role play. • Present your role play to another pair of students.

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then ask your classmates and fill in the name of someone who . . .

1. has found a job from a newspaper ad. _____
2. has found a job through an employment agency. _____
3. has found a job through a HELP WANTED sign in a window. _____
4. has found a job through a friend. _____
5. is looking for a job now. _____
6. _____
7. _____

Group Decision

In groups of four, read the employment opportunities listed in this sample newspaper classified section.

- ◆ Discuss the abilities, experience, and job needs of each member of your group.
- ◆ Discuss the advantages and disadvantages of each job.
- ◆ Do any of these jobs appeal to anyone in your group?
- ◆ Choose the best job for each member of your group.
- ◆ If there is no appropriate job listed, write one.
- ◆ Report your decisions to the class.



CLASSIFIED/HELP WANTED

DOUG'S DELIVERY IS LOOKING FOR friendly, courteous, and effective customer service representatives and meal couriers. Call 555-2173 for details.

HAIRDRESSER
Immediate opening for colorist/stylist for upscale French salon/treatment center. No following necessary. To apply, fax resume to Béatrice at 555-6252.

MANAGEMENT TRAINEE
Entry-level position available with Arizona branch of nation's leading motor carrier. Applicant must be willing to work all shifts in fast-paced environment. College degree preferred. Send resume to: T6400 Tribune 85890

OFFICE MANAGER
Bright, energetic & take-charge person needed by a downtown giftware co. Resume to: T5411 Daily Star 10024

PEST CONTROL TECHNICIAN
needed. Apply at Pacific Pest Control, 34 S. 8th St., M-F 9am-1pm.

PHOTOGRAPHER'S ASSISTANT
Will train; must be energetic, friendly, outgoing. Apply in person: Jake's Old Time Photo, 24th and Adams, Millville.

SALES PERSONALITY PLUS
Co. in growth stage seeking 2 key people; above-average attitude; neat appearance a must. Call 555-2316. Training available.

SECRETARY/RECEPTIONIST
Prefer. exp. in construction industry. Woodbury location. Computer skills required. Busy office. Fax resume: 555-7655.

STEP AEROBICS INSTRUCTOR
Certification required. Sierra Athletic Club, Sierra, 555-1398.

SUPERINTENDENT
Wanted with exp. & tools. Interviews to be held this week betw. 10am & 1pm at 22 92nd St., Newtown, 555-8342. Call for directions only.

APPLYING FOR A JOB



1



2



- | | | | |
|---------------------|--------------------------|---------------------|-------|
| 1. applicant | 10. interviewer | 18. punctual | _____ |
| 2. availability | 11. job application | 19. recruit | _____ |
| 3. career objective | 12. job offer | 20. recruiter | _____ |
| 4. contact | 13. job reference | 21. recruitment | _____ |
| 5. director | 14. minimum wage | 22. requirement | _____ |
| 6. first impression | 15. personnel department | 23. resume | _____ |
| 7. hire | 16. position desired | 24. starting salary | _____ |
| 8. human resources | 17. proper appearance | 25. well qualified | _____ |
| 9. interview | | 26. work history | _____ |



Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in each scene? What are the people saying?
2. What is each applicant wearing? Are the clothes appropriate? Why or why not?
3. What information does the job application ask for?
4. What information would be on each applicant's resume?
5. How does each applicant feel about this interview?
6. How does the personnel director feel about each applicant?



3



4

What's the Story?

In groups of three, tell the story of one of these job applicants. • Report your story to the class. • Answer these questions.

1. What job is the person applying for?
2. What is the starting salary?
3. What is the person's work history? What special skills does he or she have?
4. Does he or she get the job? Why?

Group Discussion

In groups of four, discuss these questions. • Use the words from the vocabulary list. • Then report your information to the class.

1. Should you include all of your work history on a job application? Explain your answer.
2. What should you do if you cannot arrive on time for your interview?
3. What should you wear to an interview?
4. What would you do if the interviewer said the company could not meet your salary requirements?
5. What would you say if the interviewer tells you that the company cannot give you the job you want?
6. What could you list as special skills, awards, training certifications, or other abilities?
7. Who would you use as a job reference? Why?

Group Questions

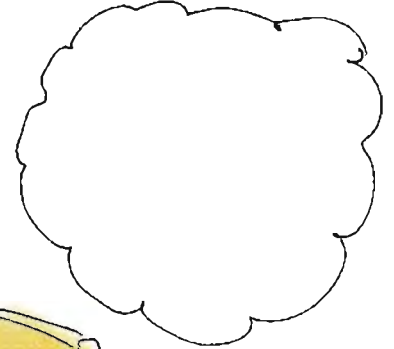
In groups of four, list two sets of job interview questions: (1) questions the interviewer will ask and (2) questions the applicant should ask. • Read your questions to the class. • Make a class list of the two sets of questions.

Partner Role Play

Partner's Name _____

With a partner, create a role play of a job interview. • Use your group interview questions from above. • Present your role play to another pair.

WAGES AND BENEFITS



- | | | | |
|--|------------------------|----------------------|-------|
| 1. accidental death and dismemberment insurance (AD&D) | 10. contract | 20. medical coverage | _____ |
| 2. annual | 11. dental coverage | 21. monthly | _____ |
| 3. benefits package | 12. dependent coverage | 22. paid vacation | _____ |
| 4. bimonthly | 13. early retirement | 23. profit sharing | _____ |
| 5. biweekly | 14. group insurance | 24. reimburse | _____ |
| 6. bonus | 15. income | 25. reimbursement | _____ |
| 7. child care | 16. insurance policy | 26. remuneration | _____ |
| 8. commission | 17. insurance premium | 27. salary | _____ |
| 9. compensation | 18. leave of absence | 28. savings plan | _____ |
| | 19. life insurance | 29. unpaid leave | _____ |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What benefit does each scene illustrate? Describe each one.
2. What other benefits are there? Fill in the empty bubble with one example.
3. What forms is the new employee signing?
4. Who is he talking to?
5. What are some reasons to take a leave of absence?
6. Why is life insurance important?
7. What are some advantages of early retirement?

Group Decision

In groups of three, decide which one of these jobs you would choose. • In each job, the work is exactly the same. • The only differences are the wages, hours, benefits, and commute. • Report your decision and reasons to the class.

Job 1: Pays \$14 per hour. Part-time job. At least 15 hours per week guaranteed, with possibly up to 40 hours some weeks. No benefits. Fifteen-minute walk.

Job 2: Pays \$8 per hour, plus time-and-a-half for overtime. Full-time job, 40 hours per week. Benefits package includes health, one-week paid vacation plus four paid holidays, and child care available on site. Half-hour commute by car; no public transportation.

Job 3: Pays \$10 per hour. Full-time job, 40 hours per week. Complete benefits package includes health and life insurance, two-week paid vacation plus five paid holidays, and company retirement plan. No child care. One-hour commute by train.

Group Brainstorm

In the same groups, choose a recorder. • List reasons to ask for a raise. • Read your list to the class. • Make a class list on the board. • Which are the best reasons?

Community Activity

Bring a local newspaper to class. • With a partner, list the best jobs, wages, and benefits from the Help Wanted section. • Report your list to the class. • Make a class list on the board. • What jobs are available? • How much do they pay? • What benefits are offered?

Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What job benefits are common in your country? Describe them.
2. What benefits do people have when they lose their job?
3. What are the best paying jobs?
4. Which jobs are the most secure?

REVIEW

Partner Game: What Do You Remember? Partner's Name _____

With a partner, make four lists about jobs in your community. • Include as many items as you can remember. • Compare your lists with another pair.

Places Where People Work	Jobs People Have	Ways to Find a Job	Job Benefits
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Partner Interview Partner's Name _____

With a partner, ask these questions. • Then report your partner's responses to another pair of students.

1. What different kinds of jobs have you had? Describe them.
2. Which job did you like best? What did you like about it?
3. How did you find that job?
4. What kind of job would you like to have? What appeals to you about that job?
5. What preparation will you need for that job?
6. How long will the preparation take?
7. What is most important to you in a job?

Partner Role Play Partner's Name _____

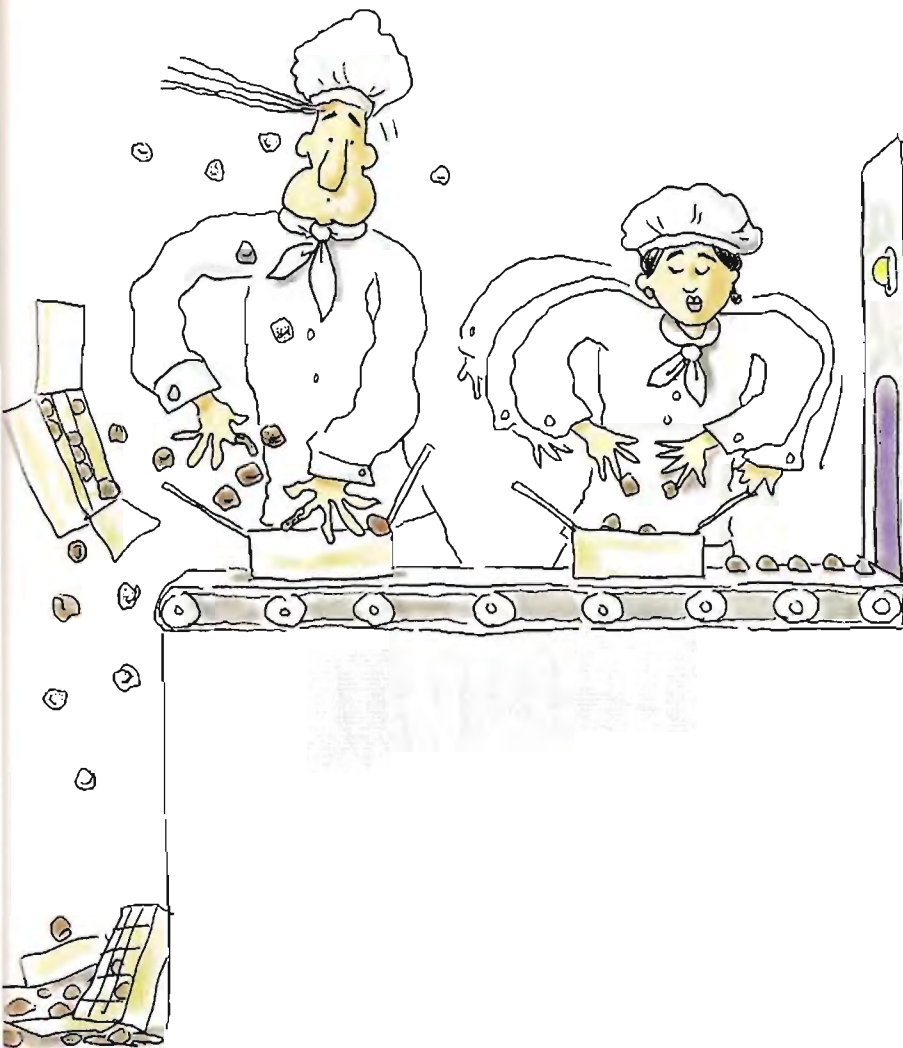
With a partner, write five good questions for an interviewer to ask in a job interview. • Write five good questions for the job applicant to ask. • Create a role play for a job interview with these questions. • Present your role play to the class.

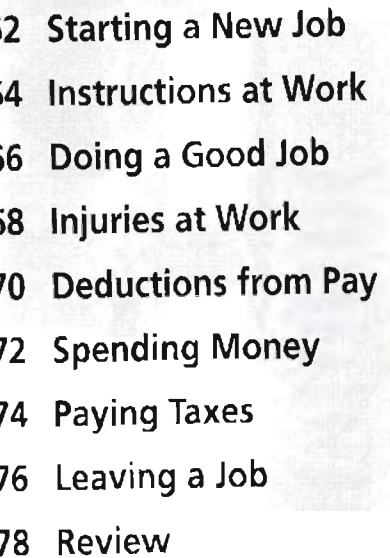
Group Brainstorm

In groups of four, choose a recorder. • List some good advice for someone who is looking for a job. • Report your advice to the class.

UNIT 9

LIFE AT WORK



- 
- | | |
|-----|----------------------|
| 162 | Starting a New Job |
| 164 | Instructions at Work |
| 166 | Doing a Good Job |
| 168 | Injuries at Work |
| 170 | Deductions from Pay |
| 172 | Spending Money |
| 174 | Paying Taxes |
| 176 | Leaving a Job |
| 178 | Review |

LEARNING STRATEGIES

- ▶ In the **Journal** section of your notebook, write an entry about all the skills you have. Write a second entry about all the skills you would like to have and why you would like to have them.
- ▶ Listen carefully to what people say as they do their work in everyday life. Also, watch and listen carefully to TV programs that involve people at work. Take notes in the **Vocabulary** section of your notebook. Report your findings to the class.
- ▶ Visit a place where people are working. Notice if people are doing a good job or bad job. Notice their attitude, too. Report your findings to the class.

STARTING A NEW JOB



- | | | |
|-----------------|-------------------|-------------------------|
| 1. anxiety | 10. haste | 19. probationary period |
| 2. anxious | 11. hasty | 20. rushed |
| 3. awkward | 12. impatience | 21. show how |
| 4. colleague | 13. intimidate | 22. task |
| 5. complicated | 14. intimidating | 23. uncertain |
| 6. eager | 15. knowledgeable | 24. unclear |
| 7. embarrassed | 16. lunch break | 25. unfamiliar |
| 8. enthusiasm | 17. mistake | |
| 9. enthusiastic | 18. paper jam | |





Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What is good about this woman's first day on the job? What is bad?
3. How do her co-workers treat her? Why?
4. Why does she have each problem?
5. How does she feel at the end of the day? Why?

What's the Story?

Partner's Name _____

With a partner, create a story for this new employee. • Tell the story to another pair of students. • Be sure to answer these questions.

1. What is her name?
2. What is her job?
3. What work experience has she had?
4. Will she succeed at this job? Why or why not?

Group Problem Solving

In groups of four, discuss possible solutions to the young woman's problems at work. • Decide what advice to give her for the next day at work. • Report your advice to the class.

Share Your Story

Tell the class about a good or bad experience at a new job.

INSTRUCTIONS AT WORK

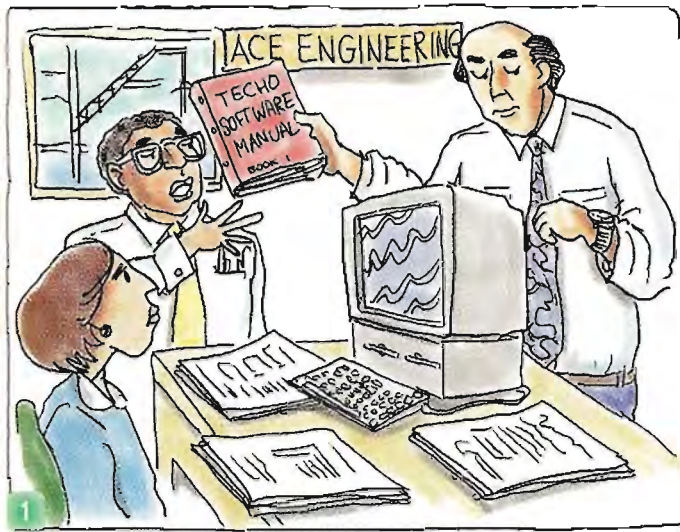


- | | | |
|------------------|------------------------|----------------------|
| 1. assume | 11. expectation | 20. overlook |
| 2. check | 12. figure out | 21. perplexed |
| 3. clarification | 13. follow | 22. puzzled |
| 4. clarify | 14. illustrate | 23. repeat |
| 5. confused | 15. illustration | 24. request |
| 6. confusion | 16. instruction manual | 25. sequence |
| 7. demonstrate | 17. misunderstand | 26. skip a step |
| 8. demonstration | 18. mix up | 27. specific |
| 9. double-check | 19. mix-up | 28. specifically |
| 10. expect | | 29. take for granted |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

- | | |
|--|--|
| 1. What is happening in each scene? | 3. What will happen next in each scene? |
| 2. What went wrong in these situations? Why? | 4. How is it possible to avoid these problems? |



What Do You Say? What Do You Do?

In groups of three, decide what to say and do in each of these situations. • Share your solutions with another group. • Role-play one solution for the class.

- ◆ You don't know how to switch a phone call to another employee's extension. You have no instructions.
- ◆ You are typing a report which is due at the end of the day. Your computer just "crashed." You don't have the instruction manual.
- ◆ You work at the counter in a cafeteria and can't understand a customer.
- ◆ You deliver packages to a house where a very large dog chases you every time you approach.

Community Activity

Find a set of instructions at home, at work, or in an office or agency in your community (how to operate a washing machine, how to use a copy machine, how to use an ATM card). • Bring the instructions to class. • Read them with your classmates and figure them out together. • Are the instructions clear?

Write with a Partner

Partner's Name _____

With a partner, choose one of the following tasks. • Write a set of instructions for the task. • Read your instructions to another pair, and have them pantomime the task. (Make sure you include every step of the task!)

- ◆ wash clothes in a washing machine
- ◆ connect a VCR to a TV
- ◆ operate a standard shift car
- ◆ hang a picture on a wall
- ◆ plant a tree
- ◆ other: _____

Speech

Demonstrate a procedure for your class. • Choose a procedure that you know well (preparing a special dish, explaining a math problem, performing a special dance step, using a special piece of equipment). • Bring to class everything you need to make your demonstration clear. • Use the board for written instructions.

DOING A GOOD JOB



- | | | | |
|------------------|-------------------|-----------------|-------|
| 1. alert | 8. courteous | 15. initiative | _____ |
| 2. bad attitude | 9. crush | 16. interested | _____ |
| 3. bag groceries | 10. diligent | 17. pride | _____ |
| 4. careful | 11. discourteous | 18. reach | _____ |
| 5. careless | 12. good attitude | 19. stack | _____ |
| 6. clock in | 13. hardworking | 20. teamwork | _____ |
| 7. conscientious | 14. industrious | 21. work habits | _____ |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. In what ways are these workers doing a good job?
3. Which workers need to improve their work habits? Why?
4. What other ways are there to doing a good job in a supermarket? in a factory? in a fast food restaurant? in a bank? in an office? Make a list on the board.



Group Problem Solving

In groups of three, discuss this problem and agree on a solution. • Report your solution to the class.

- ◆ You are one of the workers in these scenes who is doing a good job. Your co-worker is *not* doing a good job. What can you do to improve the situation?

Group Role Play

In the same groups, create these two role plays. • Present your role plays to the class.

- ◆ The manager is talking to a worker who is doing a good job.
- ◆ The manager is talking to a worker who is doing a bad job.

Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, read and discuss this letter. • Together, write a response from Aunt Betty, giving advice to Frustrated in Fresno. • Read your letter to the class.

ASK AUNT BETTY



Dear Aunt Betty:

I work in an office with four co-workers. Three of us arrive on time every day, work hard, and often stay late to finish our work. One person, however, is often late, takes long breaks, and doesn't work very hard. The three of us usually have to finish his work! What should we do?

Frustrated in Fresno

INJURIES AT WORK



- | | | |
|------------------------|-----------------|--------------------------|
| 1. beaker | 8. explode | 16. protective gear |
| 2. blow up | 9. explosion | 17. recoil |
| 3. burst | 10. flammable | 18. shatter |
| 4. chemical experiment | 11. flask | 19. shoot/fire |
| 5. combustible | 12. fumes | 20. throw one's back out |
| 6. combustion | 13. ignite | 21. warning sign |
| 7. conveyor belt | 14. inflammable | |
| | 15. laboratory | |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What injuries will each worker have?
3. What kinds of protective clothing or gear should some of these workers be wearing? What other kinds of protective clothing do people wear at work? Make a list on the board.
4. What kinds of warning signs are in the scenes? What other warning signs do you see at work? Make a list on the board.
5. Will workers' compensation pay for the medical care of these workers? Why or why not?
6. Which jobs are more dangerous than others?



Group Problem Solving

In groups of three, discuss ways to prevent the problem in each scene. • Decide on the best prevention. • Report your preventive solutions to the class.

Group Brainstorm

In the same groups, choose a recorder. • List hazards at your jobs and in your homes. • Read your list to the class. • Make a class list on the board.

Share Your Story

In the same groups, answer these questions and share your stories. • Tell your best stories to the class.

1. Did you ever get hurt at work? What happened?
2. Did you ever get hurt doing work at home? What happened?

Community Activities

In groups of four, visit a work site in your community.

- ◆ Look for safety signs.
- ◆ Ask about safety regulations.
- ◆ Report your observations to the class.

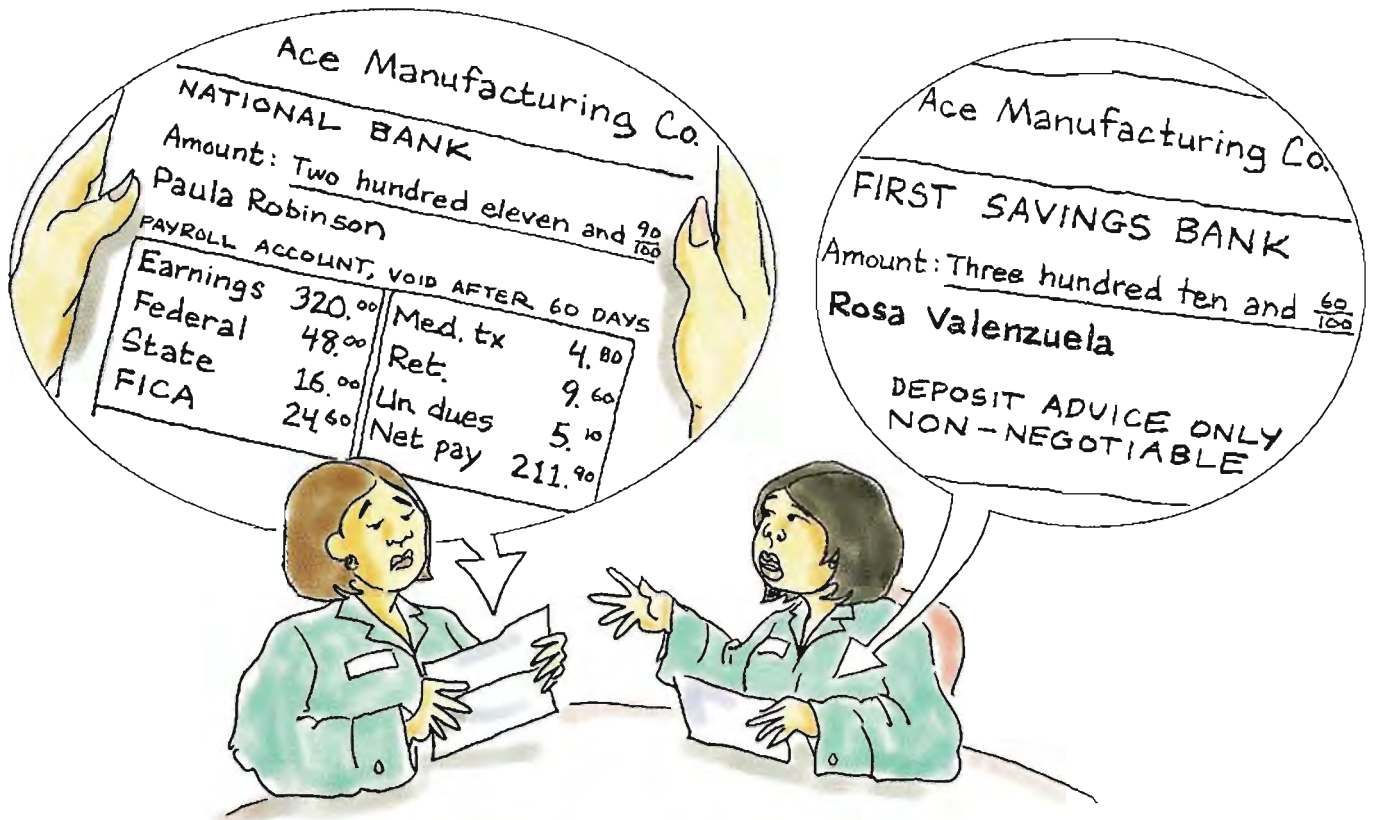
Find safety regulations at your job. • Bring a copy of the regulations to class, and tell the class about them.

Draw with a Partner

Partner's Name _____

With a partner, discuss any safety signs you have seen around your community. • Draw the signs. • Explain them to another pair of students.

DEDUCTIONS FROM PAY



- | | | | |
|---|-------------------------|--|-------|
| 1. city withholding tax | 8. gross earnings | 16. paystub | _____ |
| 2. credit union | 9. gross pay | 17. retirement contribution | _____ |
| 3. direct deposit | 10. insurance deduction | 18. salary after taxes | _____ |
| 4. earn | 11. labor union | 19. Social Security (FICA) | _____ |
| 5. employee contribution | 12. Medicare tax | 20. statement of earnings and deductions | _____ |
| 6. Federal Insurance Contributions Act (FICA) | 13. net earnings | 21. state withholding tax | _____ |
| 7. federal withholding tax | 14. payday | 22. take-home pay | _____ |
| | 15. pay period | 23. union dues | _____ |

Picture Discussion

With your class, answer the questions about the scene. • Use the vocabulary list. • Add more words.

1. What is happening in this scene?
2. Why is the one employee unhappy?
3. What deductions show on her paycheck?
4. What is her co-worker telling her?
5. Do you understand each of these payroll deductions?
6. Why does her co-worker's paycheck look different?

Partner Role Play

Partner's Name _____

With a partner, create a role play between an employee and a payroll office clerk. • Present your role play to another pair of students.

The employee wants to do three things:

1. change his or her paycheck to direct deposit.
2. open an account in the employee credit union and have \$5 deducted every week.
3. report an error—he or she worked 3 hours overtime last week, but didn't get paid for the overtime.

Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. Are taxes withheld from paychecks in your country?
2. What other deductions from paychecks are there?
3. Are paychecks deposited directly into banks?
4. What workers belong to unions? Are unions powerful?

Class Survey

With your class, ask these questions. • Compare your responses with your classmates.

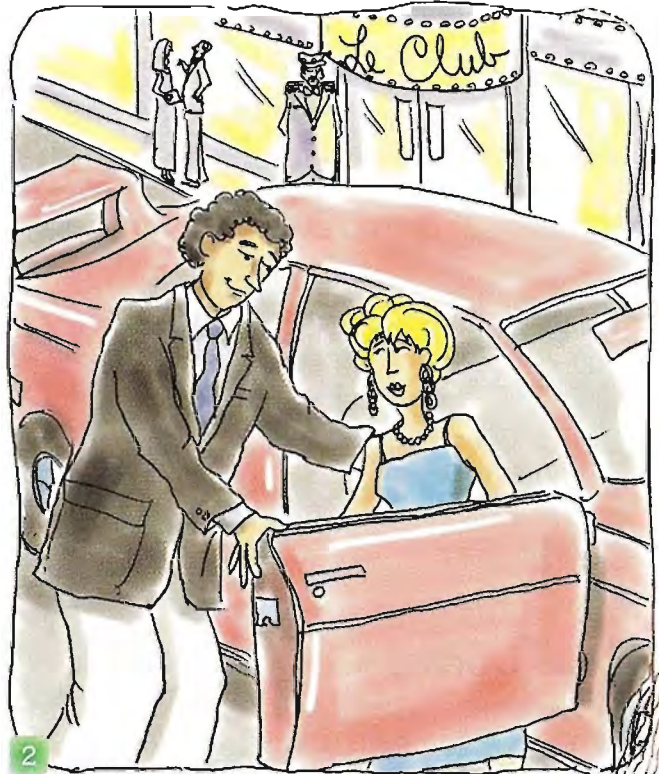


1. Did you ever have Medicare tax or Social Security contributions deducted from your income?
2. Do you know anyone who receives Social Security checks?
3. Do you think Social Security is a good government program?
4. Do you think income tax withholding is a good government program?
5. Did you ever belong to a labor union?
6. Did you ever have paychecks direct-deposited?

Group Brainstorm

In groups of three, choose a recorder. • List things that can be deducted from paychecks. • Compare and combine your list with another group. • Read your combined list to the class. • Make a class list on the board.

SPENDING MONEY



- | | | | |
|---------------------------|------------------------------|----------------------|-------|
| 1. bad credit | 11. expenses | 20. moderation | _____ |
| 2. budget | 12. extravagance | 21. overspend | _____ |
| 3. common sense | 13. extravagant | 22. owe | _____ |
| 4. credit rating | 14. financial responsibility | 23. prudent | _____ |
| 5. credit risk | 15. good credit | 24. repossess | _____ |
| 6. debt | 16. good sense | 25. sensible | _____ |
| 7. disposable income | 17. impress | 26. simple pleasures | _____ |
| 8. economize | 18. live above one's means | 27. spendthrift | _____ |
| 9. entertainment expenses | 19. live within one's means | 28. splurge | _____ |
| 10. expenditure | | 29. waste | _____ |
| | | 30. wasteful | _____ |

Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

- How do these co-workers spend their paychecks?
- What other differences do you think there are in their lives?
- What do you think their beliefs are about spending money?
- Tell each story.





Group Brainstorm

In groups of three, choose a recorder. • List ways to save money in everyday expenses. • Read your list to the class. • Make a class list on the board. • Which advice is the most useful?

Conversation Squares

In the same groups, fill in the chart. • First write your own answers. • Then ask your partners the questions and write their answers. • Compare answers with another group.

	You	Partner 1	Partner 2
Student's Name			
What do you waste money on?			
Are you saving for anything? What?			
When you have extra money, what do you do with it?			

Group Problem Posing/Problem Solving

In the same groups, discuss ways people get into trouble spending money. • State each problem. • What advice would you give? • Report your problems and solutions to the class.

Class Game: Guess Who!

On a slip of paper, write one item you would like to splurge on. • Make a pile. • Pick a paper. • Read it to the class. • Guess who wrote it!

PAYING TAXES



- | | | | |
|------------------|------------------------------------|--------------------|-------|
| 1. accountant | 11. exemption | 20. overpay | _____ |
| 2. annual income | 12. file a tax return | 21. pay interest | _____ |
| 3. auditor | 13. Form 1040 | 22. resident | _____ |
| 4. back taxes | 14. Form 1040EZ | 23. taxable income | _____ |
| 5. computation | 15. Form W-2 | 24. tax credit | _____ |
| 6. compute | 16. income tax | 25. tax evasion | _____ |
| 7. deadline | 17. Internal Revenue Service (IRS) | 26. tax form(s) | _____ |
| 8. deductible | 18. late penalty | 27. taxpayer | _____ |
| 9. dependent | 19. nonresident | 28. tax withheld | _____ |
| 10. exempt | | | |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What is the happy woman looking at?
3. Why is one woman employee worried?
4. What is her co-worker explaining to her?
5. How many dependents does the co-worker have?
6. Who is L. Ross? What is she discussing with the man?
7. What did the unhappy man receive? Why is he so upset? What advice is he getting?



Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, read and discuss this letter. • Together, write a reply from Aunt Betty, giving advice to Worried in Washington. • Read your letter to the class.

ASK AUNT BETTY



Dear Aunt Betty:

My husband has a small business repairing lawn mowers and doing odd jobs, and I baby-sit for my neighbor's children. We make just enough money to pay for the rent and food. We can't even afford to take our kids to the dentist. But that's not the problem. I'm writing to you because we haven't filed an income tax return for three years. My husband says, "Forget it!" But I'm worried. What should I do?

Worried in Washington

Group Brainstorm

In groups of four, choose a recorder. • List things that the government spends tax money on. • Compare and combine your list with another group. • Read your combined list to the class. • Make a class list on the board.

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. Compare taxes in different countries.
2. Is there a national income tax in your home country?
3. Who has to pay income tax?
4. What percentage of annual income do people have to pay?
5. When is the income tax due?
6. Is income tax withheld from people's wages?
7. What other kinds of taxes are there?

LEAVING A JOB



1



2



3



- | | | |
|-----------------------|---------------------|------------------------|
| 1. advance | 9. leer | 17. seasonal layoff |
| 2. advancement | 10. low pay | 18. self-improvement |
| 3. career change | 11. maternity leave | 19. sexual advance |
| 4. career decision | 12. move away | 20. stare |
| 5. career opportunity | 13. overworked | 21. stressful |
| 6. career path | 14. regret | 22. technical training |
| 7. career training | 15. resign | 23. underpaid |
| 8. give notice | 16. resignation | 24. working conditions |

Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What is happening in each scene?
2. What was this woman's reason for leaving each job?
3. What career opportunities did she have?
4. When did she retire? How old was she?
5. Tell the story of this woman's working life.



4



5



6

Partner Role Play

Partner's Name _____

With a partner, choose one of the scenes. • Create a role play between the woman and her employer. • Include the reason for leaving, the employer's response, and the final goodbye. • Present your role play to the class.

Partner Interview

Partner's Name _____

Ask a partner these questions. • Then report your partner's responses to another pair of students.

1. Have you ever left a job? Why or why not?
2. Would you keep a bad job if you really needed the money? Why or why not?
3. What makes a job good?
4. What makes a job bad?

Group Brainstorm

In groups of four, choose a recorder. • List reasons for leaving a job. • Read your list to the class. • Make a class list on the board.

Group Decision

In the same groups, decide whether to keep each of these jobs or leave it. • Explain your decisions to the class.

- ◆ You have worked at this job for three years, but you have never had a raise. You are a good worker, but your employer cannot afford to pay you more.
- ◆ Your boss always tells the workers that they are lazy, slow, and incompetent. In fact, you and your co-workers are responsible, efficient, and careful.
- ◆ One of your co-workers has been making sexual advances towards you. You have tried to discourage this, but the situation continues to get worse.

REVIEW

Group Brainstorm

In groups of three, choose a recorder. • List the differences between doing a good job and doing a bad job. • Read your list to the class. • Make a class list on the board.

DIFFERENCES	
Doing a Good Job	Doing a Bad Job
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Partner Questions

Partner's Name _____

With a partner, make a list of questions to ask when starting a new job. • Include questions about job benefit details, payroll deductions, and income taxes. • Ask another pair your questions, and answer theirs. • Report your questions and answers to the class.

Partner Activity: Ask Aunt Betty

Partner's Name _____

With a partner, write a letter from Aunt Betty, giving advice to someone starting a new job. • Read your letter to the class.



Partner Game: What Do You Remember?

Partner's Name _____

With a partner, list as many employment problems from this unit as you can remember. • Check your list with another pair. • Look back through the unit. • Did you forget any of the problems?

Group Discussion

In groups of three, choose a recorder. • List reasons for leaving a job and reasons for staying at a job. • Compare your reasons with another group. • Discuss these questions.

1. When is it good to leave a job?
2. When is it better to stay?

UNIT 10 IN THE NEWS



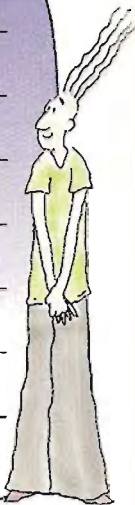
LEARNING STRATEGIES

- Every day that you are studying this unit, bring in a related article from a newspaper or magazine and tell the class about it.
- Watch a newscast every day in English. Note the channel, time, and newscasters. Note the news of the day. Make a list of the different topics covered. Then write down questions about the newscast. What was confusing? What didn't you understand?
- Watch sports news on TV or read the sports section of a local newspaper. Then answer these questions:
 - What sports are in the national news now? Why?
 - What athletes are in the news now? Why?
 - What is the biggest current sports story?
 - What local sports are in the news now?

CLASS NEWS



- | | | |
|-------------------------------|----------------------|--------------------------|
| 1. catch up | 10. overjoyed | 20. tears of joy |
| 2. champion | 11. overwhelmed | 21. thrill |
| 3. championship | 12. personal news | 22. thrilled |
| 4. ecstatic | 13. reunion | 23. thrilling |
| 5. elated | 14. reunite | 24. triumph |
| 6. embrace | 15. separation | 25. trophy |
| 7. homecoming | 16. shock | 26. unforgettable moment |
| 8. hug | 17. slip and fall | 27. victorious |
| 9. MVP (Most Valuable Player) | 18. special occasion | 28. victory |
| | 19. teammate | |



Picture Discussion

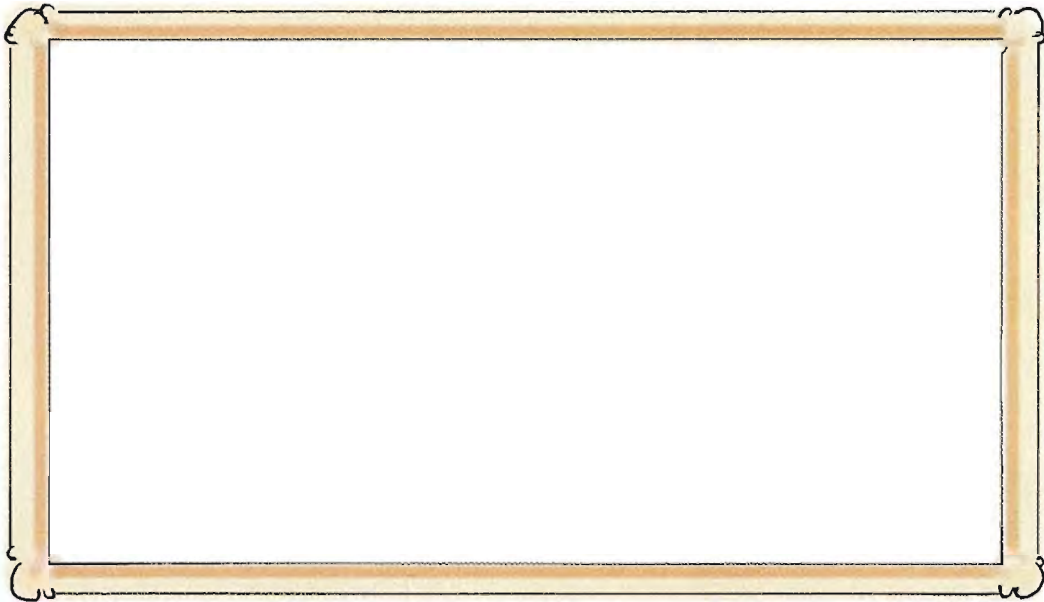
With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. Why is the woman's arm in a sling? Tell the story of her accident.
2. Why are the young man's teammates carrying him? Tell the story of their victory.
3. Why does the young woman look so surprised? Tell the story of her happiness.
4. Why is the man hugging his twin brother? Tell the story of their reunion.

Draw with a Partner

Partner's Name _____

Decide what news you have to share. • Draw a picture of your news. • Explain your picture to a partner. • Show your pictures to another pair. • Explain your partner's picture.



Group Superlatives

In groups of four, answer these questions. • Report your answers to the class.

1. Who has had the best week?
2. Who has had the worst week?
3. Who has had the best news this year?
4. Who has the most exciting plans for this weekend?
5. Who has the most unusual news story to tell?

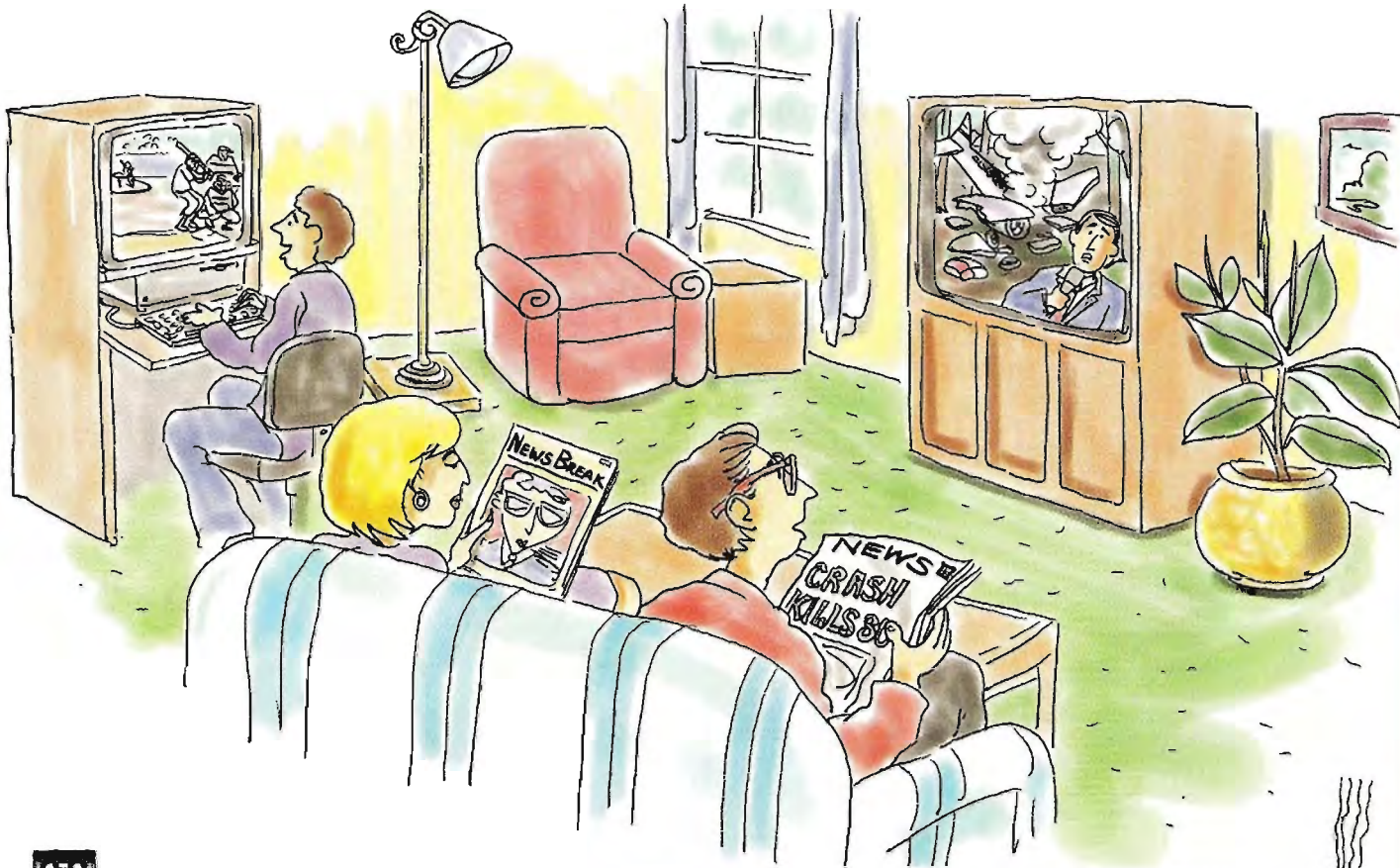
Write with the Class

With your class, write a newsletter or make a bulletin board for class news. • Bring pictures and make a headline for each news story.

Community Activity

Call a friend or relative to catch up on the latest news. • Take notes on your friend's or relative's news. • In groups of four, report on your telephone conversation.

NEWS MEDIA



- | | | | |
|-----------------------|-------------------|---------------------|-------|
| 1. anchorperson | 8. headline | 16. reporter | _____ |
| 2. article | 9. live broadcast | 17. report the news | _____ |
| 3. at the scene | 10. newscast | 18. satellite news | _____ |
| 4. bulletin | 11. newscaster | 19. station | _____ |
| 5. cable network news | 12. newsmagazine | 20. telecast | _____ |
| 6. current event | 13. newsperson | 21. top story | _____ |
| 7. front page | 14. on location | 22. weekly | _____ |
| | 15. on-line news | | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

- In what different ways does this family get the news?
- What time do you think it is? Why?
- What TV program are they watching? Why?
- What is the top story on the TV news?
- What is the headline on the front page of the newspaper?
- What kind of magazine is the mother reading?
- What news is the student looking at on his computer?

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. reads a daily newspaper. _____

2. reads a weekly newsmagazine. _____

3. listens to the news on the radio. _____

4. watches cable network news. _____

5. watched the news on TV yesterday. _____

6. _____

7. _____

Class Discussion

With your class, make a list on the board of people in the news. • How many names does everyone recognize? • Why are these people in the news?

Group Role Play

In groups of four, create a role play between a person in the news and news reporters. • Plan questions for the reporters to ask, and prepare answers to the questions. • Present your role play to the class.



Community Activity

Watch the news on TV in English and take notes. • Report back to the class. • Include answers to these questions.

1. What stories were in the news?
2. Where did they occur?

3. What happened?
4. How much did you understand?

WEATHER AND NATURAL DISASTERS



- | | | |
|----------------|-----------------|----------------|
| 1. avalanche | 12. earthquake | 23. powerful |
| 2. blizzard | 13. erupt | 24. rescuer |
| 3. burn down | 14. eruption | 25. rubble |
| 4. catastrophe | 15. escape | 26. shake |
| 5. collapse | 16. evacuate | 27. survival |
| 6. deadly | 17. evacuation | 28. terrify |
| 7. destroy | 18. forecast | 29. thunderous |
| 8. destruction | 19. forest fire | 30. tidal wave |
| 9. devastating | 20. hurricane | 31. tornado |
| 10. drought | 21. lava | 32. towering |
| 11. dry up | 22. level | 33. volcano |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What natural disaster is shown on each TV screen?
2. What is happening in each catastrophe?
3. What other natural disasters are there? Describe them, and add them to the list.
4. Where can these catastrophes occur?
5. Which natural disasters can be forecast? Which cannot?



Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What kind of natural disasters occur in your country?
2. How often do they occur? Are they seasonal? When was the last one? How many people were affected?
3. How do people prepare for the disaster? What precautions are taken in extreme conditions? What do they do afterward?
4. Who has experienced a natural disaster? Ask questions about the experience.

Group Vocabulary Challenge

*In the same groups, list different kinds of weather. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board. • Copy the new words in the **Vocabulary** section of your notebook.*

Community Activity

Watch a weather report on TV, and read a weather forecast in a newspaper. • Answer these questions.

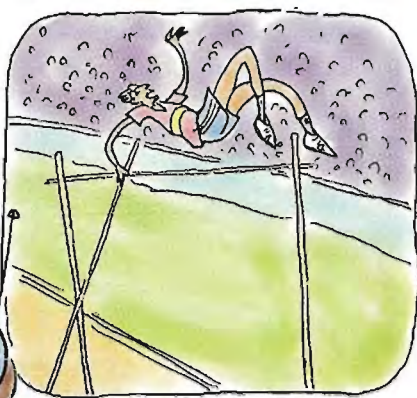
1. What is today's high temperature?
2. What was last night's low temperature?
3. What is the forecast for tomorrow?
4. What is the extended forecast for the week?
5. Are there any extreme weather conditions being forecast? Where? What are they?

Cross-Cultural Role Play

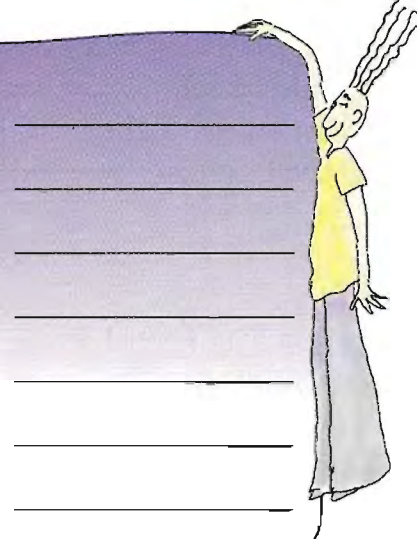
Pretend you are a TV weather reporter in your hometown. • Create a role play, reporting the weather for a typical day there. • Present your role play to the class.

- ◆ Include the high and low temperatures and an extended forecast.
- ◆ Use visual aids.
- ◆ Refer to a map.

SPORTS NEWS



- | | | |
|--------------------|-------------------------------|--------------------------|
| 1. amateur athlete | 10. figure skating | 19. pole vault |
| 2. athlete | 11. finalist | 20. professional athlete |
| 3. athletic | 12. gold medal | 21. semi-finalist |
| 4. balance beam | 13. indoor sport | 22. silver medal |
| 5. bronze medal | 14. international competition | 23. skating rink |
| 6. commentator | 15. medalist | 24. sports event |
| 7. compete | 16. mixed pairs | 25. stadium |
| 8. competition | 17. Olympics | 26. track and field |
| 9. competitive | 18. outdoor sport | |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What sports event is on each TV screen?
2. What international competition could this be?
3. Are these athletes amateurs or professionals? Explain your answer.
4. Which sports are indoor sports? Which are outdoor sports? Where do people play each sport?
5. What other track and field events are there? Make a list on the board.
6. In what other sports events do athletes compete internationally? Make a list on the board.

Group Vocabulary Challenge

In groups of three, choose one sport that you know well. • List vocabulary for that sport. • Work fast! • Read your list to the class. • Which group has the longest list? • Make a class list on the board. • Copy the new words in the Vocabulary section of your notebook.

Speech

Tell the class about a sport you have played, or a sport that you like very much. • Bring related equipment to class, if possible. • Explain the sport. • Show the class how to play it.

Group Discussion

In groups of three, choose a recorder. • Discuss these questions. • Share your information with another group.

1. What sports injuries are common?
2. How do they happen?
3. How can they be prevented?
4. Are any sports too dangerous or too violent?

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What sports are most popular in your country?
2. Which sports season is it in your country now?
3. Who are the most famous athletes in your country?

ENTERTAINMENT NEWS



- | | | |
|--------------------|--------------------------|------------------------|
| 1. acrobat | 9. entertaining | 15. performer |
| 2. celebrity | 10. family entertainment | 16. stage |
| 3. classical music | 11. limited engagement | 17. star |
| 4. clown | 12. magic | 18. symphony orchestra |
| 5. conduct | 13. magical | 19. theme park |
| 6. conductor | 14. magician | 20. tightrope walker |
| 7. entertain | | 21. trapeze artist |
| 8. entertainer | | |

Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What kind of entertainment does each scene show?
2. What is happening in each scene?
3. What kind of entertainment will this family choose? Why?
4. What other kinds of entertainment would the daughter enjoy? Draw one example in the empty bubble.
5. What other kinds of entertainment are there?
6. What kinds of entertainment are most popular? Why?
7. What kinds of entertainment are in the news now? Why?
8. What entertainment celebrities are in the news? Why?

Who Else?

List three of your favorite forms of entertainment. • Then find classmates who have the same favorites. • Write their names in the chart and report your findings to the class.

	Favorite Form of Entertainment	Student's Name
1.		1. _____ 2. _____ 3. _____
2.		1. _____ 2. _____ 3. _____
3.		1. _____ 2. _____ 3. _____

Group Role Play

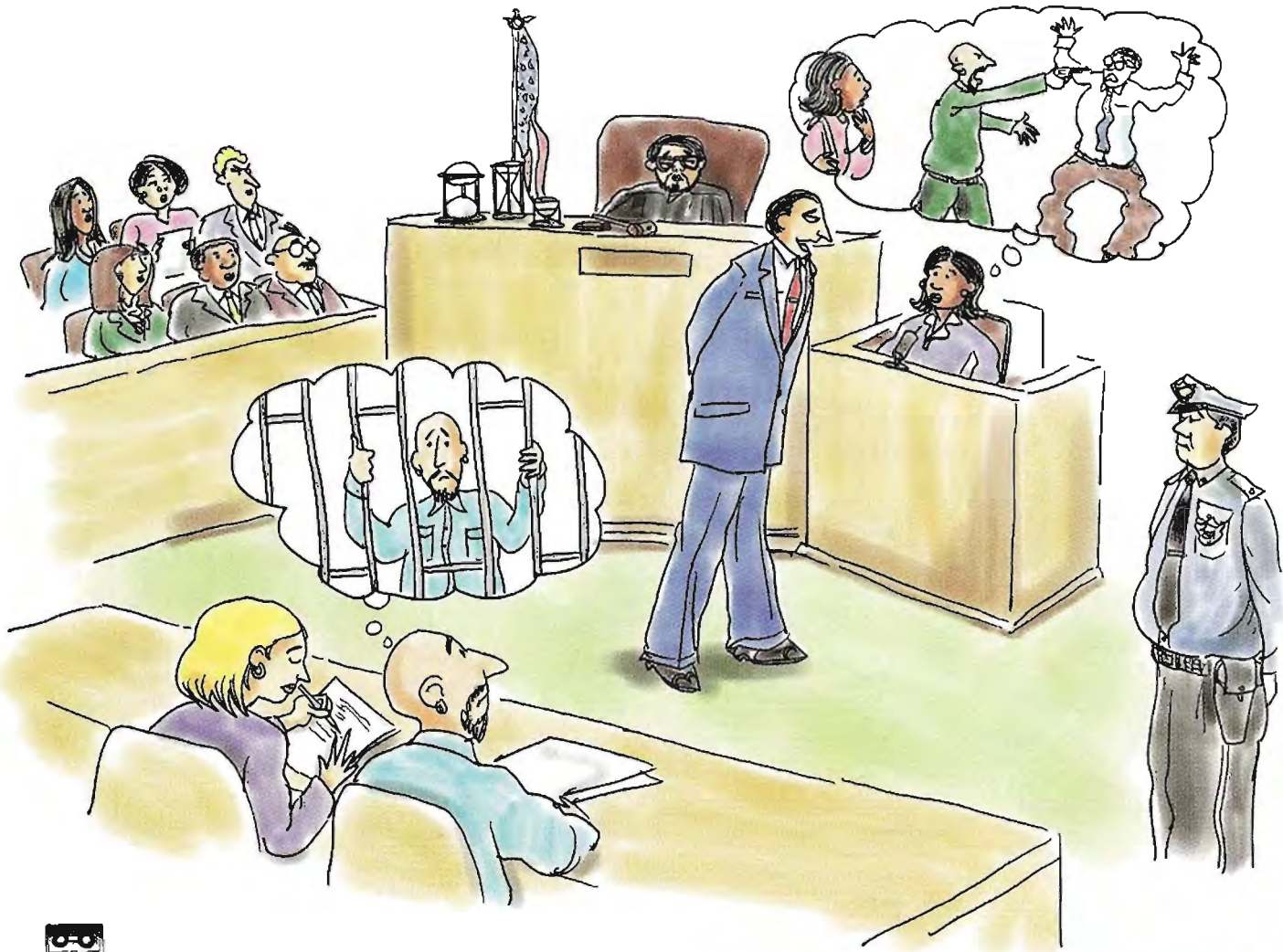
In groups of three, create a role play of a TV or radio talk show host interviewing two celebrities. • Present your role play to the class. • Have the class participate by asking questions.

Community Activity

Bring a newspaper to class. • In groups of four, look for any local entertainment. • Is there an event that everyone would like to attend? • Make arrangements with the class, and attend the event together. • Then write a *Journal* entry and discuss the event in class afterwards. • Answer these questions.

- ◆ Did you enjoy the event?
- ◆ What did you like about it?
- ◆ What didn't you like?

CRIME IN THE NEWS



- | | | |
|-----------------------|---------------|-------------------|
| 1. acquit | 14. defend | 27. murder |
| 2. acquittal | 15. defendant | 28. prosecute |
| 3. assault | 16. defense | 29. prosecution |
| 4. attorney | 17. guilty | 30. punish |
| 5. bailiff | 18. handgun | 31. punishment |
| 6. capital punishment | 19. innocent | 32. rob |
| 7. cell | 20. jail | 33. robbery |
| 8. commit | 21. juror | 34. sentence |
| 9. convict | 22. jury | 35. testify |
| 10. conviction | 23. justice | 36. testimony |
| 11. courtroom | 24. lawyer | 37. trial |
| 12. criminal | 25. mug | 38. verdict |
| 13. deadly weapon | 26. mugging | 39. witness stand |

Picture Discussion

With your class, answer the questions about the picture story. • Use the vocabulary list. • Add more words.

1. What crime, or crimes, did the man commit?
2. Who is the witness at the trial? What is her testimony?
3. What will the jury's verdict be?
4. What sentence will the judge give?
5. Tell the whole story of this crime in the news.
6. What would you do if you were the victim in this crime? the witness? the attorneys? the jury?
7. What other kinds of crime are there?

Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What kinds of crime are most common in your country?
2. What kinds of punishment are there?
3. Are there different punishments for children and for adults?
4. Is capital punishment used in your country?

School Survey

Ask three people in your school this question. • Fill in their answers. • Report your findings to the class. • What are the total class results?



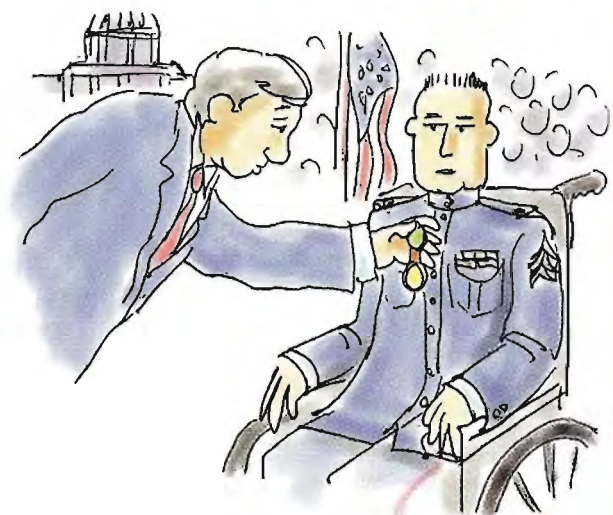
Do You Approve of Capital Punishment?

- | | | |
|---------------------------------|-----------------------------|-----------------------------------|
| 1. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Not Sure <input type="checkbox"/> |
| 2. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Not Sure <input type="checkbox"/> |
| 3. Yes <input type="checkbox"/> | No <input type="checkbox"/> | Not Sure <input type="checkbox"/> |

Community Activity

Bring in local newspapers. • Discuss articles about crimes in the newspapers with your class. • Watch local TV news. • List crimes reported on TV. • Bring your list to class. • Compare the list with the newspaper articles and discuss with your class.

HEROES IN THE NEWS



- | | | |
|---------------|--------------|----------------|
| 1. admiration | 10. heroic | 19. patriotic |
| 2. admire | 11. heroism | 20. patriotism |
| 3. brave | 12. honor | 21. protect |
| 4. bravery | 13. leader | 22. risk |
| 5. cause | 14. martyr | 23. sacrifice |
| 6. courage | 15. medal | 24. saint |
| 7. courageous | 16. memorial | 25. statue |
| 8. dedicated | 17. monument | 26. strength |
| 9. die for | 18. patriot | 27. veteran |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. Where are the boy and his mother visiting?
What statue is the boy looking at? What do you think his mother will tell him?
2. What heroes are pictured on coins and bills in the currency of your country?
3. What heroic actions did these people perform?
4. In what ways do we honor heroes? List them on the board.

Draw with a Partner

Partner's Name _____

With a partner, choose a hero you admire. • Draw a picture of the hero and write a caption for your picture. • Explain your picture and caption to another pair. • Report your choices to the class.

Conversation Squares

In groups of three, fill in the chart. • First write your own answers. • Then ask your partners the questions and write their answers. • Compare answers with another group.

	You	Partner 1	Partner 2
Student's Name			
Who is your personal hero?			
Why?			

Group Decision

In the same groups, decide who should win the "Local Hero Award" this year. • Report your decision to the class and explain your choice.

- ◆ A fireman who rescued a family from a fire. The fireman was badly burned during the rescue.
- ◆ A twelve-year-old girl who has AIDS. She is very brave and has made many speeches to help raise money for AIDS research.
- ◆ A fifteen-year-old boy who rescued an elderly woman from an attacker. The boy was shot in the arm during the rescue.
- ◆ A woman astronaut who was chosen to be the captain of a space shuttle mission.

Cross-Cultural Exchange

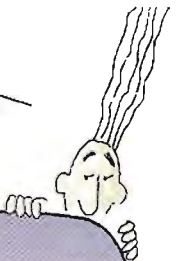
In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class. • Make a class list on the board.

1. What international heroes, martyrs, and saints does everyone in the class know about?
2. How are heroes honored in your country? Give some examples.
3. What martyrs are admired in your culture? What did they do?

LOCAL NEWS



- | | | |
|-------------------------|----------------------------|-----------------------|
| 1. car crash | 8. illegal dumping | 14. pileup |
| 2. cleanup | 9. kidnap | 15. pollutant |
| 3. dumpsite | 10. local issue | 16. pollute |
| 4. fall apart | 11. missing | 17. polluter |
| 5. head-on collision | 12. multi-vehicle accident | 18. toxic waste |
| 6. health hazard | 13. overcrowded | 19. unsafe conditions |
| 7. human interest story | | |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each TV news scene?
2. What do you think caused the car accident?
3. What is the condition of the school? What improvements are needed?
4. What do you think was dumped illegally?
5. What do you think happened to the child?
6. What local issues are in this TV newscast?

Group Role Play

In groups of three, choose one of the stories in this TV newscast. • Create a role play of a news reporter interviewing people at the scene of the story. • Ask questions about the story. • Explain what happened. • Present your role play to the class.

Community Activity

Bring a local newspaper to class. • In the same groups, find headlines and page numbers of the items below. • Report your findings to the class. • Discuss the most interesting local news together.

- ◆ local events coming soon
- ◆ local problems and issues in the news
- ◆ local good news

Class Brainstorm

With your class, choose a recorder. • List on the board the local problems and issues. • How many items are on the list? • Now list the local good news. • How many items are on this list?

Group Problem Posing/Problem Solving

In groups of four, choose one local problem or issue in the news. • Define the problem or issue. • Decide on a solution. • Report your solution to the class.

Cross-Cultural Exchange

In the same groups, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What local problems and issues are most common in your hometown?
2. What is the current local news in your hometown? Tell it to your group.

WORLD NEWS



- | | | | |
|-----------------|----------------------------|--------------------|-------|
| 1. aid | 10. international incident | 18. starve | _____ |
| 2. armed | 11. military | 19. supplies | _____ |
| 3. battle | 12. oil spill | 20. tank | _____ |
| 4. breakthrough | 13. Red Cross | 21. terrorism | _____ |
| 5. famine | 14. refugee | 22. terrorist | _____ |
| 6. fighting | 15. research scientist | 23. Third World | _____ |
| 7. hijack | 16. scientific discovery | 24. underdeveloped | _____ |
| 8. hostage | 17. starvation | 25. war | _____ |
| 9. humanitarian | | 26. wipe out | _____ |



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What is happening in each TV news scene?
2. Where in the world is there a war or fighting right now?
3. Where in the world has there been a famine recently? terrorism?
4. What scientific discoveries have been reported in the news recently?
5. What effect will the oil spill have on the environment? Explain.
6. What good news has been in the world news recently?

Group Decision

In groups of four, decide what the story is for each TV news scene and where each story is happening. • Write one headline for each story, and report your headlines to another group.

Group Problem Posing

In the same groups, list some current world problems. • Report your list to the class. • Make a class list on the board. • With your group, decide on the three most serious problems in the world today. • Report your problems to the class. • Which problems does the whole class think are the most serious?

Class Brainstorm

With your class, choose a recorder. • List on the board ideas for solving the three most serious world problems. • Which are the best ideas?

Community Activity

Watch the world news on TV, and take notes on these questions. • Report your notes to the class.

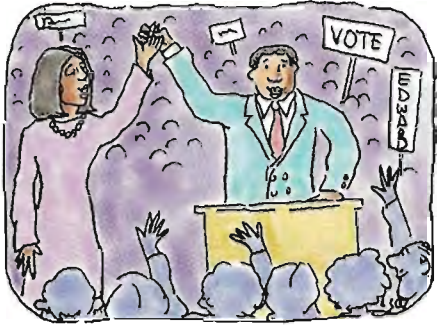
- ◆ What countries are in the world news?
- ◆ What problems are in the world news?
- ◆ What good news did you see?

Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What is the most serious problem or issue in your country right now?
2. What people are in the news in your country right now? Why are they in the news?
3. What good things are happening in your country right now?

POLITICS AND GOVERNMENT IN THE NEWS



1. assassinate	11. dictator	21. political party	_____
2. assassination	12. dictatorship	22. politician	_____
3. ballot	13. elect	23. protest	_____
4. ballot box	14. election	24. protestor	_____
5. bodyguard	15. legislature	25. rally	_____
6. campaign	16. march	26. representative	_____
7. candidate	17. military coup	27. riot	_____
8. debate	18. official	28. speaker	_____
9. democracy	19. overthrow	29. supporter	_____
10. democratic	20. picket	30. vote	_____



Picture Discussion

With your class, answer the questions about the scenes. • Use the vocabulary list. • Add more words.

1. What political events do these news scenes show? What is happening in each scene?
2. In what countries could each of these events be happening?
3. How many kinds of government can you think of? List them on the board.

Cross-Cultural Exchange

In groups of four, choose a conversation monitor and a recorder. • Discuss these questions. • Compare cultures when possible. • Report the results of your discussion to the class.

1. What kind of government exists in your country? Describe it.
2. Who is the head of the government? What is the leader's title?
3. Do people trust election results in your country? Why or why not?
4. What political parties are in your country? Who supports each party?

Find Someone Who

Review the vocabulary with your teacher. • Add to this list. • Then interview your classmates and fill in the name of someone who . . .

1. doesn't like politics. _____
2. is a member of a political party. _____
3. has voted in an election. _____
4. has participated in a protest. _____
5. has voted by absentee ballot. _____
6. _____
7. _____

Dialog Journal

Write a Journal entry about one of your political views. • Then read your entry to a partner. • Ask questions about your partner's entry.

Guest Speaker

Write a class letter inviting a local politician or elected official to speak to your class. • Prepare questions for the speaker. • Take notes during the speech. • Write a class thank-you letter after the speech.

REVIEW

Group Vocabulary Challenge

In groups of four, make two lists: Good News and Bad News. • Add the appropriate news stories to the lists. • Which list is longer? • Why? • Compare your lists with another group.

Partner Role Play

Partner's Name _____

With a partner, choose a celebrity to interview on a TV newscast. • Write ten questions for the interview. • Create a role play of the interview. • Present the role play to the class.

Conversation Squares

In groups of three, fill in the chart. • First write your own answers. • Then ask your partners the questions and write their answers. • Compare answers with another group.

	You	Partner 1	Partner 2
Student's Name			
Who are your personal heroes?			
What do you think is the worst crime?			
What do you think is the best world news recently?			
What do you think is the worst world news recently?			
Who are your favorite entertainers? What do they do?			

Class Role Play

With your class, plan a complete TV newscast. • Divide into groups to cover each aspect of the news. • Include these news segments. • Present them to your teacher!

- ◆ headline news
- ◆ world trouble spot satellite report
- ◆ on-the-scene crime report
- ◆ sports
- ◆ weather
- ◆ entertainment report

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CONVERSATION SPRINGBOARDS

UNIT 1: SOCIAL COMMUNICATION

INTRODUCTIONS AND GREETINGS (pp. 2-5)

Conversation Springboard: *What's happening?*

F1: Oh, hello, Dr. Nichols! I'm so glad you could come. Your assistant said you were probably going to be busy.

M1: You know I never miss these International Student parties, Helen. The food is always wonderful! And it gives me a chance to get acquainted with some of the students.

F1: Well, the food this time is as good as ever. And here's someone I'd like you to meet.

M2: Oh, hi, Mrs. Berry. It's a great party! Did you try the Vietnamese spring rolls? They're delicious!

F1: Yes, I did, Harry. They are! Dr. Nichols, I'd like you to meet one of our new international students, Harry Chen. Harry, this is Dr. Nichols, the president of the university.

M2: Oh! Excuse me! It's a pleasure to meet you, Dr. Nichols. I'm sorry, I can't shake hands.

M1: Glad to meet you, Harry. Don't worry about it. I can see you've got your hands full. Are those the spring rolls?

M2: Yes, they are.

M1: They do look good. Maybe you could show me where to get some, too?

M2: Oh, yes! I'd be glad to, Dr. Nichols. Right this way.

M1: I'll see you later, Helen. It looks as though I'm in good hands here!

Picture Springboard: *Finish the conversation.*

F1: Hi, Phyllis. Hi, Donald. How's everything going?

M1: Hi, Marilyn. Just fine.

F2: Me, too. How are you, Marilyn?

F1: Great! Is it OK if I sit here?

M1: _____

F2: _____

F1: _____

MORE ABOUT YOU (pp. 6-9)

Conversation Springboard: *What's happening?*

M1: What's your main reason for studying English, Mi Sook?

F1: I want to get a better job, Alexander, and for the kind of employment I want, English is an important qualification.

M1: What kind of job do you want to qualify for?

F1: Well, I love to travel, and I already have a degree in business management. I'd like to work in international business. But for that, I need to speak English more fluently.

M1: I see. Good luck, Mi Sook. I think your English sounds really good already.

F1: Thanks, Alexander. *Your* English is wonderful. Why are you studying it?

M1: Oh, I have a lot of reasons. Probably the most important one is my girlfriend. She's Australian, and we're planning to live in Australia after we get married.

F1: Then you'll need English for everything, won't you?

M1: I guess so.

F1: That's exciting, Alexander. You'll have a whole new life!

M1: You will, too, Mi Sook.

Picture Springboard: *Finish the conversation.*

M1: Why are you studying English, Anita?

F1: Me? Well, I guess it's really for social reasons, Yannis. You know I love to talk. I'm a pretty sociable person.

M1: That's true. You get along really well with everybody.

F1: Thanks, Yannis. I like my neighbors, too, and I want to get to know them better. That's why I'm studying English—all my neighbors speak English. What about you? What are your reasons for studying English?

M1: _____

F1: _____

CONGRATULATIONS (pp. 10-11)

Conversation Springboard: *What's happening?*

M1: Hey, Simone, congratulations! I just heard about your promotion!

F1: Thanks, Ted. I just heard about it, too.

M1: Well, it's not surprising to me. You really deserve it. You've worked hard for this.

F1: I appreciate your saying that, Ted.

M1: It's the truth! You've done a wonderful job here, Simone.

F2: He's right! Hi, Simone. Congratulations! I think it's terrific! We need to celebrate the occasion. How about it, Ted? We can go over to the Jolly Onion.

M1: Good idea, Lila! That's a great place. Let's take Simone out to lunch. What do you say, Simone? Can you come out for lunch with us?

F1: I wish I could, Ted. But, I'm not going to get any time for lunch today. I have meetings all afternoon, and, in fact, I'm late for one now.

M1: (*teasing*) Uh-oh. Now that you're a big shot, you're too busy to go out with us little guys, huh?

F1: I'm a big shot now? Wow, that happened fast! I'm impressed!

F2: Oh, don't tease her, Ted. We'll do it when you have time, Simone.

F1: Thanks, Lila. Actually, tomorrow would be great.

Picture Springboard: Finish the conversation.

F1: Oh, what beautiful babies! They're adorable!
M1: Thank you.
F1: They're twins, aren't they?

M1: _____

F1: _____

APOLOGIES (pp. 12-13)

Conversation Springboard: What's next?

F1: Hi, guys! Sorry I'm late!
M1: What kept you, Sue? No, wait, don't tell me—I bet I know. Your alarm didn't go off.
F2: Or maybe your hair dryer didn't work, like last time.
F1: No, no, that's not what happened.
M1: Let's see. . . The bus broke down, and you had to walk.
F1: Hey, guys, what's the matter? I said I was sorry.
F2: I know, Sue, but this happens all the time. We always have to wait for you.
F1: But I don't mean to be late! There's always a reason!
M1: I know, I know. So, what was the reason this time?
F1: I know you're not going to believe me. . .

Picture Springboard: Finish the conversation.

F1: Oh! Oh, dear! My groceries!
M1: Oh, I'm sorry, Miss! I didn't see you. Are you OK?
F1: Yes, I'm. . . Oh, my bag's torn. Oh, no—the eggs!
M1: Oh, gee, what a mess! I'm very sorry! Here, let me help you.
F1: _____

M1: _____

GOOD AND BAD MANNERS (pp. 14-15)

Conversation Springboard: What's your opinion?

F1: It's OK, honey. Mama's finished. We'll be home soon and we'll have some nice lunch. . . Hey! What's that truck doing? He's stopping right behind us! (*Woman beeps horn.*) Unbelievable! He's not moving! He's blocking us in!
M1: I want lunch, Mama!
F1: I know, honey, I'm sorry. Oh, I don't believe it! They're unloading the truck! What an inconsiderate, thoughtless, rude thing to do! (*She beeps horn again.*)
M1: Mama, I want lunch. . .
F1: Hey, Mister! You're blocking me in!
M2: What?
F1: Look, I've got a baby crying here. I've got to get out. You can park somewhere else!
M2: No problem, lady. We'll just be a minute.
F1: It is a problem! Why can't you park somewhere else?

M2: We're just unloading, lady. Won't be long.
F1: That's it! You can't get away with this! I'm going to report you!
M2: Go ahead. Report me, lady. I'm just doing my job.

Picture Springboard: Finish the conversation.

F1: (*teacher*) . . . And that's the biggest difference between the past tense and the present perfect. Is that clear?
M1: (*whispering*) Psst! Hey, Gordy! Gordy!
M2: (*whispering*) Yeah? What do you want, Duc?
M1: My pencil just broke. Do you have an extra?
F2: Sh! I can't hear the teacher!
M2: Just a second. I'll check. . .
M2: _____

F1: _____

HELPING EACH OTHER (pp. 16-19)

Conversation Springboard: What's next?

M1: Excuse me. Would you mind answering a few questions for a survey?
F1: What kind of a survey?
M1: It's for my English class. It's about people helping each other. We have to ask three people in the school these questions.
F1: People helping each other, huh? OK, sure.
M1: Here's the first question: Would you pick up a hitchhiker?
F1: A hitchhiker? No, I wouldn't. It's too dangerous. He might want to rob me—or worse!
M1: OK. Here's the second question: Would you help a stranger in distress?
F1: Mmm, that's a hard one. I guess it depends.
M1: On what?

Picture Springboard: Finish the conversation.

F1: Come in. Hi, Monica. Here, have a seat. It's nice to see you.
F2: Thanks, Professor.
F1: You look a little worried. Is there something I can help you with?
F2: I don't want to bother you, Professor Jones, but if you have a minute. . .
F1: Of course. My next class isn't for another hour. Just tell me how I can help.
F2: _____
F1: _____
F2: _____
F1: _____

EXPRESSING SYMPATHY (pp. 20-21)

Conversation Springboard: *What happened?*

F1: Hi, Gregory. You don't look very happy. Is everything OK?
M1: Well, this week has been pretty terrible for me.
F1: Really? I'm sorry to hear that. What happened?
M1: Well, on Monday my grandfather died.
F1: Oh, I'm very sorry, Gregory. Were you very close to your grandfather?
M1: Yes, I was. But he was very old, and he was sick for a long time, so his death wasn't really a shock. Still, it was very sad. I can't believe he's gone.
F1: Of course. It's always hard to lose someone you love.
M1: Yeah, I guess so. Then, after the funeral, when I got home, I discovered that my apartment had been burglarized! Everything was a mess, and my TV and stereo were stolen.
F1: Oh, Gregory, how awful! Is there anything I can do to help?
M1: No, but thanks, anyway, Jenny. This hasn't been my best week, that's for sure.
F1: I'm sure next week will be better for you.
M1: Thanks. I hope so.

Picture Springboard: *Finish the conversation.*

F1: Oh, Dolores, I'm so sorry.
F2: Thank you, Emi.
F1: Can I do anything to help?
F2: Just having you here with me is a comfort, Emi. I think I'm still in a state of shock.
F1: Of course. It's hard to believe that it's true. How did it happen?
F2: _____

F1: _____

UNIT 2: PERSONAL LIFE

DAILY LIFE (pp. 24-25)

Conversation Springboard: *What's happening?*

F1: How do you get along with your roommate, Teresa?
F2: Maggie? She's great—we get along very well, except...
F1: Except what?
F2: Well, we're really very different, you know.
F1: How so?
F2: I guess Maggie is a little disorganized and messy; I'm organized and neat.
F1: That must be difficult!
F2: Yes, it is sometimes. Life is frantic in the mornings because we have such different lifestyles. And at night, I like to study and go to bed, but Maggie watches TV all night, and doesn't do her homework till the last minute.
F1: I like to live alone for that reason. I'm asleep by 10:00 every night, but I get up at 5:00 and cram in all my homework between 5:00 and 7:00!
F2: I could never do that! But Maggie does!

Picture Springboard: *Finish the conversation.*

F1: How do you get along with your roommate, Sam?
M1: Tad? He's great. We get along very well, except...
F1: Except what?
M1: Well, we're really very different, you know.
F1: _____
M1: _____
F1: _____

FAVORITE FOODS (pp. 26-27)

Conversation Springboard: *What's next?*

M1: Let's try to get a list together for our party! We should try to include everyone's favorite foods. What's your favorite food, Sylvia?
F1: Party food. Well, let's see... crunchy things—carrots, cauliflower, broccoli... and dips, of course!
F2: How about dipping sauces—lots of different ones... salsa, hot sauce, sweet sauce, and something creamy.
M1: What about you, Doug? What's your favorite food?
M2: Let's see... I have to think for a minute what my favorite food is—I love all food! Hmm... pizza, I guess—for our party, mini pizzas would be great!
F2: Let's get some fried stuff, too. My favorite is fried bananas.
M2: Fried bananas?! What's that?
F1: Fried plantains—they're great. Yes, let's make those, too! Great idea!
F2: Yes, and crackers and chips and different types of fruit!
M1: That's so boring. Every party I go to has crackers and chips. You know, before we go any further, we should collect money and figure out how much we want to spend.

Picture Springboard: *Finish the conversation.*

M1: What's your favorite dessert, Gloria?
F1: Ice cream. I love all flavors, too! What about you?
M1: I don't care much for ice cream. It's too sweet for me.
F1: Really? Oh, I love sweet things. What do you like, Johnny?
M1: _____
F1: _____
M1: _____

PERSONALITY CHARACTERISTICS (pp. 28-29)

Conversation Springboard: *What's your opinion?*

F1: What a great day to be in the park!
M1: Yes, it's not often we get to enjoy this park—we should come more often!
F1: I know, but I get so involved with my work, I hardly ever take time to get outdoors.
M1: I know—I always mean to, but I don't seem to ever find the time to relax.
F1: Being here makes me cheerful, and I feel much more lively around music and energetic people.
M1: It's funny, though—with all this noise and activity, look at that woman taking time to smell the flowers. That's really great. She looks so meditative.

F1: She does. . . Oh, but that poor man over there looks so melancholy. I wonder what's wrong. His dog looks bewildered—like he wants to help his master, but can't.

M1: Maybe the guy is just shy—he'd like to have friends, but is too introverted to take a risk.

F1: I don't think so. . . Should we go sit down next to him and say hello?

Picture Springboard: *Finish the conversation.*

M1: From my hiding place behind this tree, I can see so many different types of people. . . Let's see. . . Oh, here's an active type, this woman, power walking with her barbells. She sure is working off the pounds! And there's a baby, getting used to exercise early—the mom and dad are having a good run. . . Talk about starting early—do you see that father and son with the bat and ball? Looks like he's getting his son ready for the major leagues! This couple on the bench doesn't want anyone to sit next to them, that's for sure. . . Oh, I see my friend, Paco. He's all alone, with his dog. He looks so sad. . . I'd better go cheer him up. I wonder what's wrong. . . Paco, what's wrong?

M2: _____

M1: _____

M2: _____

FRIENDS (pp. 30-31)

Conversation Springboard: *What's happening?*

F1: Who is your best friend, Jose?

M1: Well, that's a difficult question to answer, Tanya. I have a lot of friends, both male and female. I don't know who I would call "best." What about you?

F1: I have a lot of friends, too, but my best friend is Susie—she's been my friend since we were kids.

M1: That's really nice. It takes a long time to find out if someone is trustworthy and sincere. People you think are your friends for years sure can disappoint you.

F1: I know. Susie is kind and loyal—and she's so supportive. I try to be that way for her, too.

M1: I've met some really nice people, but when the chips are down, they often turn out to be insensitive and self-centered, and worst of all, two-faced.

F1: What does two-faced mean, Jose?

M1: It means exactly what it says: It's the kind of person who has a face for me, and a different face for you, depending on what they want. That person smiles to your face and says bad things about you behind your back.

F1: Wow! I know some people like that—that's so insincere and selfish. That's the kind of person I want to avoid if I can!

M1: Me, too! Those are phony types—I can't stand them!

Picture Springboard: *Finish the conversation.*

M1: Thanks so much, Ken, for letting me borrow your new car! I have a new girlfriend and I really want to make an impression!

M2: That's OK, Jeff. But please be careful.

M1: No sweat. . . Well, I'll see you later. I'll be sure to bring it back by midnight.

(Jeff is careless and gets into an accident.)

M2: _____

M1: _____

M2: _____

CHILDHOOD MEMORIES (pp. 32-33)

Conversation Springboard: *What happened?*

F1: I get so nostalgic sometimes when I see little girls playing together. I always used to play with my sister.

F2: I never had sisters or brothers, but I lived in a neighborhood with lots of kids my age. What kinds of things did you do?

F1: Our favorite thing was playing with dolls. We had so many dolls—big ones, small ones—all sorts. And we *loved* to dress up in our mother's clothes and shoes. We'd pretend the dolls were our children, and we were the mothers. It seems so silly now, but we would spend hours playing house and having tea parties.

F2: When I was little, I played with the boys a lot. They loved to pretend to fight with swords and have imaginary wars. But to tell the truth, it was rough for me. The boys sometimes played with matches and lit fires. It scared me—I guess they were a little more adventurous than I was.

F1: What did you do when you got scared?

F2: I just went home and asked my grandma to read me a fairy tale. I loved to sit on her lap and listen to her read aloud to me. It felt safe to be away from those boys!

F1: That brings back good memories. My grandpa read to me all the time, too. My sister and I used to fight to sit on his lap, but it was always big enough for both of us—till we got too old!

F2: It's so nice to reminisce. Not everyone has such good childhood memories.

Picture Conversation: *Finish the conversation.*

M1: I sure hope my kids don't do the things I did as a kid!

M2: Me, too! I really was a handful—my poor parents!

M1: I was fascinated with fire. I used to play with matches and start fires in the backyard.

M2: I did that, too! I got in big trouble for it.

M1: _____

M2: _____

M1: _____

Conversation Springboard: *What's the process?*

M1: *(to himself)* Time for the Find Someone Who activity. OK, here goes. Excuse me, do you enjoy meeting people from different cultures, Diana?
 F1: Oh, yes, Fred. Who doesn't?
 M1: OK, I do, too. How do you spell your name? I want to write it here.
 F1: D-i-a-n-a. I'll put your name down, Fred.
 M1: Thanks. *(to himself)* Hmm. . . Number Two. Oh, Jose, can you answer Number Two for me?
 M2: What is it? Let's see. . . "likes to travel to foreign countries." Sure, I do.
 M1: Great! How do you spell your name?
 M2: J-o-s-e.
 M1: Thanks. Great. This is a breeze! *(to himself)* Who can I get next? Aha! Chris, do you love to speak foreign languages?
 F2: Are you kidding? I'm having such a hard time learning English! No way!
 M1: *(to himself)* Oops! What do I do now? I know, I'll ask the teacher! What's his name again?

Picture Springboard: *Finish the conversation.*

M1: We finally all remembered to bring in our photos! They're so interesting—look at all the differences.
 M2: Yes. Funny, here at school, our lives are so similar, but when we go back home, they are so different.
 F1: I guess traditions, cultures, and climate really affect the way people live.
 M2: _____
 M1: _____
 F1: _____

LIFE STORY (pp. 36-37)

Conversation Springboard: *What's the process?*

Teacher: Let's get together now and compare our stories, class. What group wants to go first?
 F1: We do! Who wants to read this?
 M1: I'll do it. OK, we wrote about Picture One, where the crazy guy with the glasses was telling an amusing story. We think he was telling about the time that he left his glasses in the bus. . .
 F1: No, we decided not to use that story, remember?
 M1: Oh, yes. . . We decided to make up a story about a bizarre adventure he had in Alaska. He was on vacation in Alaska. . .
 F2: I think he was on vacation in the Rockies, not Alaska. Remember?
 M1: Oh, yeah. . . He was on vacation in the Rockies with his family when this really embarrassing thing happened.
 M2: Didn't we say he was on vacation with his friends? And something frightening happened?
 F1: I don't think so. I really don't think we're ready to present our story yet. We should have taken notes. We all remember it differently!

Teacher: Do you need more time? How many of you need more time?
 Students: We do! Yes! We do, too!

Picture Springboard: *Finish the conversation.*

F1: Oh, Sara, that's such a sad beginning to the story!
 F2: Well, it was so dreadful—and the worst part is, it's a true story.
 M1: How does it turn out, Sara?
 F2: _____
 M1: _____
 F2: _____

FUTURE PLANS, HOPES, AND DREAMS (pp. 38-39)

Conversation Springboards: *What's your opinion?*

M1: I'm so bored; life is so much the same every day. Sometimes I wish I had enough money to just quit my job and do nothing!
 M2: That would be nice for a few weeks, or even a few months, but then what? Is that *really* your objective in life—to do nothing?
 M1: I guess not. . . But, I often fantasize about living on a tropical island and not having to work so hard.
 M2: You don't have to live on an island to avoid overworking, Mo. I think part of life should be accomplishing your goals, but another part should always be having enough leisure time to enjoy both work and play.
 M1: I guess you're right. I have a lot of ambitions, but it seems that the way to reach these goals is to study, study, study, and then work, work, work.
 M2: Well, you have to persevere to accomplish your goals. We all do, but we also have to plan to have time to "stop and smell the roses," as they say.
 M1: I must be working too hard and not smelling any roses—I've really lost sight of my objectives. This studying routine is so overwhelming!
 M2: Sounds like you need a vacation!

Picture Springboard: *Finish the conversation.*

F1: I've been thinking a lot about what to do after I graduate. I really want to be a teacher.
 F2: A teacher! Why do you want to be a teacher? I thought you wanted to make a lot of money.
 F1: Well, I've been fantasizing about what my life would be like as a teacher.
 F2: _____
 F1: _____
 F2: _____

LEARNING STYLES (pp. 40-41)

Conversation Springboard: *What's happening?*

M1: I'm never going to get through this assignment. I have so much trouble doing these papers.
 F1: Well, the professor didn't give us much time to complete this one, and it's all individual research.

M1: I enjoy doing projects much more in a group. I learn so much from collaborating. And the projects turn out better, too.

F2: It's funny, I'm much better at independent study. I love to do research on the Internet. Besides, I hate those oral presentations. I'm always worried about messing up the group's work.

M1: Everyone worries about that. But if you discuss the presentation beforehand and practice, it can actually be fun!

F2: You're kidding! Fun? I get so nervous, I can't sleep the night before I have to give a presentation. I take pages of notes and then memorize them.

M1: You memorize your notes? How can you do that? I just write up everything the group decides on my word processor, print out the notes, and refer to them during the presentation.

F1: Listen, Cindi—next time we have a project due, would you like to work with me? I've taken a study skills course; maybe I can help you.

F2: Thanks, Linda. That would be great!

Picture Springboard: *Finish the conversation.*

M1: This peer tutoring is so helpful to me, Paul. Thanks for being so patient.

M2: No problem, Luis. I'm glad to help. I've got some good study tips for you.

M1: That would be great. I have so many problems trying to remember everything.

M2: _____

M1: _____

M2: _____

UNIT 3: FAMILY LIFE

FAMILIES (pp. 44-45)

Conversation Springboard: *What's happening?*

F1: You come from a large family, Sammi, don't you?

F2: Pretty big. I have a sister and twin brothers. My mother died when I was seven, and my father remarried, so I ended up with three half brothers.

M1: That's seven children! Must have been expensive to take care of everyone!

F2: I guess so. It was pretty noisy, too. But we got along really well—still do. What about you guys? What kind of families do you have?

F1: I have an adopted sister. She's six years younger than I am.

M2: I bet that was nice growing up with a baby sister, eh? What about you, Sid?

M1: Well, I have a twin brother. We're identical; our parents *still* can't tell us apart.

M2: That must have been fun growing up, having a twin! I'm an only child. I got a lot of attention from my parents, but I always wanted a brother or sister. I used to *invent* an imaginary twin brother for myself.

M1: Did you have any cousins?

M2: Oh, yes, and our extended family lived upstairs, so there were always relatives around. There were four generations in our house!

F1: Four generations! Maybe you didn't have any brothers or sisters, but at least you had someone around to help you with your homework!

Picture Springboard: *Finish the conversation.*

M1: What's your family like?

M2: Funny you should ask. I have two sisters—and two moms!

M1: Two moms?!

M2: _____

M1: _____

M2: _____

FALLING IN LOVE (pp. 46-47)

Conversation Springboard: *What happened?*

F1: I saw the announcement for your parents' 25th anniversary in yesterday's paper. It was really neat. Do you know how your parents met?

F2: Yes, it was really incredible, actually, very romantic. They met in college, found they were compatible, and began to date. Their courtship lasted all through school.

F1: No kidding! When did they get engaged?

F2: When they were still in college. They got married after they graduated. Then my mother worked to put my father through graduate school.

F1: That's a lot of years they've been together—really true love. Did you have an anniversary party?

F2: Yes, we had a big party. The best part was the photos from their courtship, their engagement, their wedding, and their honeymoon!

F1: You know, they met so young. Did they ever have another boyfriend or girlfriend?

F2: No, not really. They were attracted to each other from the start. . . and they're still really in love. They were acting like newlyweds at the party!

F1: That's really beautiful. I haven't noticed anyone in class that I could fall in love with!

F2: Me, neither. Oh, well, maybe next semester!

Picture Conversation: *Finish the conversation.*

F1: It's so nice of you to help me with this activity. I didn't understand it at all. The instructions were confusing.

M1: Well, I was glad to help. By the way, if you're not too busy, do you think you might want to. . . maybe. . . go to the movies with me sometime?

F1: _____

M1: _____

F1: _____

MARRIAGE (pp. 48-49)

Conversation Springboard: *What's the process?*

- M1: Will you be my partner for this Ask Aunt Betty activity?
- F1: Sure, Larry. What do we have to do?
- M1: We have to write to Aunt Betty, asking for advice about a marriage problem. Gee, what should we write about?
- F1: Let's look at the pictures and try to get some ideas.
- M1: I have an idea. . . How about a letter about a husband spending all of his and his wife's savings on new clothes?
- F1: Wouldn't it be more likely that the *wife* spend money on clothes?
- M1: Not necessarily. Besides, this is just pretend. We can do whatever we want.
- F1: OK. It sure will be different. OK, how do we start?
- M1: Let's start with "Dear Aunt Betty. . . My husband keeps spending our hard-earned money on clothes."
- F1: Shouldn't we start by stating the situation: How long they've been married, how many kids there are, and stuff like that?
- M1: I guess so. . .
- Teacher: Time's up! Time to exchange your letter with another pair.
- M1, F1: Now we're in trouble! We don't have a letter.

Picture Conversation: *Finish the conversation.*

- F1: Grandpa, please, no more photos! You've taken so many already.
- M1: Can't ever take too many photos of my girls. Grandma and I are so proud of you!
- F2: The graduation was so lovely. It made me cry.
- M1: _____
- F1: _____
- F2: _____

HAVING A BABY (pp. 50-51)

Conversation Springboard: *What's happening?*

- F1: When is your baby due, Cecilia?
- F2: In a month. I'm getting very nervous. We don't have everything we'll need.
- F1: What do you need? I don't think the baby needs much for the first few months.
- F2: Well, for right now, we have a crib and a car seat.
- F1: That seems like enough for now. Infants just eat, sleep, and cry for a few months.
- F2: Oh, don't say "cry." I'm so worried my baby will cry a lot, and I won't know what to do.
- F1: All babies cry, Cecilia—that's how they tell you they need something. It's pretty simple: It's either hungry, tired, or you have to change its diaper.
- F2: That's all there is to it? How do you know which one to do?
- F1: Well, you try one thing. If it doesn't work, try something else.
- F2: Oh, I'll never be a good mother!

Picture Springboard: *Finish the conversation.*

- F1: The baby has such a high fever. I'm so worried.
- M1: If he would only stop crying. . .
- F1: Do you think you should call the pediatrician?
- M1: _____
- F1: _____
- F2: _____

GROWING UP (pp. 52-53)

Conversation Springboard: *What's your opinion?*

- M1: Mr. and Mrs. Gomez, come in.
- M2: Thanks for seeing us, Mr. Jones. We're so grateful that the teachers at Mary's school are so concerned about her.
- F1: We're still concerned about Mary, Mr. Jones, but we're also worried about her sister, Elizabeth.
- M1: Elizabeth? She's doing so well.
- F1: Elizabeth is doing well in school, but she does have a problem. You see, Mary confides in her, and we are at least glad about that. But Elizabeth doesn't want to violate Mary's confidence by telling anyone else. She really doesn't know what to do.
- M2: We know Mary is skipping school and is doing all the rebellious teenage things we always hear about but didn't think our daughter would do. But she's hanging out with a bad crowd, and we think it's more than adolescent rebellion.
- F1: We all established some rules for Mary the last time we met together, but Mary has decided they're unacceptable.
- M1: Perhaps we should have another meeting with all of us together. Do you think Mary will be honest with us?
- M2: Frankly, I think we're beyond meetings. I just don't have any answers at this point.

Picture Springboard: *Finish the conversation.*

- F2: Hi, Mom! Hi, Dad! Why are you awake?
- M2: Mary! It's 2 a.m., and it's a school night!
- F1: We were so worried. Why didn't you call?
- F2: _____
- M2: _____
- F1: _____

PARENTING (pp. 54-55)

Conversation Springboard: *What's next?*

- M1: Our baby is due any day. Let's ask our friends about their experiences with their kids.
- F1: Yeah, maybe we can get some tips about how to bring up ours.
- M1: Carla, can you give us some advice about parenting? We're really nervous about it!
- F2: Well, they are really great—babies, I mean. When they start to grow up, you have to keep your eye on them all the time!
- M1: What do *you* think? Can you give us any advice, Ali?

F3: Me? I'm in the middle of the terrible two's—with twins! They were so sweet when they were babies, but now I'm at my wits' end!

F1: When do children start to misbehave? Do they all misbehave? Are they all disobedient?

M1: Maybe we should rethink this parent thing.

F1: Ahem. It's a little late for that. We need to call the doctor—I think I'm in labor.

Picture Springboard: *Finish the conversation.*

F1: I'm so glad you two will be having a baby soon! There's nothing like it!

M1: I remember those baby years—they were the best. Now, I have a defiant eleven-year-old daughter who causes us all kinds of problems.

F2: My kids are always fighting with each other now. But when they were babies, they were so sweet. I guess it's all a part of growing up.

M2 (father of boy & girl): _____

F3 (mother-to-be): _____

M3 (father-to-be): _____

AFTER SCHOOL (pp. 56-57)

Conversation Springboard: *What's the process?*

M1: OK, everyone. We have to do this Community Activity. How should we start?

F1: Well, let's look over the questions first. Then let's try to figure out how to get the information.

F2: I wouldn't even know how to start!

M1: Well, that's why we're doing this together, Rosie. Oh, boy. . . Where do we find the answers?

F1: *Don't panic! Let's see: For the information on after-school programs, let's call a school. Or should we call the board of education?*

M1: No, let's call an elementary school. We have a better chance of getting an answer there.

F2: OK, I'll do that.

F1: What about the stuff about the library?

F2: I live near the library. I'll stop by and ask.

M1: No, Rosie, you're doing the other stuff. It wouldn't be fair for you to do all the work. I'll do it. Hey, Rosie, since you live near the library, how about if I give you a ride home that day?

F2: That would be great!

F1: I'll try to get the answer to Number Four about special learning problems. Isn't that called "special education"?

M1: Sorry, Gloria. What did you say?

Picture Springboard: *Finish the conversation.*

F1: Hi, Zia! What's new?

F2: What's all the noise in the background? I can hardly hear you!

F1: Oh, those are my brothers playing baseball in the house and my sister singing along to a music video.

F2: _____

F1: _____

F2: _____

DIVORCE (pp. 58-59)

Conversation Springboard: *What's next?*

F1: Did you hear that Phil and Sharon are getting divorced?

F2: No. How can that be? They seem so compatible.

F1: Well, I think he's suing her for abandonment. She has a boyfriend, you know.

F2: She does?! How could she do that?! They have two little kids—one is just a baby!

F1: Who knows the real story? I guess they are both agreeing that there are irreconcilable differences; they're going to court next week.

F2: Already? What about counseling? Have they seen a marriage counselor?

F1: I guess so. They are both just frustrated and disagree on everything, and the bottom line is Sharon has a boyfriend now.

F2: That's really too bad. What about the children?

F1: Well, of course, Phil is suing her for child custody, but Sharon wants to keep the children.

F2: Oh, that's a terrible situation. I guess the judge will decide.

Picture Springboard: *Finish the conversation.*

M1: My client is insisting on full custody—and that Sharon pay alimony and child support.

F3: That's thoroughly ridiculous. Phil is a doctor. How will he ever have time for the children? And *alimony*? He makes ten times what Sharon makes!

M1: Phil says he'll give up his practice; then he won't have any money. The children mean everything to him.

F4: _____

M2: _____

F3: _____

M1: _____

Conversation Springboard: *What's happening?*

(telephone conversation)

M1: Hi, Grandma. How are you?

F1: Hi, Dan! It's so nice to hear your voice.

M1: Well, I've been so busy at college; sorry I haven't called you this week.

F1: Don't apologize. I'm happy you called. How are things?

M1: Everything is fine. How are you? I was sorry your friend Dorothy passed away.

F1: Oh, Danny, it makes me so sad. I have such fond memories. . . and so many of my friends are dying, or having all sorts of problems.

M1: So how are things with you? Are you feeling OK, Grandma?

F1: I'm feeling fine. I've been very busy since I retired. I enrolled in the community college, and I'm taking an advanced computer course. I take yoga in the evening, and sometimes when I can't sleep, I stay up late and surf the net!

M1: Grandma, you need to get your rest.

F1: I know, but sometimes I can't get on line during the day.

M1: Gee, Grandma, I hope having a long, healthy life is a gene I inherited from you!

Picture Springboard: *Finish the conversation.*

M1: Hi, Harold. Long time, no see.

M2: Yes, since I retired, I've been keeping busy. Getting older isn't so bad if you have the right attitude.

M3: So, what's keeping you busy these days?

M2: _____

M1: _____

M3: _____

UNIT 4: COMMUNITY AND CONSUMER LIFE

AROUND TOWN (pp. 64-65)

Conversation Springboard: *What's the process?*

M1: Oh, another Vocabulary Challenge. These things give me a headache!

F1: I think they're fun, Frank. Anyway, I love shopping, so this should be easy!

M1: Oh, really? Where do you shop, Daisy?

F1: It depends. I buy my food at a health food store, The Wild Mushroom. And I love to buy bread at the Golden Bakery on Lake Boulevard.

M1: Wait a second, let's get this down—The Wild Mushroom: food; Golden Bakery: bread. But what can we fill in for "What can you do?"

F1: That's easy—"buy food/buy bread." Let's try another.

M1: OK, what about the jewelry store? Oops, I mean the cleaner's.

F1: The cleaner's or the jewelry store? Which do you want to do first?

M1: The cleaners. What can you buy there?

F1: Buy at the cleaners? You don't buy anything. You get your clothes cleaned there. Well, I guess some of these columns can be blank.

Picture Springboard: *Finish the conversation.*

M1: Excuse me, we seem to be lost. Could you tell us how to get to a coffee shop called Coffee and More?

F1: We're meeting my brother there, and we've been driving around in circles.

F2: Let's see, I'm not exactly sure. Katy, do you know?

F3: _____

F2: _____

F1: _____

COMMUNITY SERVICES (pp. 66-67)

Conversation Springboard: *What's your opinion?*

M1: One thing I've noticed about the U.S. is that there are a lot more community services here than in my country.

F1: Yes, in my country there are hardly any. Here there are all sorts of things available.

M1: Yup. My kids' school has a really good after-school program, and my church runs a soup kitchen. I think it's great.

M2: Well, I don't agree. I don't think all these public services are such a good idea.

F1: Why not, Jimmy?

M2: In my country, families take care of each other. We don't need day-care centers and senior citizen centers and soup kitchens.

F1: What about people who don't have any family?

M2: Everybody has a family! You don't see homeless people on the street in my country. And old people are at home with their families, where they belong!

M1: Well, I think it's nice for senior citizens to have something to do instead of being bored at home. It gives them new friends and fun in their lives.

M2: What's so boring about being at home? At my family's house, it's never boring!

F1: Well, I'm glad we have community services here, Jimmy. If this college didn't have a day-care center, I wouldn't be able to come to this class!

Picture Springboard: *Finish the conversation.*

M1: Don't worry, friend. You're going to be OK.

M2: What happened? I guess I blacked out.

M1: Yeah, it looks like the heat got to you. How do you feel now?

M2: _____

M1: _____

M2: _____

UTILITY SERVICES (pp. 68-69)

Conversation Springboard: *What happened?*

F1: The storm knocked out our power last night. Our power lines actually came down. What a pain!

M1: Good thing it wasn't too cold.

F1: Well, it wasn't the cold we were worried about. The gas company thought we had a gas leak because of the storm.

F2: Really? That can be dangerous. Sometimes, you can't smell the gas.

F1: We sure smelled it. Our dog got sick from the gas.
 M1: Did other apartments have the same problem?
 M2: Hi, guys. Are you talking about that gas leak in my building?
 F1: Steve, don't tell me you live at 47 Essex Street, too?
 M2: Sure. You live there, Mari? What a coincidence. Were you OK last night?
 F1: Not really. My dog got sick from the gas leak.
 M2: Oh, that's too bad. Are you OK?

Picture Springboard: *Finish the conversation.*

M1: I don't know what's wrong with this TV, sir. The cable wire seems fine.
 M2: I really want to see the basketball game tonight. I've been waiting all week.
 M1: _____
 M2: _____
 M1: _____

MAILING SERVICES (pp. 70-71)

Conversation Springboard: *What happened?*

(telephone conversation)

F1: Hi, Mom! We got the package! Michael just loves it!
 F2: Oh, hi, Christie! Good, I'm glad it arrived. I was worried it wouldn't get there in time for his birthday.
 F1: Michael had a wonderful birthday, Mom. Besides his party, he got lots of cards. Some even came priority mail, and, of course, your package was so exciting for him.
 F2: Can I speak with him?
 F1: Sure. Mike. Grandma's on the phone!
 M1: Grandma?
 F2: Hi, Michael. Happy birthday!
 M1: I got an e-mail, Grandma. Someone sent me a birthday card e-mail!
 F1: *(whispers)* Tell Grandma "thank you" for the piñata.
 M1: What's a pitanya?
 F1: Piñata. It's the donkey with the flowers that Grandma sent.
 M1: Grandma, thanks for the pitanya!

Picture Springboard: *Finish the conversation.*

F2: I'd like to send this package by overnight delivery.
 M2: Where's it going?
 F2: New Bedford, Massachusetts. Is there overnight service to New Bedford?
 M2: _____
 F2: _____
 M2: _____

TELEPHONE SERVICES (pp. 72-73)

Conversation Springboard: *What's your opinion?*

(telephone conversation)

F1: Hello.
 M1: Hello. Are you the head of the household?
 F1: Who is this, please?

M1: This is Mr. Moore from MTA Telephone Service. This evening only, I have a special deal for you. I just have a few questions for you first.
 F1: Sorry, I'm not interested. Thank you, anyway.
 M1: Oh, but this new service will save you a lot of money. And there's no obligation to you. Try the service for three months and if you are not satisfied, you can. . .
 F1: Excuse me. I like the telephone service I have. I'm not interested.
 M1: Well, I think you'll find MTA Telephone Service has many special advantages that other phone companies do not provide.
 F1: I'm really sorry, Mr. Moore. It's dinnertime, I've just gotten home, and my children are hungry. Besides, I've got a very good deal with my current company.
 M1: Oh, can you tell me what it is?
 F1: I'd like to, but I'm really too busy. But thanks, anyway.

Picture Springboard: *Finish the conversation.*

(telephone conversation)

M1: Hi, Jeanie! How are you?
 F1: Oh, hi, Dad. Fine. Listen, I'm on another call. Can you call back?
 M1: Jeanie, I'm calling from an airplane. Is Mom home?
 F1: _____
 M1: _____
 F1: _____

SHOPPING IN TODAY'S WORLD (pp. 74-75)

Conversation Springboard: *What happened?*

M1: Good evening, ladies and gentlemen. I'm talking with Sara Mendez—the world's oldest shopper. Sara is 100 years old today and is celebrating her birthday here at the Midtown Mall. Happy birthday, Sara!

F1: Hello, thank you.

M1: Sara, we're curious. Why the mall? You're having a party here at the mall. Why?

F1: Well, I've always loved to shop. I still do—I love the mall. I get a chance to get out in all sorts of weather and see people. I don't buy too much any more, but I like the action here!

M1: Can you tell us about the changes you've seen in terms of shopping?

F1: Well, when I was a girl, we used to hang around the general store. We got everything there—food, fabric to make clothes, shoes, ribbons, you name it.

M1: And now, what do you see?

F1: Goodness, people shop by phone, and lately, through computers. This modern world amazes me!

M1: Did you ever shop by phone?

F1: Well, by mail. When I first got married, we lived on a farm, and we did all our shopping through catalogs. We were very excited when the mailman brought our packages!

M1: What about shopping via the Internet?

F1: My great, great grandchildren do that all the time. It's really incredible!

M1: Well, here's your family, Sara. Happy shopping with your free gift certificate, compliments of the Midtown Mall in honor of your 100th birthday!

Picture Springboard: *Finish the conversation.*

(telephone conversation)

M1: Home Shopping TV. How can I help you?

F1: Well, I just saw that great handbag on TV. I'd like to order it.

M1: Sure. Let me get some information from you. . .

F1: _____

M1: _____

F1: _____

SHOPPING FOR CLOTHES (pp. 76-77)

Conversation Springboard: *What's your opinion?*

F1: I don't know when I'll get a chance to go Christmas shopping. I'm so busy between work and school.

M1: Why don't you just order everything through a catalog? I do—no muss, no fuss.

F2: Yes, but where's the fun of going to the stores with your friends? Checking out the bargains?

F1: And going to the outlet stores?

M1: Doesn't sound like fun to me! I just get what I need in one shot.

F2: By the way, have you gone to that new outlet mall? I hear the prices are outrageous—totally unreasonable! They say the clothes are pretty trendy, but so impractical. Who would buy them?

F1: Well, I shop there whenever I can. I think the clothes are really tasteful. And I'm a pretty thrifty shopper, too. There are good prices there, if you look.

F2: Really? Do you *really* like it? I love the clothes you wear, Elke! They're always so stylish. Do you think we could go to that outlet mall sometime together?

F1: Sure. I just need to find the time. I'm so busy these days, it's crazy.

F2: How about this afternoon? Class is cancelled. The teacher is at a meeting or something. And the outlet is only about ten minutes away. I'll drive.

F1: All right. Maybe I can get all my Christmas shopping done. Hey, Young Soo, want to come along?

M1: No, thanks. That's not my kind of fun.

Picture Springboard: *Finish the conversation.*

M1: Hey, check these out. Aren't these high-tops cool?

M2: Yeah, they're like mine. See? What did they cost?

M1: I don't know. My dad bought them for me.

M2: He did?

M1: _____

M2: _____

RETURNS AND EXCHANGES (pp. 78-79)

Conversation Springboard: *What's next?*

M1: Look, Louisa! Another candlestick set!

F1: I guess it's the trendy gift this year, Tom. What will we do with so many, though?

M1: I suppose we have to return them. Do we know where they are from—all four sets?

F1: Well, the names of the stores are on the boxes, but we don't have the sales receipts.

M1: But what if some of these people come to our house for dinner and don't see their candlesticks? Or worse, see another set instead of theirs?

F1: Do we have to keep track of who gave us what and put it out when they come over?

M1: Gee, I never thought about that. That would be a little frustrating—and difficult.

F1: Let's not worry about that. How about if we try to return some of them now and worry about the rest another time. . .

M1: Oh, no!

F1: What's wrong?

M1: You're not going to believe this, but guess what Barb and Jim got us!

Picture Springboard: *Finish the conversation.*

M1: I'm sorry, Billy—this bike is missing the front wheel. It's not in the box.

M2: But, Daddy, you promised I could ride it when we got home.

M1: I know I did, Billy, but there's no wheel. You can't ride a bike without a wheel.

M2: _____

M1: _____

M2: _____

SCHOOL AND COMMUNITY (pp. 80-81)

Conversation Springboard: *What's your opinion?*

- M1: Mrs. Esposito, your son really does need to go into a bilingual program in kindergarten.
- F1: Excuse me, Mr. Keene, but Bayani doesn't read in English or in Spanish. I have to insist that he be put in an English-speaking kindergarten.
- M1: I can't agree with you. In the bilingual program, he'll learn to read and write in Spanish first, then when he's ready, he'll go into an English classroom.
- F1: My nephew who is 16 was in a bilingual program, and he never really learned to read or write in either language. He had a lot of trouble in school and finally dropped out. I want Bayani in a regular English class. He's smart; he'll learn quickly.
- M1: He'll be lost in the class; he won't be able to talk to the other boys and girls.
- F1: Not for long. He's a friendly boy and he'll make friends in any language. Besides, he'll learn from his classmates.
- M1: I'm sorry, but I have to disagree.
- F1: Mr. Keene, what kind of support services will be available to Bayani in his class? Will he get some extra help in English? He's entitled to that.
- M1: Yes, I know. But you are insisting on making life hard for him.
- F1: I know my child best. And I have to insist that he be placed in a regular program.

Picture Springboard: *Finish the conversation.*

- M1: Dad, I told you it wasn't my fault.
- M2: Well, if it wasn't your fault, what happened? Why did you get suspended?
- M1: _____
- M2: _____
- M1: _____
- M2: _____

LIFELONG LEARNING (pp. 82-83)

Conversation Springboard: *What's next?*

- M1: Joe! Nice to see you. How was your summer?
- M2: Great! My kids were all away at camp. It was quiet, but restful. Now everyone is back in full swing!
- F1: Hi, Harry! Hi, Joe! What courses are you taking this semester?
- M1: I'm not sure yet. I'm on my way to see my advisor. I'd like to finish my required courses this semester, but I also have a lot of electives to take. What about you?
- F1: I've finished my electives, so now I have to take my required courses. I'm off to the registrar to pay my tuition.
- M2: I'm taking only a few credit hours this semester. I'm taking a non-credit course in the adult education program.
- F2: Hi, Joe. I see you signed up for the same non-credit course I did. It'll be fun.
- M2: Yeah, I'm really looking forward to it.
- M1: What's the course?

Picture Springboard: *Finish the conversation.*

- F1: Excuse me. Do you know where the English section is?
- M1: I'm not sure. This is the school supply section. I'll help you look.
- F1: I'm looking for three different textbooks.
- M1: _____
- F1: _____
- M1: _____

RECREATION (pp. 84-85)

Conversation Springboard: *What's next?*

(telephone message)

- M1: Hello, this is the Metropolitan Museum. We are proud to present our special exhibit this month, Treasures of Asia. It will run from September 2nd through October 4th. Tickets are \$8.00 for adults, \$2.00 for children under 12, \$6.00 for senior citizens with identification, and \$4.00 for students. Our hours are nine to five, Tuesday through Thursday, Friday and Saturday, nine to nine, and Sunday ten to six. We are closed on Monday. If you need further assistance, press "star" for upcoming events, "one" for special group rates, "nine" for the administrative offices, "eight" for the gift shop, or "zero" to repeat this message.
- F1: Gee, I hardly understood anything. . . What should I press to repeat the message? I don't remember. I guess I'll press "star." No, that's for upcoming events. "One." Oops, that's for special group rates. Dam, I can't remember!
- (hangs up and calls again)*
- M1: Hello, this is the Metropolitan Museum. We are proud. . .

Picture Springboard: *Finish the conversation.*

- F1: I'm so glad we came to this concert, Grandpa. Athena is enjoying it, too!
- M1: I still think it's silly to bring a dog to a concert!
- F1: But, Grandpa, Athena loves music. Look how nicely she's behaving.
- M1: Melissa, where's the picnic basket?
- F1: _____
- M1: _____

UNIT 5: STAYING HEALTHY

TAKING CARE OF YOURSELF (pp. 88-89)

Conversation Springboard: *What's next?*

- M1: Gee, Don, don't you think you should cut out some of those high-calorie foods?
- M2: What do you mean, Pete? Everyone eats burgers and hot dogs.
- M1: I think it's OK once in a while, but you're always eating this stuff. It's really not good for you. That pie, for example, is just empty calories. And the calories are all from fat!
- M2: I don't think I'll have a heart attack from this lunch. Besides, eating low-fat foods is no fun!
- M1: Don, look, I'm your brother. I'm worried about you. The sedentary life you lead and the saturated fats you consume are really bad.
- M2: Well, if I get too fat, I can always take diet pills. At least I'm not anorexic!
- M1: Don't be foolish. You can eat nutritious meals that are enjoyable. We're getting older and have to watch out for our health more now.
- M2: I do. I eat enough to satisfy my appetite. Nutritious foods just don't do it for me.
- M1: How about trying to change just a little at a time? Look, I'll help you—I'll cook for you. Just try to start taking care of yourself.
- M2: You'll cook for me?! What did you have in mind?

Picture Springboard: *Finish the conversation.*

- F1: I'm really worried about my husband. His health habits are just awful.
- F2: How so? You're so health conscious—you exercise, eat a low-fat diet, and you're very active.
- F1: Yeah, but not my husband. Well, he used to exercise, but now all he does is watch TV and eat greasy, fattening foods. It's a bad example for the kids. I don't know what to do.
- F2: _____
- F1: _____
- F2: _____

STAYING HEALTHY OUTDOORS (pp. 90-91)

Conversation Springboard: *What's next?*

- M1: I didn't think the desert would get so hot this early in the morning!
- M2: Look at that sun! It's like a furnace! I'm really starting to feel weird!
- M1: I wish we had brought that sunblock. I'm burning up.
- M2: Me, too. I'm kind of dizzy and I feel a little dehydrated.
- M1: Oh, boy; I hope you aren't getting heat exhaustion. Let's sit here for a while. There's no shade, though!
- M2: Well, let's at least have some water. Uh-oh, empty. . . I think my stomach is upset.
- M1: (*to himself*) Gee, what'll I do if he faints? Wait, Mike. Let's get out of here—there's a scorpion heading for your leg!
- M2: A scorpion! Where?
- M1: Over there—behind you!

M2: That's nothing! There's a rattlesnake on that big rock next to you!

M1: Oh, no! What do I do?

Picture Springboard: *Finish the conversation.*

- F1: Dad, let's go home! I'm getting attacked by a swarm of bees or wasps or something!
- M1: OK, but try not to move too fast—you'll get stung. . . Oh boy, my hay fever is acting up again.
- M2: Dad! I think I stepped in poison ivy. I'm itchy all over!
- M1: _____
- M2: _____
- F1: _____

HOME REMEDIES (pp. 92-93)

Conversation Springboard: *What's happening?*

(*telephone conversation*)

- F1: Hi, Simon. I won't be in class today. I'm sick as a dog.
- M1: Who is this?
- F1: It's Mona. No wonder you don't recognize my voice because I'm so sick.
- M1: Right. I didn't even know it was you. What's going on?
- F1: I don't know. I must have caught a cold. I have such a bad stuffy nose, I can hardly breathe. And I ache all over.
- M1: Well, sounds like a respiratory infection, or maybe the flu. What are you doing for it?
- F1: Well, I'm staying in bed with a heating pad and lots of vitamin C.
- M1: That's a good idea. Whatever you have, it's probably contagious. Do you think you need to see a doctor?
- F1: Well, I would rather get some acupuncture for the pain in my neck—or a massage would help. I prefer nontraditional medicine.
- M1: Don't forget to drink lots of herbal tea.
- F1: Yeah, thanks for the advice. Could you call me later with the assignment? I don't want to fall behind in class.
- M1: Sure. Take care. Talk to you later.

Picture Springboard: *Finish the conversation.*

- M1: My back is killing me!
- F1: Lie still and I'll put some rubbing alcohol on and give you a massage.
- M1: Oh—that hurts! Paul, walk on my back gently, please.
- M2: Like this, Daddy?
- M1: _____
- F1: _____
- M1: _____

MEDICAL CARE (pp. 94-95)

Conversation Springboard: *What's next?*

- F1: Hi again, Mrs. Weston.
- F2: Hello, Dr. Wolff.
- F1: Hi, Abby. You don't look very happy today. Does your ear hurt?

F3: Yes, it does.

F1: May I take a look at it? Don't worry, I won't hurt you.

F3: OK.

F1: Hmm. . . Yes, that one's infected. Let's see your other ear now.

F3: That one doesn't hurt. . .

F1: OK. It looks fine. Thanks, Abby. When did the earache start this time, Mrs. Weston?

F2: Two days ago, and it's been getting worse.

F1: It looks like she'll need an antibiotic again. I'll give you another prescription. This is Abby's third ear infection this winter, isn't it?

F2: Yes, it is.

F1: I think it's time to look into this more. I'd like to refer you to a specialist.

F2: That's a good idea, Doctor.

Picture Springboard: *Finish the conversation.*

F1: Janice, looks like you have a throat infection.

F2: No wonder I feel so awful. What should I do?

F1: _____

F2: _____

F1: _____

EMERGENCY CARE (pp. 96-97)

Conversation Springboard: *What's happening?*

M1: Grandma, when are we going to get out of here?

F1: Dan, just be patient. There are so many sick people here.

M1: But Grandma, I want to go home. *(starts to cry)* I want Mommy.

F1: Honey, don't cry. How do you feel? Does your arm hurt?

M1: Not much, Grandma. I'm hungry. This sling hurts, though.

F1: Dan, your arm is fractured. Please try not to move it. It's getting pretty swollen. Stay here. I'll talk to the nurse.

M2: Can I help you?

F1: Yes, I've been here with my grandson for four hours. He's just a little boy and he's scared. When will the doctor be back with his X-rays?

M2: I don't really know, ma'am. We've got people with life-threatening illnesses coming in.

F1: I understand that, but I've got a frightened little boy who is also in pain.

M2: I'll see what I can do.

F1: Thanks. I appreciate it.

Picture Springboard: *Finish the conversation.*

F1: Have you been a patient at this hospital before?

M1: No, I haven't.

F1: What kind of insurance coverage do you have?

M1: I have an HMO, the Partner's Health Plan.

F1: I'll need to make a copy of your insurance card.

M1: _____

F1: _____

M1: _____

PHARMACY (pp. 98-99)

Conversation Springboard: *What's next?*

M1: What a day—I haven't stopped filling prescriptions since we opened this morning!

F1: Winter's here—lots of illnesses. Boy, being a pharmacist in flu season is no picnic!

M2: Excuse me. Where can I find an over-the-counter anti-inflammatory drug?

M1: Over on the shelf to the right. That one used to be a prescription drug, but you can get a low dosage over-the-counter generic for half the cost of the prescription.

M2: Where did you say?

F1: Right there, next to the painkillers.

M1: Be sure to take it on a full stomach.

M2: Oh, here it is. Thanks.

F2: I'm here to pick up my prescription. The doctor called it in about an hour ago.

M1: What's your name?

Picture Springboard: *Finish the conversation.*

M1: I'd like to pick up my prescription for a painkiller. I broke my ankle this afternoon. Last name is Riggs.

M2: Just a second. OK, this is pretty strong medicine. Be sure to follow the instructions: maximum four a day—one tablet every four hours. And there are no refills on this prescription.

M1: _____

M2: _____

M1: _____

POISONS (pp. 100-101)

Conversation Springboard: *What's happening?*

F1: Hi, Cloe. I'm home. How was your day?

F2: Oh. . . not so good.

F1: What's the matter? You look awful!

F2: I've been so sick all afternoon, with a very bad stomachache and a fever.

F1: Did you take any medicine?

F2: Yes, but it didn't do any good. I feel worse.

F1: What did you eat?

F2: Not much. Just a hamburger for lunch.

F1: How was it cooked?

F2: Rare.

F1: Rare?!

F2: I always eat my hamburgers rare.

F1: Cloe, sounds like it might be food poisoning!

F2: Oh! What do I do now?

F1: I'll take you over to the clinic. Do you think you can make it?

F2: Well, I'm pretty weak. I've been vomiting all afternoon.

F1: Well, let's try. You really do need to see a doctor.

Picture Springboard: *Finish the conversation.*

F1: Oh, no! Sean! What did you do?! Look at you! Oh, what do I do now? Oh, my goodness, he swallowed drain cleaner! Where did I leave that number for the poison control center. . . Here it is!

M1 (*poison control center*): _____

F1: _____

M1: _____

COUNSELING (pp. 102-103)

Conversation Springboard: *What's the process?*

M1: OK, the four of us can probably knock off this Cross Cultural Exchange pretty quickly. Who'll be the monitor?

F1: I will.

M2: I'll record, OK? We'll have to report back after we finish.

M1, F1, F2: Sure. Fine. Great! Let's get started.

F1: First question: What social problems exist in your country?

M1: Aren't they all the same? Drugs, alcohol, poverty. . .

F1: What about child abuse?

F2: And don't forget spousal abuse and mental problems.

M2: Wait, it has to be country by country. It says in *your* country.

M1: But we're all from the same country. What do we do?

F2: How about by province? We can look at our country by province and see if there are any differences.

M2: I don't think there are. Although, maybe things are different in the rural areas. Let's try that. . .

Picture Springboard: *Finish the conversation.*

F1: I'm so glad the three of you came to our group tonight. So, how was your week?

F2: Well, the group therapy is really helping me, but this was a really bad week.

F1: Oh, I'm sorry, Elaine. Would you like to share it with us?

F2 (*patient 1*): _____

F3 (*patient 2*): _____

M1 (*patient 3*): _____

UNIT 6: HOUSING

PLACES TO LIVE (pp. 106-107)

Conversation Springboard: *What's happening?*

M1: We just sold our house!

F1: Wow, that was fast!

M1: Yeah, the people who bought from us live in a high-rise in the city. They think our little ranch house is big!

F2: Yeah, the house sold quite easily. The real estate market is strong because the area is really growing.

M1: Yes, there are housing developments being built everywhere—it's no longer the village it once was. That's why Anne and I are moving out—this town is getting too congested. There's just no space anymore.

F1: Where do you think you'll live?

M1: Oh, I don't know. Maybe a log cabin, somewhere in the countryside.

F2: Excuse me, Tom? A log cabin in the countryside? I think I'd rather move back to the city—to a town house.

M1: A town house, Anne? I didn't think you wanted to move *back* to the city—and to live in a *town house*!

Picture Conversation: *Finish the conversation.*

M1: It's been so discouraging looking for a place to live!

F1: We've seen some pretty nice places, but they're all so different!

M1: Well, which do you prefer, Maria? We have to make a decision soon!

F1: _____

M1: _____

F1: _____

INSIDE YOUR HOME (pp. 108-109)

Conversation Springboard: *What's next?*

M1: Sylvia, I sure am glad we found this town house! It's perfect for us! Let's try to finish putting up the wallpaper and mini-blinds tonight before we go to bed.

F1: I never hung wallpaper before. It's a good thing we didn't put the carpets down yet—we're making such a mess!

M1: You said it! And it's a good thing the furniture doesn't arrive until next week.

F1: That's for sure. You know, this room is going to look really nice after all the furnishings are in place.

M1: It sure will. The last occupant's taste was pretty awful—I mean, I couldn't live with black walls and ceilings—it would feel like a cave!

F1: I know. Lighter colors make a room look so much more spacious.

M1: By the way, how do you want to redecorate the bedroom?

Picture Springboard: *Finish the conversation.*

F1: I really like our new neighbors.

M1: Yeah? I haven't met them yet.

F1: They're very nice. You should see their apartment. It's decorated beautifully.

M1: Really? What's it like?

F1: _____

M1: _____

F1: _____

FINDING THE RIGHT HOME (pp. 110-111)

Conversation Springboard: *What's your opinion?*

(TV commercial)

M1: Today's Homes Realtor offers a special group of homes in your area. We have a lovely one-family home on a large lot—a handyman's dream. Three bedrooms, two baths, and an above-ground pool—asking price is \$55,000. A great bargain!

Or, if you prefer a mobile home, we have several available within your price range. Great condition, some with dishwashers and wall-to-wall carpeting. All in Shady Oaks Trailer Park.

Condos your style? How about a two-bedroom town house for \$100,000. Low down payment and low interest loans available! Near transportation, shopping, and schools.

We have great rental properties, too! How about a studio for \$400 a month. This apartment is in excellent condition. Believe it or not, a new refrigerator, dishwasher, heat, and utilities are included in this great bargain! Fenced-in yard and laundry room, too—what a deal!

Picture Springboard: *Finish the conversation.*

M1: We've been looking for weeks, Sheldon. I'm not sure that we'll ever find something that will fit our budget.

M2: Dad, don't worry—we will. Be patient. We know exactly what we need and the real estate agent is working hard to help us.

F1: Oh, look at this house! What do you think? Do you like it?

M2: _____

M1: _____

F1: _____

UTILITY PROBLEMS (pp. 112-113)

Conversation Springboard: *What happened?*

M1: What a storm last night!

M2: Don't remind me!

M1: Why? What happened?

M2: The power went out, and. . .

M1: You, too? The power was out in our neighborhood for over an hour.

M2: The funny thing is the power *did* go out—but the storm wasn't the cause.

M1: Oh?

M2: That's right. We were sitting in the dark for hours waiting for the power to come back on, when the entire time a fuse had just blown.

M1: You're kidding!

M2: No. I found out later that my kids had their computer, blow-dryer, TV, and CD player plugged into the same extension cord! It's no wonder the house didn't burn down!

M1: That is pretty dangerous.

M2: Yeah. You know, I never even thought to check the fuse box. I mean, I just figured it was the storm outside that knocked out the power. . . Hmm, I really should get an electrician to come in and rewire the place. . .

Picture Conversation: *Finish the conversation.*

M1: Good morning. Star Oil.

M2: Yes, this is Juan Ramirez. My oil tank just ran out of oil.

M1: Please hold. . .

M2: Wait! I'm calling from a pay phone—you see, my phone was. . .

M1: Could you please repeat that, sir?

M2: _____

M1: _____

M2: _____

TENANTS AND LANDLORDS (pp. 114-115)

Conversation Springboard: *What's next?*

M1: We really want to get out of our lease. We've got such terrible conditions in our apartment, we can't stand living there any more!

M2: Since when? I thought you loved that apartment, David.

M1: Well, since the new owner took over, the place has really deteriorated. Most of the major appliances don't work, and they refuse to fix them or replace them. They're not even functional! The fixtures in the bathroom are leaking. And they don't maintain the building.

M2: It's really the landlord's responsibility to keep everything serviceable.

F1: Rick's right—you don't need brand-new appliances, but it's fair to ask for decent, second-hand models if the ones you have can't be fixed.

M1: Oh, I've asked the landlord so many times. It doesn't do any good!

F2: You have rights to have the appliances be in working order. Why don't you call the tenant's rights organization? They can give you good advice.

M1: Great idea, Eliza. I'll do that today.

Picture Springboard: *Finish the conversation.*

F1: Mrs. Patel? This is Jean Samuels in Apartment 3C. The refrigerator really *does* need to be replaced. It's completely stopped working. All my food is spoiled, and the ice cream is melting all over the freezer.

F2: Are you sure? Check the temperature controls. Maybe the temperature needs to be adjusted.

F1: Mrs. Patel, it's not the temperature controls. We've been talking about replacing this refrigerator for a year now. I'm sorry, but I'm really annoyed about this.

F2: _____

F1: _____

F2: _____

INSURING YOUR PROPERTY (pp. 116-117)

Conversation Springboard: *What's happening?*

(telephone conversation)

M1: Hello, Mrs. Jones? Good evening. This is Sam Slick, Alpha Insurance representative in your neighborhood. How are you tonight?

F1: Excuse me. Alpha Insurance? I don't think you're my representative.

M1: Well, not right now. But I'm going to offer you a homeowner insurance protection plan against loss, burglary, storm, water, smoke and fire damage with the lowest premium on the market today.

F1: Excuse me. I don't understand. Could you speak more slowly, please?

M1: Sure. I'm about to offer you, tonight only, the best insurance plan you can get.

F1: Well, I don't really need an insurance plan.

M1: Mrs. Jones, everyone needs insurance. What if you are burglarized? What coverage would you have? What if a fire ruins everything you own?

F1: Mr. Slick, first of all I don't need any insurance. I live in a rented apartment, and all the furniture is rented, too. Secondly, my dinner's getting cold. So thanks, anyway. Bye.

Picture Springboard: *Finish the conversation.*

F1: Do you think our insurance will cover the fire and smoke damage?

M1: Let me get my clipboard and write up a report. As the insurance adjustor, all I can do is send in the report. I don't know about the extent of your coverage.

F1: I know my deductible is \$250, but I sure hope the insurance covers the replacement cost.

M1: _____

F1: _____

M1: _____

MOVING (pp. 118-119)

Conversation Springboard: *What's happening?*

F1: They're gone just for a day, and I miss them already!

M1: Oh, Mom, Jeff got such a good job—it was too good to pass up. It was nice to help them pack, wasn't it?

F1: Well, I guess. With the children around, Lucy was having a hard time wrapping and packing all the glassware. She has so many fragile things.

M1: Well, you were great to help organize their belongings. There was so much confusion that so many of their things could have been broken or scratched. Hard to believe we did it ourselves without professional movers.

F1: Still, transporting everything in that utility trailer worries me. I hope we packed everything OK.

M1: Mom, don't worry. I'm sure everything's fine.

F1: Well, how will Lucy help Jeff with all those heavy boxes?

M1: Don't worry. They'll be fine. . . Oh, no!

F1: What? What's wrong?

M1: Look—Christopher forgot his teddy bear!

Picture Springboard: *Finish the conversation.*

M2: Christopher, don't cry. Tell Daddy what's wrong.

F2: Do you think he's sick?

M2: I can't imagine why he's so miserable.

F2: _____

M2: _____

ANSWERING THE DOOR (pp. 120-121)

Conversation Springboard: *What's the process?*

M1: We don't have much time for the Partner Activity.

F1: Let's try to finish before class is over.

M1: There's not much to do here.

F1: What do we have to do?

M1: Let's see, we need to read the letter and discuss it, and then write a reply.

F1: Hmm, I wonder if Aunt Betty is a real person. She looks real.

M1: And I wonder if her dog is real. The dog looks real, too. What do you think its name is?

F1: I don't know. A good name would be Sugar, though. . .

M1: Oops! We forgot to do the activity. Let's see. "With a partner, read and discuss this letter. . .

Teacher: OK, class, that's it for today.

Picture Springboard: *Finish the conversation.*

(knocking at door)

F1: Who is it?

F2: It's Mary, Mrs. Smith. Mary Martinez.

F1: What do you want?

F2: _____

F1: _____

F2: _____

NEIGHBORHOOD PROBLEMS (pp. 122-123)

Conversation Springboard: *What's next?*

(TV reporter)

F1: This is Mary Wu reporting live from Williams Street. This neighborhood will be our first experiment in urban renewal. Let's see who we can talk to. Raf, you've lived here for 30 years. What can you tell our viewers?

M1: I've seen a lot of changes over the years. The neighborhood has really gotten run down. Lots of abandoned cars, boarded-up houses, gangs, and garbage on the streets.

F1: Thanks, Raf. . . Lilian Mendez, you have been an advocate for this neighborhood, trying to organize your neighbors now for a year. Have there been any improvements?

F2: Well, I'm sorry to say, very few. There's graffiti all over the place, vagrants hanging out on the street corners, and homeless people who have nothing to do. People are worried about their personal safety.

do. People are worried about their personal safety. It's sad, but I'm not ready to give up. We've got a petition going around to give to the mayor.

F1: Thanks, Lilian. Looks like you're doing a great job, but there's more work to be done! Back to you, Tom.

Picture Springboard: *Finish the conversation.*

M1: Lilian, you talked to the reporter. What did she say to you?

F2: Not much, Raf. But maybe with the publicity, we'll have a chance with our petition.

M1: I'm really tired of this dangerous neighborhood. I used to love it here. I felt safe and good about the community. Now, I'm almost ready to give up!

F2: _____

M1: _____

F2: _____

NEIGHBORHOOD IMPROVEMENTS (pp. 124-125)

Conversation Springboard: *What's happening?*

F2: Well, Raf, we did it! We really did it! Can you believe our neighborhood is going to be on the evening news as a good example of urban renewal?!

M1: You did it, Lilian. You never gave up. And look at it now.

F2: We *all* did it, Raf! One person can't change a neighborhood alone.

F1: Raf, Lilian, hi! The neighborhood looks wonderful! Your grass roots organization really succeeded. Mind if I interview a few people for the newscast?

F2: Go right ahead.

F1: Sir, what do you think of the changes in this neighborhood?

M2: I'm proud to be part of refurbishing the neighborhood. I used to be homeless, but the neighborhood association gave me a job. I'm leading the clean-up campaign, and everyone is helping. In all the years I've lived here, I haven't seen such warm, neighborly attitudes. It's wonderful!

F1: Thank you. Well, folks, you've seen it—this is amazing! Your tax dollars at their working best. And what it took were two really dedicated residents to start the ball rolling. This is Mary Wu, reporting live from Williams Street.

Picture Springboard: *Finish the conversation.*

M3: Look at this neighborhood. I moved away two years ago.

F1: And you don't recognize it, right?

M3: Yeah, so much has changed. I don't know where to begin!

F1: What do you think is the biggest change?

M3: _____

F1: _____

M3: _____

UNIT 7: TRANSPORTATION AND TRAVEL

COMMUTING (pp. 128-129)

Conversation Springboard: *What happened?*

M1: Hi, honey, you're home early.

F1: Boy, was I ever glad to be carpooling today!

M1: Really? I thought you said commuting with Andy and Joan was a waste of time and a bother, and you didn't like to have to listen to them talking all the way to work every day.

F1: Well, that's true sometimes, but today it was a real timesaver.

M1: Why? What happened?

F1: Well, you know how bad Friday afternoon rush-hour traffic can be, even without any problems. Well, today was a nightmare! There was a road crew doing construction work on the highway. . .

M1: Really?

F1: Yeah, the cars were backed up for miles. It was one of the worst traffic jams I've ever seen.

M1: So, how did you manage to get home early?

F1: If we hadn't been in the car pool lane, I'd still be stuck in traffic right now. All the traffic in the other lanes had to detour off the highway onto a little, two-lane road. But we just zipped along with no delays, and here I am—home early!

Picture Springboard: *Finish the conversation.*

F1: (*daughter*) Mama? Mama?

F2: What is it, honey?

F1: Are we going to get on the bus here?

F2: Yes, that's right, honey. This is a bus shelter, and it's where we get our bus.

F1: Are all the people here going to get on the bus?

F2: Uh-huh. Well, maybe not on our bus, but everybody's going to get on some bus.

F1: But what about that man in the wheelchair? How's he going to get on the bus?

F2: _____

F1: _____

M1 (*man in wheelchair*): _____

LEARNING TO DRIVE (pp. 130–131)

Conversation Springboard: *What happened?*

M1: What's the matter, Bandar? You look like you just lost your best friend!
M2: Oh, hi, Kenji. No, I just failed the stupid road test for my driver license, that's all.
M1: That's too bad. What happened?
M2: I knocked over one of the cones parallel parking.
M1: You took a driver ed class, didn't you?
M2: Yeah, but I failed, anyway.
M1: Aw, don't worry about it. A lot of people fail the road test the first time, you know.
M2: Really? I don't know anybody else who did.
M1: My cousin had to retake the road test three times! The first time his steering wasn't so good, and he drove over the curb.
M2: Gee!
M1: The second time he forgot to look in the mirror before he backed up.
M2: Uh-oh. Did he hit anything?
M1: Yep. He backed right into a police car!
M2: Oh, no, you're kidding! So what happened the third time?
M1: By then the examiner was so nervous that she passed him just to get rid of him!
M2: Wow, I don't feel so bad now. I guess I'll go practice some more and take the test again.

Picture Springboard: *Finish the conversation.*

M3: All right, let's try the parallel parking again. Are you ready?
M2: I think so.
M3: See those two cones? They're the markers.
M2: OK, I see them.
M3: You have to park between them without touching either one. Think you can do that?
M2: _____
M3: _____
M2: _____

DRIVING PROBLEMS (pp. 132–133)

Conversation Springboard: *What's happening?*

M1: Hey, Mom! Look at that! That guy in front of us is going to lose his tailpipe!
F1: Do you think so? It does look a little wobbly.
M1: More than a little! It's hanging way down. If he goes over a bump, it'll hit the road for sure!
F1: I hope you're wrong, but I'm afraid you may be right, honey. The whole muffler looks really low.
M1: Well, do something, Mom. Beep the horn at him. I'll wave at him to pull over.
(beeps horn)
F1: I don't think he understood. He's speeding up! Oh, my gosh! It's scraping the road!
M1: You'd better slow down, Mom! It's going to fall off! Look out! (Muffler falls off car.)
F1: Oh, no! I don't believe it, I don't believe it! Right in the middle of the road!
M1: Good driving, Mom! I thought we were going to hit it for sure!

F1: I don't believe it! And he isn't even slowing down!
M1: I guess he doesn't even know what happened?

Picture Springboard: *Finish the conversation.*

F1: Just my luck! What a place for a flat tire, right in the middle of the desert! It's a good thing I'm prepared for it. . . Whew, it's hot! Boy, that's flat, all right. Now, let's see, where's the stuff to fix it. . . I think everything's in the trunk. (opens trunk) Yup. Here's the spare, and the jack. The lug wrench has to be here somewhere. Oh, there it is. That's everything. . . OK, now what do I do first? Hmm. . .
F1: _____

BUYING A CAR (pp. 134–135)

Conversation Springboard: *What's the process?*

M1: List car options, huh? Who wants to be the recorder. . . Nobody? Oh, come on, somebody has to do it. How about you, Miyako?
F1: I always have to do it! I think you guys expect me to do it just because I'm a woman. It's not fair!
M2: OK, OK, I'll do it. Just don't go too fast.
M1: All right, car options. Are there any in the vocabulary list?
M2: Yes, sun roof and bucket seats.
F1: And four-by-four, I think. I'm not exactly sure what that is.
M1: It's four-wheel drive. And, yes, it's optional. Can you think of any others?
M2: How about power options—power locks, power windows. . .
F1: And power brakes, power steering. . .
M1: I don't think power brakes and power steering are optional anymore. Don't all cars have them nowadays?
M2: Yes, I think so.

Teacher: OK, class, time's up. Let's see what you've got.

Picture Springboard: *Finish the conversation.*

M1: OK, here we are. Now remember, just let me do the talking.
F1: Oh, I don't trust these used car places at all! They always sell you a car with problems.
M2: Hi, there. Can I help you folks?
M1: _____
M2: _____
F1: _____

ON VACATION (pp. 136–137)

Conversation Springboard: *What's your opinion?*

F1: Hey, Oscar!
M1: Huh?
F1: Are you daydreaming? You look like you're a million miles away.

F1: Oh, this lesson on vacations got me started thinking about the kind of vacation I'd like to take, Mi Sook. . .

F1: I thought so. What is your dream vacation, Oscar?

M1: Well, you know I'm from The Dominican Republic. That's a beautiful tropical island in the Caribbean—like a paradise. I'd like to take my wife and kids back there for a vacation—stay in a beach house, lie in a hammock under the palm trees, with a big beach umbrella. . . That would be heavenly for me.

F1: Oh, Oscar, it sounds wonderful. You should do it!

M1: That's easier said than done. My wife and I have to work, and the children have school. It's hard to find the time and the money to do it. What about you, Mi Sook? What's your dream vacation?

F1: Mine's with my family, too. I haven't been back to Korea for more than a year, and I really miss my family. Sometimes I get so homesick that it's hard for me to study! I would love to just climb on a plane tomorrow, call my family from the airport in Seoul, and say, "Surprise, I'm home!"

M1: That sounds like an important vacation. I know you can't fly off tomorrow, but when *will* you be able to get back home to visit?

F1: I don't know. . .

Picture Springboard: *Finish the conversation.*

M1: Mmm, that's a beautiful travel brochure, Anita. Are you planning a trip to Germany?

F1: Yes, but not only Germany, Luigi. I love castles. I want to visit castles and cathedrals all over Europe! You're planning to go to Europe next summer, aren't you?

M1: Yes, with Mohammed. He's never been to Italy. We're going hiking in the Alps.

F1: Oh, that sounds like an adventure! Tell me more.

M1: _____

F1: _____

M1: _____

TRAVELING BY CAR (pp. 138–139)

Conversation Springboard: *What's happening?*

M1: Fill her up?

M2: Yes, and would you check the oil and radiator, too, please.

M1: Sure thing.

M2: We're not making very good time. The highway patrol's out in full force today. I've counted ten patrol cars in the past hour.

F1: Well, we don't want a speeding ticket, that's for sure.

F2: (*daughter*) Hey! Gimme that!

M3: (*son*) No! Let go of me! Mommy!

F2: You gimme that back! It's mine! Mom!
(*Dog barks.*)

F1: Settle down, kids. Adriana, leave your brother alone.

F2: But he's got my earphones!

M3: No, they're mine!

F2: He broke his, and now he took mine!

F1: Tony, give your sister back the earphones. (*Dog barks again.*) How about it, kids. Let's take Cody for a walk on the grass over there. I think we all need a little rest!

F2: Not Grandpa. He's getting plenty of rest. He's been sleeping all day!

Picture Springboard: *Finish the conversation.*

M1: Honey?

F1: (*waking up*) Mmm. . . Oh. Where are we?

M1: At a motel just off the exit from the highway. I got too sleepy—had to stop for the night. The vacancy sign is on. I'll go in and register us for a room. (*grandfather snoring*)

F1: Just one room? I don't think we'll get much sleep with your father snoring all night!

M1: _____

F1: _____

M1: _____

BUS AND TRAIN TRAVEL (pp. 140–141)

Conversation Springboard: *What's next?*

M1: (*son*) Who was that man—the one that put our suitcases up there on the rack?

F1: That was the porter, honey.

M1: Can we eat on the train, Mommy?

F1: Yes, dear. They have a dining car, but we have some food with us, too. Are you hungry?

M1: No. When will we get to Washington, Mom?

F1: Tomorrow afternoon, dear.

M1: Where will we sleep tonight?

F1: Right here, dear. The seats fold down, and we can stretch out. They'll give us pillows and blankets.

M1: How come we can't sleep in a bed?

M2: Tickets, please.

F1: Oh, yes. Let's see now, where did I put those. . .

M1: We're going all the way to Washington to visit my grandma.

M2: Are you, now. That's a long trip.

M1: But Mommy says we're not sleeping in beds tonight. I saw a bed in a little room in that other car over there.

M2: Yes, that's a sleeper car. This is a coach.

F1: Honey, don't bother the conductor.

M2: Oh, that's all right, ma'am.

F1: I don't know what I did with those tickets. . . I had them right here. . .

Picture Springboard: *Finish the conversation.*

M1: May I help you, ma'am?

F1: Yes, please. Could you tell me what time it is here? The clocks say all different times, and I'm not sure what time zone I'm in anymore!

M1: It's 3:00 Mountain Standard Time.

F1: Oh, thank goodness! I was afraid I'd miss my train. Which track is the train to Chicago on, and how soon does it leave?

M1: _____

F1: _____

M1: _____

AIR TRAVEL (pp. 142-143)

Conversation Springboard: *What's happening?*

M1: Hi, can I help you with that?

F1: Thanks, I think I've got it now. This overhead compartment is kind of unusual.

M1: I think this is my seat. My ticket stub says 12A. Is that the window or the aisle seat?

F1: It's the aisle seat, but if you'd prefer the window, that's OK with me.

M1: Thanks, the aisle's fine with me.

M2: (*pilot's voice over PA system*) This is your captain. We are cleared for takeoff. Please make sure your seatbelts are securely fastened and all carry-on bags are stowed in the overhead compartments or under the seat in front of you. Flight attendants will be in the aisles to demonstrate safety equipment, and a safety manual is in the seat-back in front of you.

M1: Hmm. . . I can't find the other end of my seatbelt. . .

F1: Oh, sorry! I think I'm using it here! No wonder it didn't attach properly! Here you are. Now I wonder where the other part of mine is. . .

M1: I think you're sitting on it.

F1: Oh, for goodness sake, you're right! Thanks!

Picture Springboard: *Finish the conversation.*

M1: Can I take that for you, sir?

M2: Yes, thanks. I'm finished.

M1: Would you care for something more to drink?

M2: _____

M1: _____

M2: _____

UNIT 8: FINDING A JOB

JOBS IN YOUR COMMUNITY (pp. 146-149)

Conversation Springboard: *What's the process?*

F1: Do you think it'll be OK that we didn't all do this Community Activity together?

F2: It has to be OK, Mari! We couldn't go together!

M1: And we each did the activity. We probably got more information this way. What about you, Ilse? What did you find?

F2: Well, yesterday was such a beautiful day. I didn't want to waste the day doing homework. . .

M1: You mean you didn't do it?

F2: Oh, no, I did it, Tim. I did it in the park so I could enjoy the sunshine. I was surprised at how much was going on!

M1: Really? Not just some old people sitting on benches?

F2: No, not at all. A politician was there, giving a speech about saving the park. And there were reporters and cameras and police everywhere.

F1: Well, the "workplace" is easy—that's the park. What are those kinds of work?

F2: You mean the occupation categories from the vocabulary list? I didn't look them up yet.

M1: Here, look at the list. I think you saw communications, and government, and law enforcement, and news media, and photography. . .

F1: What about public service?

F2: You mean the politician? Yes, I guess so.

M1: That's good, Ilse. That's a lot.

F2: Oh, that's not all! There were lots of other people working in the park!

Picture Springboard: *Finish the conversation.*

F2: What place did you go to, Mari?

F1: Well, you know I'm awfully busy, so I really didn't have time to go anywhere special. . .

M1: Yes, but you always manage to do your assignments, Mari. I'm sure you found a way to do it.

F1: You're right, Tim. I did it on the bus on my way to work.

M1: On the bus? What did you see there?

F1: _____

F2: _____

F1: _____

YOUR OCCUPATION (pp. 150-151)

Conversation Springboard: *What's happening?*

M1: This should be a good lesson for the three of us since we all have jobs.

F1: That's true, Hector. What do you do?

M1: Well, I was an auto mechanic for years, Martine. Now I work in the special order department at the auto assembly plant.

F2: You work third shift, don't you, Hector?

M1: That's right. I go to work after class, work all night, and go to bed when the sun comes up!

F1: Doesn't that bother you? Staying up all night and sleeping in the daytime?

M1: Nope. I've always liked working at night.

F2: It sounds like you really enjoy your work, Hector.

M1: Yes, I do, Fatima. I really do. Don't you enjoy your job?

F2: Well, yes, in a way. I work as a hospital aide at City Hospital, and I do enjoy the contact with patients, but. . .

F1: I thought you were a doctor, Fatima.

F2: Yes, I am, and that's the problem. I was a doctor in my country, but I have to pass the English examinations for certification to practice medicine in this country, and that's really hard.

M1: Ah, I see. You're working as a hospital aide to get experience using all that medical vocabulary in English.
 F2: That's right. And working with patients has really improved my English. The words patients use to tell how they're feeling aren't in any medical textbook.
 F1: Like "feeling queasy," or "throwing up."
 M1: Or being "under the weather" or "down in the dumps."
 F2: Exactly. That's why I'm taking this conversation class.
 F1: Good luck, Fatima! Pass that exam and we can all be your patients!

Picture Springboard: *Finish the conversation.*

M1: How about you, Martine? Do you like your job?
 F1: Oh, I love it, Hector! It's part time, and that's perfect for me.
 F2: What is your job, Martine? Tell us about it.
 F1: _____
 M1: _____
 F1: _____

THE RIGHT JOB FOR YOU (pp. 152-153)

Conversation Springboard: *What's the process?*

F1: That was an interesting survey, Phong. Our ideal jobs are really different, aren't they?
 M1: They sure are, Zelda. That's probably because we're pretty different.
 F1: Yes, that's true. Let's see, now we have to report our partner's responses to another pair. Hey, Marcos, do you two want to do the reporting with us?
 M2: Sure, Zelda. We're ready, right, Samara?
 F2: Right. You guys go first, Phong.
 M1: OK. The first question was "Which are more important to you in a job?" Then a lot of choices: "friendly co-workers," "a good supervisor," "good pay," etc. Zelda couldn't decide on that one.
 F1: No, wait! That's not right, Phong! They're all important to me! We don't have to choose just one answer to that question. It says "Which are more important?" "Are" means more than one. And I care about all those things.
 F2: Me, too, Zelda. That was my answer to the first question, too.
 M2: How did Phong answer that question, Zelda?
 F1: "Good pay" and "chance for advancement."
 M1: Of course. That's what's more important. Sure, the other things are nice to have, but you have to admit, if the pay is bad and there's no chance for advancement, it's not a good job!
 M2: I agree!
 F1: I don't.
 F2: Me, neither!

Picture Springboard: *Finish the conversation.*

M1: It's true, our company has had some pretty tough competition and some pretty heavy losses this past year. . .

F1: If anyone can pull our company out of this slump, it's you, John!
 M1: Well, I look at this as a challenge for us all—an opportunity to show what our company can do! We're a team. With a little cooperation and our best efforts, we can be winners again!
 M2: You know you can count on us, John. So, what's your plan?
 M1: _____
 F1: _____
 M1: _____

LOOKING FOR A JOB (pp. 154-155)

Conversation Springboard: *What happened?*

F1: Did you ever find a job from a newspaper ad, Miki?
 F2: No, Celia. Actually, I've never had a job.
 F1: Really? Never? Not any kind of job?
 F2: That's right. In my country, students study all the time. I never had time for a job. I was always too busy studying.
 F1: And you're a good student, too, Miki. What about you, Luis? Have you ever found a job from a newspaper ad?
 M1: Oh, sure, Celia. Newspaper ads, employment agencies, help wanted signs, word of mouth—you name it. I've tried them all.
 F1: Sounds like you've had a lot of different jobs, Luis.
 M1: That's true. I started working when I was a kid. I've lived in different places, and now I have four children, so I've been working for quite a while. But I've been lucky. I've always been able to find a job with no experience required.
 F2: You must have a lot of experience by now!
 M1: Yes, I guess I have. I've worked in restaurants and road construction and landscaping, and driving a taxi, and cleaning offices, and delivering pizzas. . . I even worked in a cemetery digging graves once!
 F2: Oh, no! Why did you want to do that?
 M1: I got that job by mistake. My English wasn't very good, and I thought the job was going to be landscaping.
 F1: That must have been quite a surprise.
 M1: Oh, yes. That's why I'm studying English. I don't want to make a mistake like that again!

Picture Springboard: *Finish the conversation.*

M1: Hi. I wonder if I could speak with the manager?
 M2: Well, I'm the owner. Can I help you?
 M1: I hope so. My name's Luis Rivera, and I saw your Help Wanted sign in the window.
 M2: _____
 M1: _____
 M2: _____

APPLYING FOR A JOB (pp. 156–157)

Conversation Springboard: *What's next?*

F1: Um. . . Excuse me. . .
 F2: Yes? What is it?
 F1: Um. . . You asked me to fill in this form. . .
 F2: The job application, yes. Is there a problem?
 F1: Well, um, I'm not sure what to put here. . .
 F2: What's that? Job experience? Just list the jobs you've had before.
 F1: Um, yes, well. . .
 F2: What did you say? Could you speak up, please?
 F1: Yes. Sorry. I wonder if that means. . . well, does that mean any kind of work?
 F2: Yes, any job you've ever had.
 F1: Thank you. Um. . .
 F2: Yes? Something else?
 F1: No, no. . . I was just wondering whether. . . Well, could that maybe include volunteer work?
 F2: You mean like the Red Cross? That kind of thing?
 F1: Sort of. Like, helping out at home, maybe?

Picture Springboard: *Finish the conversation.*

F1: Hello, Mr. Rivera. Come right in. I'm Grace Chang. Here, have a seat.
 M1: Thank you.
 F1: I see from your application that you have a lot of job experience, Mr. Rivera.
 M1: Well, I've had a number of different jobs over the years.
 F1: Yes, and you have excellent references. Tell me, Mr. Rivera, what is particularly attractive to you about this job?
 M1: _____
 F1: _____
 M1: _____

WAGES AND BENEFITS (pp. 158–159)

Conversation Springboard: *What's your opinion?*

F1: Do you think your new job will work out, Takeshi?
 M1: I hope so, Izumi. It pays well. And it seems to have a good benefits package.
 F1: What benefits are there?
 M1: Well, it has really good group health insurance, with complete medical and hospitalization coverage.
 F1: So, if we have another baby, that will be covered?
 M1: Right. They even have family leave. And we can go to any doctor or any hospital we want!
 F1: Is there dental coverage? I know Hiroshi's teeth are going to need braces.
 M1: Yes, there's a dental plan. And eye coverage, too. Michiyo can get a new pair of glasses free every year.
 F1: Oh, wonderful. Health care is so expensive in this country. I'm glad we won't have to worry about it! What about vacation time for you, Takeshi?
 M1: Well, I'll get two weeks of paid vacation every year, plus eleven paid holidays. And six paid sick days.
 F1: Well, you won't need those. You never get sick.
 M1: I hope not, but it's good to have them, anyway. There's life insurance, too, and a retirement plan.

F1: Oh, Takeshi, it does sound wonderful! We'll be well taken care of.

M1: It looks that way, Izumi. I just hope I like the job now.

F1: You will, don't worry. It sounds perfect!

Picture Springboard: *Finish the conversation.*

F2: If that's all clear, Mr. Suzuki, and you understand this employment contract, then you just need to sign the agreement right here, at the bottom.
 M1: Actually, I do have one question.
 F2: Well, now's the time to ask. I'll do my best to answer. What's your question, Mr. Suzuki?
 M1: _____
 F2: _____
 M1: _____

UNIT 9: LIFE AT WORK

STARTING A NEW JOB (pp. 162–163)

Conversation Springboard: *What's next?*

M1: Good morning. I'm Tom Rogers. You must be Angela Soulas, our new data entry clerk.
 F1: Yes, I am. I'm pleased to meet you, Mr. Rogers.
 M1: Oh, just call me Tom—everyone does.
 F1: OK. And most people call me Angie.
 M1: Well, Angie, this is it—the R & D Data Entry Department. Welcome to the group. You'll get acquainted with everyone here pretty quickly. This is Ellen Grant, Viv Russell, Amy Wang, Dan Long, and Bob Fellows back at the copy machine. Everyone, this is Angie Soulas.
 Group: Hi, Angie. Welcome. Glad to have you.
 F1: Hi.
 M1: Amy will show you how to handle the data entry you'll be working on, and Viv will show you how to handle our complicated copy machine.
 M2: That copier has a mind of its own.
 F2: That copier works just fine if you treat it right!
 M2: Only for you, Viv!
 F2: Hmph!
 M1: And here's your desk, Angie. I'll leave you in Amy's capable hands now. If there's anything that's unclear or that you're confused about, don't be embarrassed to ask. Amy knows everything about the data programs we use.
 F1: Thanks, Mr. Rogers. . . Oh, sorry. . . Tom. Looks like I'll be just fine.

Picture Springboard: *Finish the conversation.*

F1: (*to herself*) Let's see, how did Viv say to start this copier? I think she said you have to restart it each time. . . She explained it so fast that I don't remember what she said. Impatient people make me nervous. I'm always afraid I'll make an error. . . Hmm. . . Maybe it's this green button. . . Yes, I think this must be it. . . (*Copier jams.*) Oh, no!
 F2: What are you doing there! Oh. . .

F1: _____

F2: _____

F1: _____

INSTRUCTIONS AT WORK (pp. 164–165)

Conversation Springboard: *What's happening?*

M1: Aha! Roman and Liz, hard at work! How are you two doing with those building modifications?

M2: Not so well, Andrew. This new software isn't very friendly. Right now it's just giving us a bunch of garbage.

F1: You've worked with it, Andrew. What do you think could be wrong? Could you give us a hand?

M1: I'd like to, but I'm on my way to a big meeting, and I'll be tied up for the rest of the day. Here's the software manual. I'm sure you won't have any serious problems.

F1: We've already got serious problems.

M1: Oh, it's probably just something minor. Double check the instructions in the manual again. And remember, these modifications have to be done today!

F1: Right. Have a good meeting, Andrew.

M2: Yes, have fun.

M1: You, too. See you tomorrow.

F1: Well, that's great. "Check the manual," he says.

M2: We'll be here all night at this rate, while he's out on the golf course.

F1: The golf course! I thought he had a big meeting.

M2: That's where they have their big meetings—on the golf course!

Picture Springboard: *Finish the conversation.*

(waitress and customers in restaurant)

M1: I'll have the taco special—and does that come with chips and salsa?

F1: It comes with rice and beans, but I can bring you some chips and salsa if you'd like. . .

F2: Excuse me. Would you change my salad dressing to Italian, please? I think I ordered ranch—or was it French?

M2: Miss? I'd like to order an appetizer. . .

M1: Hold it, everybody! We're going to confuse this poor waitress. Let's try this one at a time! You first, Lucy.

F2: OK, Jim. Sorry. . .

F2: _____

F1: _____

M2: _____

DOING A GOOD JOB (pp. 166–167)

Conversation Springboard: *What's your opinion?*

F1: These are beautiful strawberries, Mr. Garcia. I'll have to buy some for my mom.

M1: Yes, they *are* nice, Katie. Have you seen Melanie this morning?

F1: No, I haven't.

M1: Hmph!

F2: Oh, hi, Mr. Garcia. Hi, Katie.

F1: Hi, Melanie.

M1: Hmph. Let's get these strawberries ready and out front. They're our big produce special today, and everybody's going to want them.

F2: OK, OK, don't worry—we'll have them out there in plenty of time. Right, Katie. . .

M1: Hmm. Well, get to work now, and I want to talk with you later, Melanie. Stop by my office on your break.

F2: What's bothering him? The man is such a grouch!

F1: Well, he's the manager, Melanie. And you're late again.

F2: Oh, great! You're on my case, too! You sound like I'm late every day.

F1: Well, you *are* late a lot.

F2: Mmm. . . beautiful strawberries, aren't they! *(eats one)* Delicious, too! I didn't have time for breakfast, but these will do just fine. Have some, Katie.

F1: We shouldn't be eating them, Melanie. They're for the customers.

F2: Oh, Katie, you're too good. Mmm. . . These *are* good!

Picture Springboard: *Finish the conversation.*

F1: Here's your change, ma'am, and your receipt. Have a nice day.

F2: Oh, dear, what's she doing to my groceries?!

F1: I beg your pardon. . .

F2: The bag is tearing!

F3: What?

F1: _____

F2: _____

F3: _____

INJURIES AT WORK (pp. 168–169)

Conversation Springboard: *What happened?*

F1: Hi, Henry. How're you feeling?

M1: Oh, hi, Jane. I've been better. Where am I?

F1: You're in the hospital.

M1: What happened? How'd I get here? Who are you?

F2: I'm Dr. Latham. You don't remember anything?

M1: No. The last I remember, I was in the lab, working with the XF2 compound. Did I faint? Oh, my head hurts!

F1: No, Henry, you didn't faint. The beaker exploded!

M1: An explosion? That's impossible! We took every precaution.

F1: Well, something went wrong, that's for sure. Those chemicals are highly combustible—you know that. And the fumes are poisonous.

M1: Oh, boy. So, what's my condition, Doctor? Am I going to be all right?

F2: Well, you have a concussion from the explosion, and there's some damage to your lungs from the fumes, but you're going to be OK. You're a lucky man!

M1: Lucky. . . Is everybody else OK? What about the experiment?

F1: Everybody else is fine. And don't worry about the lab, Henry.

F2: That's right. You need to get some rest now. You can talk again later.

Picture Springboard: Finish the conversation.

- F1: OK, now, Mrs. Delaney. I'm just going to lift you out of the bed and help you into the wheelchair.
F2: I'm pretty heavy for a little thing like you to lift. . .
F1: Oh, don't worry, I do this all the time. Ready now? Lift! Oh! Oh, no!
F2: _____
F1: _____
F2: _____

DEDUCTIONS FROM PAY (pp. 170–171)

Conversation Springboard: What's the process?

- M1: Oh, a Class Survey. OK, let's start with Bill and Dorina. Did either of you ever have Medicare tax or Social Security contributions deducted from your income?
M2: Sure!
F1: Of course. Everybody does.
M2: Right. You don't have any choice about those deductions. They're required.
M1: For part-time work, too?
F1: I think so.
F2: Well, nobody ever deducts those from my pay when I baby-sit.
M1: And when I mow lawns for people, they pay me in cash. They never deduct anything.
F1: I think they're supposed to, or you're supposed to, or something. . .
F2: Do you know, Bill?
M2: No, I'm not sure about that, either. But we could find out.
F2: Really? How?
M2: There's a toll-free number to call with tax questions. It's listed in the phone directory.
F1: Or we could just ask the teacher. He'll know.
M1: I'm not sure I want to find out. . .

Picture Springboard: Finish the conversation.

- F1: Oh, Rosa, I got my first paycheck, but something's wrong! I don't understand what happened. Can you help me?
F2: I'll try, Paula. What doesn't seem right?
F1: Well, my earnings say \$320, but they've only paid me \$211.90. It has to be a mistake!
F2: May I see it? Hmm. . . It looks OK to me, Paula.
F1: But, that's impossible! It's so little money!
F2: _____
F1: _____
F2: _____

SPENDING MONEY (pp. 172–173)

Conversation Springboard: What's your opinion?

- F1: What a perfect day!
M1: Mmm. . . and great chicken!
F1: Well, chicken was on sale this week.
M1: That's my wife, always economizing.
F1: I just don't like to waste money. And there's something special about simple pleasures. A picnic

in the country, blue sky, sunshine, Tony chasing butterflies. . . Tony, don't go too far!

- M2: OK, Mama.
M1: I'm glad you're a sensible woman, Lupita.
F1: Thanks, Roberto. That reminds me—I'm really worried about Costas.
M1: The guy at your office? What did he do now?
F1: Well, he has a new girlfriend, and you know how extravagant he is, always splurging on something.
M1: Oh, yes, I remember—only the best for Costas. So, what's he doing to impress his new girlfriend?
F1: Well, he bought a new car—one of those fancy sports cars—and he's been taking her out to expensive nightclubs and restaurants. Costas and I make the same amount of money, and I know if you and I were spending money that way, we'd go broke pretty fast.
M1: Well, don't worry too much, Lupita. There's nothing you can do about it. Costas is just going to have to learn the hard way.
F1: Yes, I guess you're right. I'm glad you're not like that, Roberto. Want some more chicken?

Picture Springboard: Finish the conversation.

- M3: Wait a minute. . . What's this? Oh, no! I don't believe it!
F1: What's the matter, Costas?
M3: A repossession notice! They want to repossess my new car! What will Kiki say? We're supposed to go dancing tonight! They can't do that!
F1: _____
M3: _____
F1: _____

PAYING TAXES (pp. 174–175)

Conversation Springboard: What's next?

- M1: What's the matter, Nick?
M2: I'm pretty worried, Mattiew. I just got a letter yesterday saying that my taxes are being audited!
M1: Do you have any idea why?
M2: No, not at all! I don't think I made any errors in computing. . .
M1: Generally, when they audit somebody's taxes, it's because they found something unusual.
M2: I can't think of anything unusual about mine. I didn't have any unusual income; I took a standard deduction; I don't have any dependents or exemptions or tax credits; and I filed my return on time.
M1: What bad luck!
M2: That's for sure. I don't know much about tax audits, but I do know the taxpayer always loses!
M1: That's why I have an accountant do my taxes, Nick. I was audited once when I moved from one state to another. The auditor said I owed money—and, of course, a late penalty, too!
M2: Oh, boy! Maybe I should talk to your accountant. Is he any good?
M1: It's a she, Linda Ross, and yes, I think she's a good tax accountant. She might be able to help you. Here's her number. Good luck!

Picture Springboard: *Finish the conversation.*

F1: You look really happy, Mai.

F2: Oh, I am, Diana! I just got my tax refund check!

F1: Refund? What's that?

F2: They withheld too much from my income last year, and now they're giving it back to me.

F1: Oh, dear, I don't understand these tax forms at all. What's a W-2? or a 1040EZ? or a Standard Deduction? I mean, I haven't even filed yet! What do I have to do? Can you and Mina help me?

F2: Oh, Mina knows a lot more about it than I do.

F3: _____

F1: _____

F3: _____

LEAVING A JOB (pp. 176-177)

Conversation Springboard: *What's your opinion?*

M1: Hmm. . . I like the questions for this Partner Interview, Ruth. They look interesting.

F1: I think so, too, Kien. Let me ask you first. "Have you ever left a job? Why or why not?"

M1: Yes, I've left jobs for a lot of reasons—low pay, career change, seasonal layoffs, poor working conditions, moving to another city. . .

F1: That is a lot of reasons, Kien. "Would you keep a bad job if you really needed the money?"

M1: Well, I did that once. It was just after our first child was born. My wife and I didn't have any money to pay the doctor or buy clothes for the baby. The job I had then was washing dishes in a restaurant—long hours, very low pay; my boss was *always* in a bad mood, and she even once accused me of stealing from her! I wanted to leave that job so badly, but I stayed.

F1: Are you sorry you stayed?

M1: No, I've never regretted staying, Ruth. We needed the money, and I didn't speak much English then.

F1: Would you do it again?

M1: I hope I never have to!

F1: I hope not, too, Kien. What about the last two questions: "What makes a job good?" and "What makes a job bad?"

M1: Those are easy questions for me, Ruth. If you like a job, it's good. If you don't, it's bad.

Picture Springboard: *Finish the conversation.*

M1: We'll be sorry to lose you, Teresa. I'm really going to miss you. You're a beautiful woman, you know. . .

F1: Well, Bob, I'm sorry, too. There are a lot of things I like about this job, but I simply can't continue working here.

M1: Why not, Teresa? Everybody loves you! And you know how I feel. Why do you insist on leaving?

F1: Well, Bob, if you really want to know, I'll tell you. You know I'm a married woman, and you know I'm not interested in having a personal relationship with you, but you keep making improper advances. I've asked you to stop, but you don't. I'm really tired of it, so I'm leaving!

M1: _____

F1: _____

M1: _____

UNIT 10: IN THE NEWS

CLASS NEWS (pp. 180-181)

Conversation Springboard: *What happened?*

F1: Question One: Who has had the best week? How has your week been, Van?

M1: Terrible! I don't want to talk about it. I'm sure everybody else's week has been better than mine!

M2: No, mine's been terrible, too.

F1: I bet it hasn't been as bad as mine!

F2: Or mine. It sounds as though we've all had a bad week.

M2: Maybe we should start with Question Two instead: Who has had the worst week?

F1: Good idea. My car was stolen on Monday. The police found it Wednesday, but it was a mess. I'm not sure I can even get it repaired!

F2: Oh, that's too bad, Mayra!

M2: It is too bad, but my week was still worse.

F1: Really? What happened to you, Norm?

M2: My wife left me.

F1, F2, M1: Oh, dear, how awful! I'm really sorry. That's terrible, Norm!

F1: But maybe she'll come back.

M2: I doubt it.

F2: I guess my week hasn't been so bad after all. I've just had too much work to do.

M2: What about you, Van? You said your week was too terrible to talk about. Do you still feel that way?

M1: I'm afraid so.

F1: Hey, what's happening? It looks like two immigration officers are outside our classroom door. I wonder what's wrong.

M1: Uh-oh. Time to say goodbye.

F2: Goodbye? Where are you going, Van?

M1: Sorry, Emi, you'll have to read about it in the news. So long, guys!

F1, F2, M2: Oh, no! Oh, Van! What on earth. . .

Picture Springboard: *Finish the conversation.*

F1: OK, who has some personal news for the next class newsletter?

F2, M1, M2: I do. I have some. Me, too!

F1: I have some, too. This is going to be a good newsletter! Who wants to take notes?

F2: I can't. I'm right-handed, and look at my arm! That's my news.

M1: I'll do it. I need the practice. OK, Yana, you first. Tell us about your arm. What happened?

F2: _____

F1: _____

M1: _____

M2: _____

Conversation Springboard: *What's your opinion?*

(telephone conversation)

- F1: Good evening. I'm calling from WKGB radio. I'd like to speak with the lady of the house, if I may.
 M1: That's my mom. Sorry, she's busy right now.
 F1: Is your father at home now?
 M1: Yes, but he's busy, too. Can I take a message?
 F1: We're conducting a survey of people's news preferences at WKGB. May I ask, are you an adult member of the household?
 M1: Well, I'm in high school.
 F1: And would you be willing to answer a few questions regarding your family's news preferences?
 M1: Well, yes, I guess so.
 F1: Fine. Does anyone in the household watch news on television?
 M1: Yes, that's what my parents are doing right now.
 F1: Oh, fine. And does anyone read a daily newspaper?
 M1: Yes, my dad does, every day.
 F1: Does anyone read a weekly newsmagazine?
 M1: My mom does.
 F1: And what is *your* personal preference for news?
 M1: I get sports news on-line on my computer. That's what I was doing when you called.
 F1: I'm sorry I interrupted you. Just one more question. Does anyone in the household listen to WKGB radio news?
 M1: Oh, yeah. My dad sets his radio alarm so that he wakes up to the six o'clock news every morning. I guess you could say our family likes to keep up on the news.
 F1: That's for sure! Thanks for your cooperation.

Picture Springboard: *Finish the conversation.*

- F1: Congratulations, Governor. This is a big victory for you.
 F2: Can you tell us how you're feeling right now?
 M1: Wonderful!
 F2: Do you have anything you'd like to say to our television viewers at this time?
 M1: _____
 F1: _____
 M1: _____

WEATHER AND NATURAL DISASTERS (pp. 184-185)

Conversation Springboard: *What happened?*

- F1: What about this last question, "Who has experienced a natural disaster?"
 F2: I have. When I was a little girl, a terrible hurricane struck The Dominican Republic. It was just awful! The roof blew off our house. And my cousin's whole house was blown away.
 F1: Oh, no!
 F2: I still have nightmares about the howling wind. I really thought we were all going to die. A lot of people did die.
 M1: That's how I felt when my town in Japan was destroyed by an earthquake, Celia. It was so terrifying! Buildings collapsed everywhere. The whole block where we lived was nothing but rubble!

M2: How did you escape, Yukio?

- M1: We were just lucky, Will. My sister and I were at home, and we rushed outside as soon as the ground started shaking. Our house collapsed behind us.
 F2: How terrible! Where did you go? What did you do?
 M1: Well, the International Red Cross helped us—they gave all the people blankets and food. And then our parents sent us away to stay with our uncle.
 F1: What about you, Will?
 M2: I've never experienced a natural disaster, Connie, and I hope I never do.
 F1: Me, too. Watching them on the news and listening to Celia and Yukio tell about them is bad enough!

Picture Springboard: *Finish the conversation.*

- M1: Here you go, Miss. You want to hand me the cat first?
 F1: She's afraid of the water! She won't let go. . .
 M1: OK, I've got her. . . Let me give you a hand now.
 F1: Oh, thank you!
 M1: I thought we evacuated everybody last night. Another ten minutes and the water will be over the top of that roof! How come you're still here?
 F1: _____
 M1: _____
 F1: _____

SPORTS NEWS (pp. 186-187)

Conversation Springboard: *What's the process?*

- M1: These Vocabulary Challenges are really hard for me. I can never think of vocabulary fast.
 F1: Neither can I, Kuo Hsiu. And especially this one. I don't know any sports well.
 M1: Well, I know a lot of sports vocabulary in Mandarin and Cantonese, but I don't know much in English.
 F1: I guess it's all up to you then, Manny. What sport do you know well?
 M2: Oh, baseball, I guess. A lot of the words are similar in Spanish.
 M1: Good. I do know a few words for baseball.
 F1: OK, I'll be the recorder. At least I can spell pretty well. What are some words?
 M1: Bat, ball, glove, base. And what do they call the one who throws the ball?
 M2: The pitcher. And the catcher catches. The ones hitting the ball are the batters. The other players are first baseman, second baseman, third baseman. . .
 F1: And fourth baseman? There are four bases, aren't there?
 M2: Yes, but the fourth base is called home plate. That's where the catcher stands and the batters bat.
 M1: Aren't the players who chase the ball called outfielders?
 M2: Yes. But there's one other player we haven't mentioned who plays in closer, between second and third base. That one's the short stop.

F1: Short stop, OK. What about the ones who wave their arms and say, "You're out!"

M2: Those aren't players, Irini. They're the umpires.

M1: Yeah, they control the game. And the ones who run up to the umpires and shout at them? Who are they?

M2: Those are the managers.

Teacher: All right, class, time's up. Let's have the reports.

Picture Springboard: *Finish the conversation.*

M1: And now for a recap of today's international sports events.

F1: The Ukrainians are still leading in the world amateur mixed-pairs figure skating competition.

M1: In Sweden, at the track and field games, Mexico won a gold medal in the pole vault.

F1: There was big news in the soccer finals today, and surprises in two other events. Tell us about them, Greg.

M1: _____

F1: _____

M1: _____

ENTERTAINMENT NEWS (pp. 188–189)

Conversation Springboard: *What's your opinion?*

M1: Where in the newspaper would entertainment be listed?

M2: Sometimes there's an "entertainment" section. Check the "contents" on the front page.

F1: This paper has movies on one page and sports in another section. . .

F2: And an "upcoming events" section with other kinds of entertainment. Oh, look at this one! The Boston Fine Arts Chamber Music Trio is performing music of Bach and Mozart on violin, viola, and cello tonight at 8:00. Doesn't that sound wonderful?

M1: Well, I'm not too fond of classical music, Florence. This one sounds better to me: Cochise County Fair and Rodeo, Saturday and Sunday. I love county fairs and rodeos. How about it?

F1: Hmm. . . maybe. What do you guys think of this one? Open-air art show—"Art in the Park"—featuring crafts and paintings by well-known area artists. Maybe I could find something nice to buy there.

M2: Oh, wait! Listen to this; this is definitely the best! Grand opening! Karchner Caverns opens to the public after ten years of preparation! Caves never seen before! Now that's really a big event!

F2: I still like the chamber music concert best.

F1: And I like the "Art in the Park."

M1: I guess I'm the only one who wants to see the rodeo and county fair, huh?

M2: And the rest of you don't seem very interested in the caverns.

F2: I wonder if the other groups are doing any better than we are. . .

Picture Springboard: *Finish the conversation.*

M1: OK, kids. Where would you like to go for Suzie's birthday? How about a country music show?

M2: Nah. . . Wow! Look at this, Dad. Mario the Magnificent! I saw him on TV. He's a really famous magician. He does amazing tricks. And we could see him in person!

M1: How does that sound to you, Suzie? It's your birthday. Would you like to go see Mario the Magnificent?

F1: _____

M2: _____

M1: _____

CRIME IN THE NEWS (pp. 190–191)

Conversation Springboard: *What's your opinion?*

M1: Hi. I wonder if you two would mind answering a question for me.

F1: That depends. What's it for?

M1: My class is doing a school survey on capital punishment.

F1: The death penalty, huh? OK, what's the question?

M1: Do you approve of capital punishment?

F1: Well, that depends.

M1: You mean you're not sure? You can say, "yes," "no," or "not sure."

F1: No, I'm sure. It depends on how bad the crime is. If somebody does something really terrible, then, yes, I do approve of capital punishment.

M1: OK, thanks. You say "yes."

F1: Yes, I approve in certain cases.

F2: Well, I don't agree with her. I don't think killing another person is ever OK.

M1: So your answer is "no."

F2: That's right. I'm against it.

M1: OK. Thank you both. I appreciate your comments.

F2: No problem.

F1: Good luck with your survey.

Picture Springboard: *Finish the conversation.*

M1: . . . Now, Mrs. Moya, I'm going to ask you to look around this courtroom very carefully and tell me if you see that man here today.

F1: Yes, I do. It's him—that man right over there, sitting at that table.

M1: Are you sure of that, Mrs. Moya?

F1: Oh, yes, very sure. It was in the daytime, and I was only a few feet away.

M1: Thank you. Now, Mrs. Moya, would you tell the jury exactly what you saw that day?

F1: _____

M1: _____

F1: _____

HEROES IN THE NEWS (pp. 192–193)

Conversation Springboard: *What’s your opinion?*

- F1: Who’s your personal hero, Jack?
- M1: My father was always my personal hero, Jeanine.
- F1: That’s great, Jack! What did you admire about him?
- M1: Well, he wasn’t famous, and he wasn’t especially big, or rich, or powerful, but he was something a lot more important than those things to me.
- F1: In what ways?
- M1: He was my ideal of what a father should be—of what a man should be. He worked hard, he believed in himself, he believed in me. He always knew what was important in life. He never made excuses, he seldom complained, and he never backed down from something he believed was right.
- F1: He sounds like a wonderful man, Jack. I can see why he’s your hero.
- M2: Who’s your personal hero, Jeanine?
- F1: Oh, I’ve had a lot of personal heroes, Andy. Right now the one I admire the most is Mother Teresa. Her life was so remarkable! It really inspires me. She was just a tiny nun from Albania who wanted to help the poor, and she started over 500 missions in more than 100 countries!
- M1: Yes, Mother Teresa was an extraordinary person. What about you, Andy? Who’s your personal hero?
- M2: I don’t think I have one. I just don’t think that way. Yes, there are lots of good people who do great things, but I just don’t think of any of them as my own personal hero.

Picture Springboard: *Finish the conversation.*

- F1: This is the Lincoln Memorial, Johnny.
- M1: And that big statue is Abraham Lincoln, isn’t it?
- F1: Yes, it is. Now look at the penny. What do you see?
- M1: The face on the penny looks like the face on the statue.
- F1: That’s right, honey. What do you know about Abraham Lincoln?
- M1: _____
- F1: _____
- M1: _____

LOCAL NEWS (pp. 194–195)

Conversation Springboard: *What’s the process?*

- M1: Rosa and Sungjoon, would you be our recorders for this Class Brainstorm? Just write all the ideas on the board.
- M2: OK. Write everything?
- M1: Yes, all the ideas. You write all the local problems and issues on the left side, Sungjoon. And, Rosa, you can write all the good news on the right side.
- F1: OK, I’m ready.
- M1: Now, let’s brainstorm everybody. What are some local problems and issues? Any ideas?
- F2: How about car theft? A lot of people have their cars stolen.
- M2: Graffiti. Gangs!

- F1: Overcrowded schools!
- F2: Pollution.
- M1: Any more? No? Well, what about good news?
- F2: Hmm. . . That’s harder to think of. . .
- M1: Why is that? There are good things about our community, aren’t there?
- M2: Yes, but it’s easier to think of bad things. . .
- M1: Well, how about this—the Thunder Mountain Scuba Club is cleaning up Parker Lake to make it safer for swimmers.
- F1: That’s a good one. I’m putting it down.
- F2: How about the new job the city just created—“Neighborhood Officer”—to enforce the illegal dumping laws?
- M2: And the 100 new computers that the employees at Micro Technology donated to our school district?
- F2: And the after-school city art program—the kids are painting over graffiti and making beautiful murals.
- F1: I’ve seen some of them. They’re great! You know, once we get started, it’s not so hard to think of good news.
- M2: Yes, that’s a relief!

Picture Springboard: *Finish the conversation.*

- F1: What a beautiful day!
- M1: It sure is, Daria.
- F1: The forest always smells so clean and fresh. I love to be able to get out and hike like this, away from all the noise and pollution of the city. . .
- M1: Oh, my! Unbelievable!
- F1: What’s that truck doing, Mike?
- M1: _____
- F1: _____
- M1: _____

WORLD NEWS (pp. 196–197)

Conversation Springboard: *What’s your opinion?*

- M1: Now we have to list current world problems. That should be easy.
- F1: It’s true. There are so many. Where do we start?
- M2: Anywhere, I guess. How about famine and overpopulation and war. . .
- F2: And terrorists and refugees and starvation. . .
- M1: And natural disasters! So many people have died this year from floods and earthquakes. . .
- F1: And that awful volcanic eruption that destroyed half of an island. . .
- F2: And those two airplane crashes that killed so many people. . .
- M1: And that big oil spill that destroyed hundreds of miles of coastline, wiping out all kinds of fish and wildlife. . .
- M2: And don’t forget disease—all the people dying of AIDS, and the cholera epidemic, and what’s the name of that new virus?
- F1: Oh, this is really depressing! I don’t like doing this. It makes me think that the world is in really bad shape!
- M1: Well, it is, Jill. Face it, our world is in big trouble!
- F2: Oh, Wally, you’re such a pessimist.

M2: I don't think so, Kris. I think he's a realist.

M1: Right! We've got two choices: We can either hide our heads in the sand like ostriches, or we can face the problems and do something about them!

Picture Springboard: *Finish the conversation.*

F1: . . . And so at this time the fighting continues. . . In health news tonight, researchers announced today a major breakthrough in a different kind of fight—the battle against the deadly AIDS virus. Mark Britton has the story for us.

M1: Here at the HIV Research Institute in Chicago, an exciting discovery was announced today by AIDS researchers Paul Moreno and Libby Poe. Dr. Poe, can you tell us about this new discovery?

F2 (Dr. Poe): _____

M1 (M. Britton): _____

M2 (Dr. Moreno): _____

POLITICS AND GOVERNMENT IN THE NEWS (pp. 198–199)

Conversation Springboard: *What's your opinion?*

F1: It's hard to believe that this is our last Find Someone Who activity.

F2: I know. The semester has gone by so fast. Do you think my English sounds better than it did at the start of the semester?

F1: Much better, Young Hee. What about mine?

F2: Oh, your English always sounded good to me, Ivana.

F1: Really? Thanks, Young Hee.

M1: Hey, you guys. This is supposed to be a Find Someone Who about politics.

F1: Well, I'm not very interested in politics, Cesar.

F2: Me, neither.

M1: You mean you don't vote?

F1: Well, where I live now, I'm not eligible to vote.

M1: Oh. How about you, Young Hee? Are you interested in politics?

F2: Sometimes, Cesar. . . when there's an issue I care about. I participated in a protest against nuclear weapons once.

M1: That sounds interesting. What happened? Did you get arrested?

F2: No, it was a big protest. The police couldn't arrest everyone, so they ended up not arresting anybody.

F1: Why are you so interested in politics, Cesar?

M1: Well, I think you have to be, Ivana. All of us do. Other people are interested, you know. And if we don't pay attention, and we don't care, then we'll just be stuck with whatever those other people want. And that's not good enough for me.

F2: Maybe you should go into politics, Cesar. I'd vote for you!

F1: Me, too, Cesar. You really should!

Picture Springboard: *Finish the conversation.*

F1: This is Channel 5 reporting live from campaign headquarters, where the winning candidate, Louis Robinson, is about to make his victory speech. . .

M1: Thank you, thank you! My wife and I want to thank you all for your support. Tonight we celebrate *your* victory! And tonight I pledge to you that I will keep each and every one of the campaign promises I have made! *Every* one! And what are those promises? You tell me!

F2 (woman in crowd): _____

M2 (man in crowd): _____

GRAMMAR FOR CONVERSATION

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(*am/is/are doing-was-were doing-will be doing-has/have been doing*)
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Which one/ones
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anti-/non-

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-al

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How to, when to, where to, which to, what to, whether to

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GRAMMAR FOR CONVERSATION

UNIT 1

WORD FAMILIES

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
apologize	apology	apologetic	apologetically
communicate	communication	communicative/ communicable	communicatively
consider	consideration	considerate	considerately
converse	conversation	conversational	conversationally
educate	education/educator	educated/educational	educationally
qualify	qualification	qualified	
socialize	social/society	sociable	socially
sympathize	sympathy	sympathetic	sympathetically

COMPARISON OF VERB TENSES

Tense	Question			Time Phrase	
Present:	What	do does	(I/you/we/they) (he/she/it)	do	every day?
Past:	What	did	(I/you/he/she) (it/we/you/they)	do	yesterday?
Future:	What	will	(it/we/you/they)	do	tomorrow?
Present Perfect:	What	have has	(I/you/we/they) (he/she/it)	done	this week?

Tense & Affirmative Statement

Present:	(I/You/We/You/They) (He/She/It)	begin. begins.
Past:	(I/You/He/She) (It/We/You/They)	began.
Future:	(I/You/He/She) (It/We/You/They)	will begin.
Present Perfect:	(I/You/We/You/They) (He/She/It)	have has begun.

Negative Statement

(I/You/We/You/They) (He/She/It)	don't finish. doesn't
(I/You/He/She) (It/We/You/They)	didn't finish.
(I/You/He/She) (It/We/You/They)	won't finish.
(I/You/We/You/They) (He/She/It)	haven't hasn't finished.

COMPARISON OF PROGRESSIVE TENSES

Tense	Question				Time Phrase
Present Progressive:	What	am are is	I (you/we/you/they) (he/she/it)	doing	now?
Past Progressive:	What (you/we)	was were	(I/he/she/it) (they)	doing	at 4:00 A.M. today?
Future Progressive:	What	will	(I/you/he/she) (it/we/you/they)	be doing	at this time tomorrow?
Present Perfect Progressive:	What	have has	(I/you/we/they) (he/she/it)	been doing	all day?

Tense Affirmative Statement

Present Progressive:	I (You/We/They) (He/She/It)	am are is	eating.
Past Progressive:	(He/She/It) (You/We/You/They)	was were	sleeping.
Future Progressive:	(I/You/He/She) (It/We/You/They)	will be	eating.
Present Perfect Progressive:	(I/You/We/You/They) (He/She/It)	have been has been	sleeping.

Tense Negative Statement

Present Progressive:	I (You/We/They) (He/She/It)	am not aren't isn't	eating.
Past Progressive:	(He/She/It) (You/We/You/They)	wasn't weren't	sleeping.
Future Progressive:	(I/You/He/She) (It/We/You/They)	won't be	eating.
Present Perfect Progressive:	(I/You/We/You/They) (He/She/It)	haven't been hasn't been	sleeping.

MODALS (*Would/Future Possibility/Probability/Intention*)

What would you do in each of these situations?
 Would you pick up a hitchhiker?
 Would you help a stranger in distress?
 Would you give work to someone who knocks at your door?
 Would you contribute to a charity by telephone?
 Would you help a classmate with English homework?
 Would you give money to a friend in need?
 Maybe I would.

INFINITIVES with *It*

It's nice to see you again.
 It's useful to speak English.
 When is it bad manners to be late?
 When is it polite to share?
 It was rude to whisper.
 It was nice to meet you.
 Why was it inconsiderate to double park?

NEGATIVE PREFIXES (*im-/in-/un-*) Negative Adjective Opposite

impatient	patient
impolite	polite
inconsiderate	considerate
uncomfortable	comfortable
unhappy	happy

PRINCIPAL PARTS OF IRREGULAR VERBS

<u>Simple</u>	<u>Present Participle</u>	<u>Past</u>	<u>Past Participle</u>
buy	buying	bought	bought
do	doing	did	done
give	giving	gave	given
go	going	went	gone
have	having	had	had
know	knowing	knew	known
make	making	made	made
meet	meeting	met	met
say	saying	said	said
see	seeing	saw	seen
send	sending	sent	sent
speak	speaking	spoke	spoken
think	thinking	thought	thought
write	writing	wrote	written

UNIT 2

WORD FAMILIES

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
believe	ambition belief/believer curiosity	ambitious believable curious	ambitiously believably curiously
dream	dream/dreamer	dreamlike	dreamily
fantasize	fantasy	fantastic	fantastically
flirt	flirtation/flirt	flirtatious	flirtatiously
imagine	imagination	imaginary/imaginable	instructively/ instructionally
instruct	instruction/instructor	instructive/instructional	successfully
succeed	success	successful	tastily/tastefully
taste	taste tradition	tasty/tasteful traditional	traditionally

IRREGULAR VERB FORMS

<u>Simple</u>	<u>Present Participle</u>	<u>Past</u>	<u>Past Participle</u>
bring	bringing	brought	brought
choose	choosing	chose	chosen
come	coming	came	come
draw	drawing	drew	drawn
drink	drinking	drank	drunk
eat	eating	ate	eaten
feed	feeding	fed	fed
feel	feeling	felt	felt
fight	fighting	fought	fought
fit	fitting	fit	fit
forget	forgetting	forgot	forgotten
get	getting	got	gotten/got
lend	lending	lent	lent
put	putting	put	put
read	reading	read	read
swing	swinging	swung	swung
take	taking	took	taken
tell	telling	told	told
wake	waking	woke	waked/woken

NEGATIVE PREFIXES (*dis-, in-, ir-, un-*)

Negative Adjective	Opposite
disloyal	loyal
disorganized	organized
insensitive	sensitive
insincere	sincere
irresponsible	responsible
unprepared	prepared
unrealistic	realistic
unreliable	reliable
unshaven	shaven
untidy	tidy
unusual	usual

HABITUAL PAST with Past Tense, *Used to*, or *Would*

Past Tense: In my childhood, I My brother	loved played	to play with dolls. ball all the time.
Used to: In my childhood, I My brother	used to love used to play	to play with dolls. ball all the time.
Would: In my childhood, I My brother	would play with would play	dolls all the time. ball all the time.

DEGREES OF ADJECTIVES & ADVERBS

Positive

Adjectives

Does he have **much** fun?
 Did you have a **good** day?
 Did you have a **bad** day?
 Did you have a **big** breakfast?
 Is the food **appetizing**?

Adverbs

Did you go to bed **late**?
 Did she get up **early**?
 Do you talk **quietly**?
 Do you work **frantically**?

Comparative

Adjectives

His roommate has **more** fun.
 She had a **better** day **than** I.
 He had a **worse** day **than** I.
 She had a **bigger** breakfast.

 This food is **more** appetizing.

Adverbs

She went to bed **later** than I.
 I got up **earlier** than she did.
 She talks **more** quietly.
 She works **more** frantically.

Superlative

Adjectives

Who has **the most** fun of all?
 Who had **the best** day of all?
 Who had **the worst** day?
 Who had **the biggest** breakfast?
 Which food is **the most** appetizing?

Adverbs

He went to bed **the latest**.
 He got up **the earliest** of all.
 He talks **the most** quietly.
 He works **the most** frantically.

AGO

Where were you one month ago ?	I was here one month ago .
Where were you five years ago ?	I was in Mexico five years ago .
What were you doing five minutes ago ?	I was telling a story five minutes ago .
What childhood dreams did you have years ago ?	I dreamed of being a movie star years ago .

IMBEDDED QUESTIONS (*What, Why, How old*)

Question

What	did it look did you do was it were you	like?
What		with it?
Why		important to you?
How old		then?

Imbedded Question

Tell us what	it looked you did it was you were	like.
Tell us what		with it.
Tell us why		important to you.
Tell us how old		then.

IMBEDDED QUESTIONS (*Who*)

Question

Who likes	to travel? meeting people? an unusual experience?
Who enjoys	
Who has had	

Imbedded Question

Find someone	who likes who enjoys who has had	to travel.
Find someone		meeting people.
Find someone		an unusual experience.

SET VERB PHRASES

Verb + gerund/Verb + preposition + gerund

What subjects do you What do you What do you	enjoy studying dream of accomplishing plan on doing	the most? in the future? next year?
--	--	---

Verb + infinitive

What subjects do you What do you What do you	like to study hope to accomplish plan to do	the most? in the future? next year?
--	--	---

UNIT 3

WORD FAMILIES

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
accept	acceptance	acceptable	acceptably
agree	agreement	agreeable	agreeably
attract	attraction	attractive	attractively
commit	commitment/committal	committed/commitable	
cooperate	cooperation	cooperative	cooperatively
die	death	dead/deadly	
disagree	disagreement	disagreeable	disagreeably
disobey	disobedience	disobedient	disobediently
encourage	encouragement	encouraging	encouragingly
obey	obedience	obedient	obediently
rebel	rebellion/rebel	rebellious	rebelliously
romance	romance/romantic	romantic	romantically
	similarity	similar	similarly

NEGATIVE PREFIXES (*dis-*)

Negative Adjective Opposite

disagreeable	agreeable
dishonest	honest
disobedient	obedient
disorderly	orderly
disrespectable	respectable

(*in-/mis-/un-*)

Negative Adjective Opposite

misbehaved	behaved
incompatible	compatible
unacceptable	acceptable
undisciplined	disciplined
unsupervised	supervised

TIME CLAUSES (*Before/After/When*)

Before:	Describe this couple's life before their baby was born. Before their baby was born, their life was simpler.
After:	How did their life change after the baby was born? After the baby was born, they didn't get much sleep.
When:	What happens to elderly parents when their children move far away?
When	their children move far away, elderly parents are lonely.

IRREGULAR VERB FORMS

<u>Simple</u>	<u>Present Participle</u>	<u>Past</u>	<u>Past Participle</u>
bear	bearing	bore	born/borne
cut	cutting	cut	cut
drive	driving	drove	driven
fall	falling	fell	fallen
grow	growing	grew	grown
leave	leaving	left	left
pay	paying	paid	paid
spend	spending	spent	spent
wear	wearing	wore	worn

PASSIVE VOICE (Present and Past)

Question

How are elderly people treated in your culture?

Where were you born?

Affirmative Statements

They are treated with respect.

I was born in a hospital.

Negative Statements

They are not treated badly.

I was not born at home.

REAL CONDITIONALS (Present)

If children are disobedient, what should parents do?

If divorce is not acceptable in your country, what do incompatible married couples do?

If your grandparents are lonely, what do you do?

UNREAL CONDITIONALS

Question

How would you feel if she were your daughter?

What would you do if you were her teacher?

Answer

If I were her parent, I would feel worried.

If I were her teacher, I would try to help her.

MODAL AUXILIARIES: *Should/Would*

Question

Should parents limit their children's TV watching?

Would you limit it?

Should these parents punish their children?

Would you punish them?

UNREAL CONDITIONALS

Short Answer (Affirmative/Negative)

Yes, they should.

Yes, I would.

No, they shouldn't.

No, I wouldn't.

PRONOUNS: *Each, Each other, Every, Everyone, All*

Each: How did they solve **each** problem?
Each one of us needs to tell a story.

Each other: Which family members resemble **each other**?
How do they feel about **each other**?

Every: **Every** family has problems.
Every member of our group comes from a large family.

Everyone: Give **everyone** a name.
Everyone was a baby once.

All: What are good names for **all** the members of these families?
What are **all** the different relationships in this family tree?

REFLEXIVE PRONOUNS

I hurt **myself**.
What did **you** do to **yourself**?
What does **he** think of **himself**?
What did **she** say about **herself**?
Can a **computer** think for **itself**?
We did all the work **ourselves**.
Did you buy something for **yourselves**?
Many people don't like to live by **themselves**.

GERUNDS (-ing Verbs as Nouns)

In your family, who does the **cooking**?
Who does the **cleaning**?
Is **shopping** fun?
Parenting isn't always easy.
Learning new things is always important.

SET PHRASES WITH PREPOSITIONS

Noun + preposition

What is your What are the Whom do you have the closest	idea of causes of relationship with	a romantic first date? this divorce? in your family?
--	--	--

Verb + preposition

Who knows what they How can they What does the young woman's family	are arguing about? cope with think of	their problems? her boyfriend?
---	--	-----------------------------------

Adjective + preposition

What ages are most What is	common for special about	men and women to get married? your family?
-------------------------------	-------------------------------------	---

UNIT 4

WORD FAMILIES

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
advise	advice/advisor	advisable	advisedly
electrify	electricity	electric/electrical	electrically
fashion	fashion	fashionable	fashionably
refund	refund	refundable	
serve	service	serviceable	serviceably
style	style	stylish	stylishly

MODAL AUXILIARIES (Ability/Availability/Allowability)

Question

What **can** you **buy** there?
How **can** these people **pay** for their purchases?
What **can** we **do** there?
What **can be done** about this difficulty?
Where **can** the public **go** for recreational reading?
Where **can** students **register** for courses?

Answer

You can buy all kinds of things there.
They can pay with cash or credit card.
We can do many things.
Nothing can be done about it.
Anyone can go to the public library.
They can register in this office.

TIME CLAUSES: *As*

As he was opening the door, he smelled gas.
I'll draw a map **as** you describe the route.

PRONOUNS: *One, Ones*

Question

Which **ones** have you seen?
Which **ones** are for credit?
Which **one** is non-credit?
Which **ones** have an admission fee?

Answer

I've seen all **the best ones**.
The ones on this campus are for credit.
This one is.
The ones at the stadium do.

NOUN-NOUN COMBINATIONS

She's placing a **telephone order**.
This item has a **sales tax**.
Do you have a **charge account**?
I'll charge it to my **credit card**.
Our telephone service has **call waiting**.
My husband wears a **hearing aid**.

PASSIVE VOICE (Present/Present Progressive/Future/Present Perfect)

Present: Baseball games **are usually played** in a stadium.
Where **is** the merchandise **displayed**?

Present Progressive: What **is being done** about each problem?
Where **is** the outdoor concert **being held**?

Future: When **will** this package **be delivered**?
The boy **will probably be suspended**.

Present Perfect: Your flight **has been delayed** for an hour.
Have you ever **been lost** in a new city?

GERUNDS (after *Method of/Advantage of/Disadvantage of*)

What is the most efficient **method of sending** mail?
What are the **advantages of recycling**?
What are the **disadvantages of heating** with electricity?

CONDITIONALS: *Whether/If*

Whether

I must decide **whether I should place** him in a bilingual program.
I must decide **whether to place** him in a bilingual program **or not**.
I'm not sure **whether I should go** to the concert or **stay** home.

If

I must decide **if I should place** him in a bilingual program **or not**.
I'm not sure **if I should go** to the concert or **stay** home.

UNIT 5

WORD FAMILIES

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
abuse	abuse	abused	
addict	addiction/addict	addictive/addicted	
fill	filling	full	fully
immunize	immunity/immunization	immune	
infect	infection	infectious	
injure	injury	injurious	injuriously
irritate	irritation/irritant	irritating/irritated	irritatingly/irritatedly
	nutrition/nutrient	nutritious	nutritiously
	physique/physician	physical	physically
prevent	prevention	preventive	preventively
treat	treatment/treat	treatable	
warn	warning	warned/warning	warningly

IRREGULAR VERB FORMS

<u>Simple</u>	<u>Present Participle</u>	<u>Past</u>	<u>Past Participle</u>
bite	biting	bit	bitten
find	finding	found	found
sting	stinging	stung	stung
swell	swelling	swelled	swelled/swollen

NEGATIVE PREFIXES (*anti-*, *non-*)

Negative Adjective Opposite

anti-inflammatory	inflammatory
nonprescription drug	prescription drug
nonrefillable	refillable
nontraditional	traditional

PASSIVE VOICE (*To be* + past participle)

Present: How are health problems treated in your country?
What are household chemicals used for?

Present Progressive: They are being bitten by a swarm of bugs.
Everyone is being warned about the poison ivy.

Past: The man was stung by a bee.
He was poisoned by spoiled food.

Past Progressive: He was being admitted to the hospital.
She was being abused.

Future: She will be referred to a specialist.
He will be taken to the Emergency Room.

Present Perfect: Someone has been seriously injured.
The bottle has been opened before.

Modal: *should* Who should be treated first?
That cut should be covered with a bandage.

Modal: *can* Back pain can be relieved with acupuncture.
This medicine can be taken orally.

PRONOUNS: *Everyone, Someone, No one, Not anyone, Anyone*

Everyone works or goes to school.
Someone has to do the cooking.
No one is home to shop or prepare meals.
There isn't anyone here to make supper.
Can anyone get home earlier?

UNIT 6

WORD FAMILIES

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
afford		affordable	affordably
collect	collection/collector	collective	collectively
	convenience	convenient	conveniently
decorate	decoration/decorator	decorative	decoratively
distrust	distrust/distrustfulness	distrustful	distrustfully
maintain	maintenance	maintained	
notify	notification	notifiable	
organize	organization/organizer	organizational	organizationally
rehabilitate	rehabilitation	rehabilitated	
renovate	renovation	renovated	
rent	rent/renter	rental/rentable	
vandalize	vandalism/vandal	vandalized	

PASSIVE & ACTIVE VOICE (Comparison of Tenses)

Passive

Present: Everyone	is satisfied	with this solution.
Present		
Progressive: The yard	is being fenced.	
Past: Their house	was insured	against fire and theft.
Past		
Progressive: Their house	was being remodeled.	
Future: His telephone service	will be discontinued.	
Present		
Perfect: The roof	has been damaged	by the storm.

Active

Present: This solution	satisfies	everyone.
Present		
Progressive: They	are fencing	the yard.
Past: They	insured	their house and belongings.
Past		
Progressive: They	were remodeling	their house.
Future: The phone company	will discontinue	his telephone service.
Present		
Perfect: The storm	has damaged	the roof.

PASSIVE & ACTIVE (Comparison of Modal Auxiliaries)

Passive

Can: Most utility problems	can be avoided	with this solution.
Could: This room	could be painted	easily.
May: Some utilities	may be cut off	for non-payment.
Might: The house	might be sold	by next week.
Should: That neighborhood	should be improved.	
Must: The bank says our house	must be insured.	

PASSIVE & ACTIVE (Comparison of Modal Auxiliaries)

Active

Can: People	can avoid	most utility problems.
Could: Someone	could paint	this room easily.
May: Some utility companies	may cut off	service for non-payment.
Might: They	might sell	the house by next week.
Should: Someone	should improve	that neighborhood.
Must: The bank says we	must insure	our house.

ADJECTIVE CLAUSES (*Who/Which/That* as subjects)

Who: Describe a person	who	is a good neighbor.
Which: Are there groups	which	are improving your community?
That: Write questions	that	are important to ask.

UNIT 7

WORD FAMILIES

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
collide	collision	colliding	
commute	commute/commuter	commuting	
experience	experience	experienced/experiential	
intoxicate	intoxication	intoxicated/intoxicating	
negotiate	negotiation/negotiator	negotiable	
renew	renewal	renewed/renewable	
restrict	restriction	restrictive/restricted	

Advantages of/Disadvantages of/Reasons for + gerund

What are the What are some What are some good	advantages of taking disadvantages of commuting reasons for carpooling?	a bus or a train to work? a long distance to work?
---	--	---

It takes + infinitive

Question

How much time How long How many hours	does it take to renew did it take to drive will it take to get	your license? to work today? there?
---	---	---

Answer

It takes It took It will take	a long time! twenty minutes. three hours.
--	---

TIME CLAUSES (*Before/After/When*)

Before:	What does the man do before he takes the driving test? Before he takes the driving test, he practices driving.
After:	What does he do after he fails the test? After he fails the test, he practices some more.
When:	What happened when he went through the security check? When he went through the security check, the alarm went off.

QUESTIONS & IMBEDDED QUESTIONS (Comparison of Word Order)

Question

Where	is the nearest gas station?	my suitcase?
How much	is the fare?	
How much	is the toll?	
How fast	is he driving?	
What bus	does she take?	
Where	did I leave	
When	will the train arrive?	
What	should they do?	

Imbedded Question

Do you know	where the nearest gas station is?	my suitcase.
Do you know	how much the fare is?	
I don't know	how much the toll is.	
We can't tell	how fast he is driving.	
I don't know	what bus she takes.	
I'm not sure	where I left	
Could you tell me	when the train will arrive?	
What do you think	they should do?	

CLAUSES with Optional *That*

Adjective Clauses:	When was the first time (that) you drove? Choose a car (that) you would like to buy. When was the last time (that) you traveled by train?
Noun Clauses:	Did you notice (that) your car is losing its exhaust pipe? You remember (that) you left your suitcase on the carousel. Do you think (that) the plane will arrive on time?

PREFIX: *re-* (again)

Verb

do	redo
take	retake
tell	retell
test	retest
think	rethink

UNIT 8

WORD FAMILIES

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
analyze	analyst	analytical	analytically
apply	application/applicant	applied	
manage	management/manager	manageable	
employ	employment/employer	employable/employed	

NOUN SUFFIXES: *-ment, -tion*

advertisement
bereavement
department
dismemberment
employment
enforcement
entertainment
government
management
requirement

application
aviation
certification
communication
compensation
competition
construction
cooperation
education

hospitalization
occupation
position
presentation
qualification
recommendation
repetition
transportation

To be willing + INFINITIVE

Question

How much time are you willing to spend in job training?
What hours are you willing to work?
Are you willing to travel outside the country?

Answer

I'm willing to spend as much as I need to.
I'm willing to work any hours except third shift.
Yes, I am.

PASSIVE VOICE

Question

What training is required for the job?
What experience is needed?
Have you ever been self-employed?

Answer

On-the-job training is provided.
No experience is needed.
No, I haven't. I've always been employed by one company.

NOUN CLAUSES: *To be + that*

One good thing about my job
Another advantage
The only disadvantage
The best thing about it

is
is
is
is

that it's close to home.
that it has good benefits.
that the pay is low.
that I have a good boss.

MODALS: *Could/Should/Would*

What **could** you list as special skills?
What work **would** he do in each job?
Which job **should** he choose?
Should you **include** all of your work history on a job application?
What **should** you do if you cannot arrive on time for an interview?
What **would** he wear for each job?
What **would** be the advantages of each job?
What **would** the disadvantages be?

ADJECTIVE SUFFIX (-al)

manual
medical
mental
physical
technical

UNIT 9

WORD FAMILIES

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
advance	advance/advancement	advanced/advancing	
demonstrate	demonstration	demonstrable	demonstrably
	eagerness	eager	eagerly
economize	economy	economical/economic	economically
	enthusiasm	enthusiastic	enthusiastically
explode	explosion/explosive	explosive	explosively
	extravagance	extravagant	extravagantly
	prudence	prudent	prudently
resign	resignation	resigned	resignedly
	sense	sensible	sensibly
stress	stress	stressful	stressfully
waste	waste	wasteful	wastefully

NEGATIVE PREFIXES (*dis-/im-/in-/ir/un-*)

Negative Adjective Opposite

discourteous	courteous
impatient	patient
inflammable	flammable
irresponsible	responsible
uncertain	certain
unclear	clear
uncomfortable	comfortable
unfamiliar	familiar

ADJECTIVE SUFFIXES (*-ed /-ing*)

(*-ing*) Active

The instructions are	confusing.	work. mistake.
The illustration is	puzzling.	
This is	interesting	
I made an	embarrassing	

(*-ed*) Passive

I'm	confused	by the instructions.
I'm	puzzled	by the illustration.
I'm	interested	in this work.
I was	embarrassed	by my mistake.

ADJECTIVE SUFFIXES (*-ful/-less*)

-ful (with) *-less* (without)

careful	careless
thoughtful	thoughtless
wasteful	senseless

ADJECTIVE SUFFIXES (-able/-ent/-eous/-ible/-ic/-ive/-ous/-tious/-y)

<i>-able</i>	<i>-ent</i>	<i>-eous</i>	<i>-ible</i>	<i>-ic/-ical</i>
flammable comfortable	dependent	courteous	combustible responsible sensible	energetic economical

<i>-ious</i>	<i>-ive</i>	<i>-ous</i>	<i>-tious</i>	<i>-y</i>
industrious	cooperative explosive	dangerous hazardous poisonous	conscientious	hasty sloppy worthy

NOUN SUFFIXES (-sion/-tion)

<i>-sion</i>	<i>-tion</i>
confusion evasion explosion	deduction demonstration exemption explanation illustration instruction promotion repetition resignation

QUESTIONS & IMBEDDED QUESTIONS (Question words + Infinitive)

How do you switch Where can I find When should I start Which should I do What should I do Should I spend	a phone call to another extension? the office supplies? the machine? first? about my problem at work? my tax refund?
---	---

I don't know how to switch a phone call to another extension.
Can you tell me **where to find** the office supplies?
I'm not sure **when to start** the machine.
I don't know **which step to do** first.
I don't know **what to do** about my problem at work.
I haven't decided **whether to spend or to save** my tax refund.

UNIT 10

WORD FAMILIES

<u>Verb</u>	<u>Noun</u>	<u>Adjective</u>	<u>Adverb</u>
assassinate	assassination/assassin	assassinated	
brave	bravery	brave	bravely
compete	competition/competitor	competitive	competitively
	courage	courageous	courageously
defend	defense/defendant	defensive	defensively
devastate	devastation	devastating	devastatingly
elect	election/electorate	elected/elective	
entertain	entertainment/entertainer	entertaining	entertainingly
	heroism/hero	heroic	heroically
	magic/magician	magical	magically
	patriotism/patriot	patriotic	patriotically
	politics/politician	political	politically
separate	separation	separate	separately
	victory/victor	victorious	victoriously

WORD FAMILIES: Compound Nouns

news
newscast
newscaster
newsmagazine
news media
newsperson
newspaper
newsroom

ADJECTIVE CLAUSES: *Who*

That's the fireman **who rescued a whole family from a terrible fire.**
The newscaster interviewed a twelve-year-old girl **who has AIDS.**
This is the fifteen-year-old boy **who defended the elderly woman from an attacker.**
On today's news I saw the woman astronaut **who was chosen to be the captain of a space shuttle mission.**
The first witness is the woman **who saw the crime.**

REDUCING ADJECTIVE CLAUSES

Adjective Clause

She was the news reporter **who was interviewing people at the scene.**

There are several local events **which are coming soon.**

The fireman **who was burned in the fire** has recovered now.

The young woman **who is looking at her hand** is engaged.

The sports event **which is on TV right now** is a championship game.

The toxic waste **which was dumped here last month** has been cleaned up.

Reduced

She was the news reporter **interviewing people at the scene.**

There are several local events **coming soon.**

The fireman **burned in the fire** has recovered now.

The young woman **looking at her hand** is engaged.

The sports event **on TV right now** is a championship game.

The toxic waste **dumped here last month** has been cleaned up.

PASSIVE VOICE: (Present/Present Progressive/Past/Future/Present Perfect/Can)

Present: What heroes **are pictured** on money?
What martyrs **are admired** in your culture?

Present Progressive: For what heroic acts **are these people being honored**?
What natural disaster **is being shown** on each TV screen?

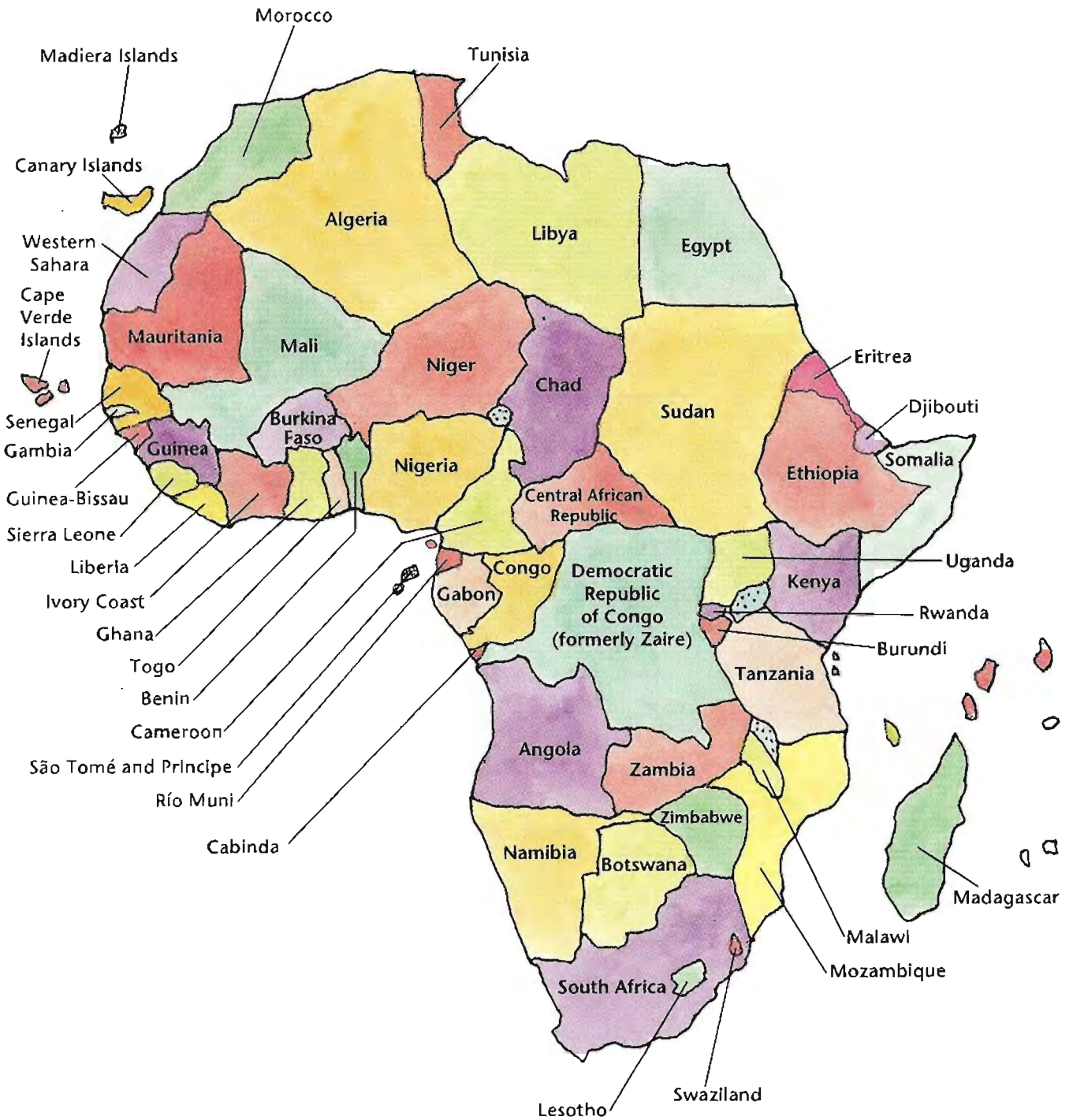
Past: The boy **was shot** in the arm.
The fireman **was badly burned**.

Future: The winning team **will be honored** at a banquet.
How many people **will be affected**?

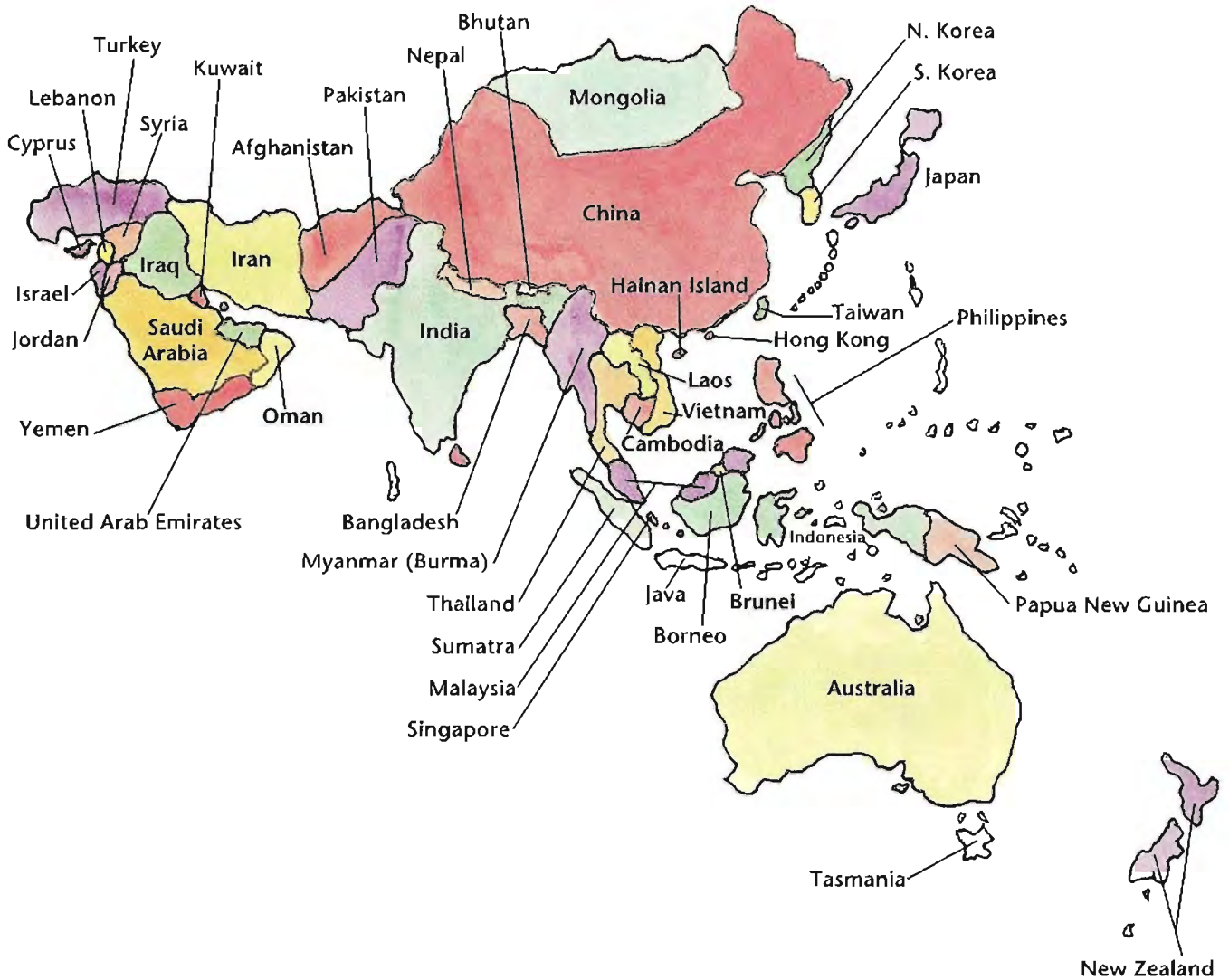
Present Perfect: What discoveries **have been reported** in the news recently?
A woman **has been chosen** to be the captain of the mission.

Can (modal): Which natural disasters **can be forecast**?
Where **can toxic waste be dumped** legally?

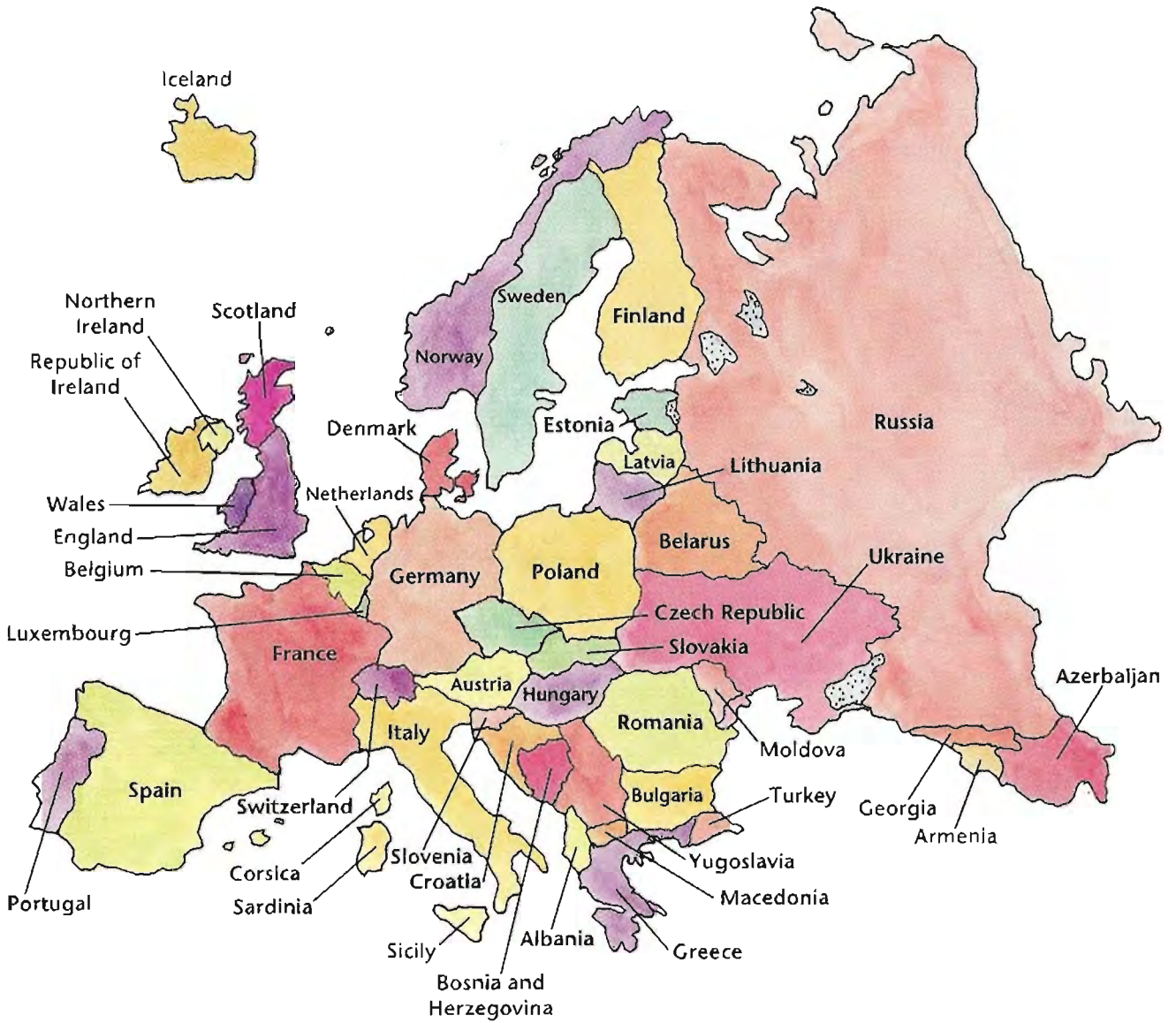
AFRICA



ASIA AND AUSTRALIA



EUROPE



NORTH AMERICA, CENTRAL AMERICA, AND SOUTH AMERICA



UNITED STATES OF AMERICA (U.S.A.) AND CANADA



SPEECH EVALUATION FORM

Speaker's Name: _____

Date: _____

Speech Topic: _____

	Needs Work	Satisfactory
Organization	_____	_____
Pronunciation	_____	_____
Vocabulary	_____	_____
Eye Contact	_____	_____
Visual Aids	_____	_____

Best Part of Speech: _____

Recommendations: _____

Evaluator's Name: _____

AUDIENCE EVALUATION FORM

Speaker's Name: _____

Date: _____

Speech Topic: _____

	Needs Work	Satisfactory
Attentiveness	_____	_____
Quietness	_____	_____
Eye Contact	_____	_____
Appropriateness of Questions	_____	_____
Form of Questions	_____	_____
Number of Questions	_____	_____
Responsiveness	_____	_____

Recommendations: _____

Evaluator's Name: _____

ACTIVITIES GUIDE

All of the activities in **A CONVERSATION BOOK 2**, Third Edition, as in earlier editions, are student-centered. In this edition, there are many new activities that have been structured to utilize information gaps or opinion gaps. Many activities are task-based, and all are designed to require real communication. The activities fall into three major groups: Class Activities, Group Activities, and Partner Activities. We are including here abbreviated suggestions for teaching all types of activities in the student text. For more specific suggestions for individual activities, consult the Teacher's Edition.

CLASS ACTIVITIES

Working as a whole class fosters an atmosphere of cohesion and safety. For the introduction of the lesson, it assures that all students have access to the information for the activities ahead. Other class activities take advantage of the large group for multiple opinions and experiences, especially in community activities. Any of these activities can be done in groups, if you prefer. If you are doing so, use groups of 10 to 15 students to allow for multiple input.

Class Discussion

OBJECTIVE: *To discuss individual questions as a whole class; to have students learn to understand and respect different opinions and viewpoints.*

Discuss these questions with your class. Does everyone agree?

- Ask the questions and call on different students to answer. Involve as many students as possible in the discussion. Write new vocabulary on the board as the situation allows. If there are students from different cultures, use the information to draw conclusions and teach students about different ways of life. To help structure discussions and teach note-taking skills, write a brief heading for each question on the board. Encourage students to do the same in the Activities section of their notebooks.
- Under each heading, list information you gather from the discussions.
- Review your notes and ask the students to review theirs. Together as a class at the end of the discussion, draw conclusions from the notes.

Class Game: Guess Who/What

OBJECTIVE: *To give students practice guessing through clues and prior knowledge. (This activity can be modified to be a Total Physical Response activity.)*

On a slip of paper, write. . . Make a pile. Pick a paper. Read it to the class. (Guess who wrote it!) (Ask for the answer. Whoever answers correctly picks the next paper.)

- Hand out slips of paper.
- Tell the class to write. . .
- Have students fold their slips of paper and make a pile on your desk.
- Open the first one. Read it. Guess who wrote it. (Or ask for the response.)
- Either have that student choose the next slip of paper or call on another student to choose.
- Continue as long as time and/or interest allows.

Class Survey

OBJECTIVE: *To encourage students to voice opinions and preferences, to compare their preferences with those of classmates, and to check accuracy in listening and recording answers.*

With your class, review this list of. . . Add one more. . . Interview your classmates. Report your findings to the class.

- Model the questions; have students repeat; check pronunciation. Together as a class, add one more item. Be sure students understand all the vocabulary and the objective of the activity before the activity begins.
- Have students check off their own answers in the appropriate column.
- Instruct students to circulate and ask their classmates the questions.
- Have students report their results to the class. While students are working, copy the chart on the board.
- Fill in the columns on the chart. Have students draw conclusions about the survey.
- Point out new words and have students write them in the Vocabulary section of their notebooks.

Community Activity

OBJECTIVE: *To broaden students' horizons through discovering the uses of English outside the classroom.*

Instructions will vary.

- Review the task before you ask students to work independently. These tasks can be intimidating at first; students who perform well in class may still worry about using their English outside the classroom.
- To help prepare students, role-play expected outcomes. If possible, the first time out, travel as a class to give the students confidence.
- After the assignment is completed, review in class not only the task but what happened—surprises, reactions, feelings, etc.
- Have students keep important community information in the Community sections of their notebooks.
- In an EFL class, if need be, have students do the research in their first language and then translate. Have students use the opportunity to explore where English is used in their own country and culture. This activity will give students an insight into how important the study of English is, even in the midst of their own familiar surroundings! Follow up the lesson with appropriate writing activities from **A WRITING BOOK**.

Find Someone Who

OBJECTIVE: *To encourage students to share personal information with classmates; to have students practice creating and asking yes/no questions*

Add two more items. Then interview your classmates and find someone who . . . This activity is similar to the Survey activity, except that in Find Someone Who, students are searching for “Yes” answers.

- Review the vocabulary and create the Yes/No questions with the class before they start the activity. Write the questions on the board.
- Give students the grammar constructions in chunks. Review appropriate grammar from the Appendix.
- Have the class ask the questions by circulating around the class. If the class is very large, break the class into groups of 10 to 15 and have students do the activity within their group.
- When students have completed their work, have them sit in their seats.
- Review the questions and answers. Individual answers should provide interesting springboards for conversation.

School or Community Survey

OBJECTIVE: *To gather specific survey information outside class, report back, and analyze the results.*

Ask three people (in your school) these questions. Fill in the chart. Report their answers to the class. What are the total class results of the poll? (Do you see any trends?)

- Model the questions; have students repeat; check pronunciation. Together as a class, add one more item.
- Be sure students understand all the vocabulary and the objective of the activity. Discuss possible people they can survey and ways to introduce themselves and the survey.
- Rehearse together in class.
- Have students gather their information, either in the school or out in the community.
- Have students report their results, either individually to the class or to a group first, and then in groups to the whole class.
- As a class, review the results. Help students note trends. Take advantage of any conversation topics.

Speech

OBJECTIVE: *To give students practice in organizing thoughts, preparing, and giving speeches.*

Instructions will vary.

- Read the instructions aloud.
- Write the outline for a very brief speech on the board. Explain how to write an outline rather than writing out every word.
- Model the speech. Make students aware of the time limit. Have students prepare speeches at home. Help students correct their speeches. Suggest they prepare note cards so they won't be reading the speeches. Help them limit their speech to the time limit.
- Have students practice their speech with you or in small groups. Have the listeners give helpful hints on how to improve the speech. Give some hints yourself. Always phrase feedback in a positive way to encourage students and boost their confidence and self-esteem.
- Assign different students to be evaluators for different speakers.
- Evaluate the speech also. Point out general errors and problems without singling out any students.

Who Else?

OBJECTIVE: *To have students identify with some of the questions; to have students find others who identify with any of the same questions.*

With your class, add more choices. Check all the choices that apply to you. Then find classmates who have checked the same choices. Make a class chart on the board.

- Review the items with the class.
- Check for understanding of the vocabulary and the instructions. Draw a class chart (like the one in the text) on the board that is large enough to include every student's name.
- Elicit more choices. These choices will be added to the students' charts. Encourage new vocabulary.
- Allow students time to check their choices in their charts.
- Have students circulate the room, interviewing their classmates.
- When they have finished the activity, have them return to their seats.
- Have students transfer their information to the class chart on the board. Include your own responses as part of the class.
- In reviewing the activity, encourage common ground in the students. Take advantage of interesting cultural information that may emerge. Have students write new vocabulary words in the Vocabulary section of their notebooks.

GROUP ACTIVITIES

These activities promote cooperation and information exchange, as well as the opportunity to share knowledge and develop understanding in a small group setting. If possible, mix language groups and ability levels. Separate friends. Small groups encourage maximum participation before sharing discoveries with the class. Have students appoint a conversation monitor and a recorder.

Advantages/Disadvantages

OBJECTIVE: *To guide students in making judgments, voicing opinions, and analyzing in a small group.*

In groups of . . . , list the advantages and disadvantages of . . . Share your information with another group. Report the most interesting ideas to the class.

- Explain the issues.
- Divide the class into groups.
- Have each group choose a conversation monitor and a recorder. Have students discuss the issues and fill out their charts. Circulate; help as needed.
- As students are doing the task, draw the chart on the board. Ask groups to report on the results of their discussion. Fill out the chart accordingly.
- Take advantage of any interesting information that arises in the discussion to talk more about the topics.

Conversation Squares

OBJECTIVE: *To have students work cooperatively in groups of three to fill out a chart on various topics and to classify information.*

In groups of three, answer the questions. First write your own answers. Then ask your partners the questions and write their answers. Discuss your differences. Compare your group's answers with another group.

- Have students help create the questions they will ask. Write the questions on the board.
- Construct a chart on the board similar to the one in the text.
- Choose two "partners" to demonstrate. Take the "You" column for yourself.
- Put the names of your partners at the top of the chart as indicated in the text.
- Fill in your column. Ask and answer the questions as you fill out your partner's information.
- Ask others in the class the questions for more practice.
- Divide the class into groups of three and have the groups do the activity.
- When all of the groups have finished, ask different groups individual questions from the conversation squares.
- Write new vocabulary on the board for students to copy in the Vocabulary section of their notebooks.

Cross-Cultural Exchange

OBJECTIVE: *To encourage exchange of information about students' cultures; to compare cultural similarities and differences; to let students voice opinions and confusion about cultures associated with English; to encourage intercultural openness and awareness without judgment.*

In groups of . . . , choose a conversation monitor and a recorder. Discuss these questions. Compare cultures when possible. Have the recorder report the results of your discussion to the class.

- Divide the class into the suggested groups. Have each group appoint a conversation monitor and a recorder. If necessary, remind students about the function of each.
- Either have the conversation monitor ask the questions, or have students take turns asking and answering the questions. Circulate; help as needed.
- Be sure everyone's culture is represented in the discussion.
- Whenever possible, have students teach their group something interesting about their native culture, either how to say something in their native language or an interesting cultural note. This validates students' backgrounds, fosters self-esteem, and is essential in building a humanistic classroom.
- At the end of the group activity, bring the class together. Have the recorders report to the class on the results of the discussions.

Finish the Story

OBJECTIVE: *To have students work cooperatively in groups; to use creativity to complete a story and use new vocabulary.*

In groups of . . . , create an ending for this story. Then tell your ending to another group (or to the class). Answer these questions in your ending (questions will vary).

- Divide the class into the suggested groups.
- Read the instructions together.
- Go over the questions to answer, if applicable.
- Choose a conversation monitor and a recorder for each group.
- Combine groups to share endings if the class is large or if time is short. Otherwise, have each group report to the class.

Group Brainstorm

OBJECTIVE: *To encourage students to think about topics without bounds of “right” or “wrong.” To tap into their prior knowledge and build skills from there.*

In groups of . . . , list all . . . Read your list to the class. Write the new words in the Vocabulary section of your notebook.

- Present the topic to be discussed.
- Explain the concept of “brainstorming”—allowing for the free flow of ideas without worrying about being restricted.
- Divide the class into groups.
- Have each group choose a recorder who will be responsible for writing down all the words or ideas.
- Instruct the groups to call out to the recorder words or ideas associated with the topic.
- Remind students to work quietly and not to comment on or judge anything being said.
- When the list is completed, have the recorders read the list to their groups.
- Advise the groups to edit their lists.
- Ask each recorder to read his/her group’s list to the class. Make a class list on the board.
- Have students write any new words in the Vocabulary section of their notebooks.
- Keep the list on the board for further reference in the lesson.

Group Decision

OBJECTIVE: *To encourage sharing of preferences and opinions; to have students work cooperatively to reach consensus in situations where group members have differing preferences and opinions.*

In groups of . . . , decide . . . Report your decisions to the class. Explain why you made your decisions.

- Divide the class into groups.
- Read the instructions together.
- Be sure students understand what to do. Explain the concept of “compromise.”
- Have each group agree on a decision. Circulate; help as needed.
- When the groups have completed their work, have them report their decisions to the class.

Group Discussion

OBJECTIVE: *To integrate new vocabulary into the context of students’ experiences; to have students talk in small groups about an issue and to research answers; to teach them how to listen to other students, take notes, and report findings.*

In groups of . . . , answer these questions. Research any question you are not sure of. Share your information with another group. Report your answers to the class.

- Divide the class into the suggested groups. Have each group appoint a conversation monitor and a recorder. Circulate; help as needed.

- Help students use the information from their discussions to draw conclusions and learn about different ways of doing things and different ways of life.
- To help structure the conversations and teach note-taking skills, write a brief heading for each question on the board. Encourage students to do the same in the Activities section of their notebooks.
- Under each heading, list information you gather from the discussion reports.
- Review your notes and ask the students to review theirs.
- Have the recorders report the results of the discussions to the class.
- Together as a class, draw conclusions from the notes.

Group Problem Posing/Solving

OBJECTIVE: *To guide students in stating a problem; to have them work cooperatively to find a solution and to share solutions with the class.*

In groups of . . . , state each problem. What advice would you give? Report your solutions to the class.

- Divide the class into the suggested groups. Have each group choose a recorder. Instruct the groups to first decide what the problem is and how to state it clearly in one or two sentences.
- Have the recorder write down the problem. Tell the groups to decide on a solution for the problem. Circulate; help as needed.
- Have each recorder state the problem and the solution to the class.
- Have the class decide how to state the problem best and which solutions are workable.

Group Questions

OBJECTIVE: *To have students practice formulating questions; to have them ask and answer questions with another group.*

In groups of . . . , write as many questions as you can about. . . Ask another group your questions. Then answer their questions. (Read your questions to the class. Make a class list on the board. How many different questions did the class have?)

- Divide the class into small groups, each with a conversation monitor.
- Either ask the questions yourself or ask different students to ask the questions and call on various students to answer.
- Be sure all students have the opportunity to participate. Circulate; help as needed.
- As new vocabulary and important grammatical phrases arise, list them on the board.
- Have groups read their questions to the class.
- Create a class list of the questions on the board.
- Have groups ask each other some of the questions.
- When the activity has been completed, point out the new vocabulary to the students. Have them write new words and phrases in the Vocabulary section of their notebooks.

Group Role Play

OBJECTIVE: *To teach students to collaborate and create a scenario based on the conversation topic and act it out; to have them practice both verbal and non-verbal communication.*

In groups of . . . , create a role play. . . Present your role play to the class.

- Read the instructions with the class to be sure everyone understands what to do.
- Create a sample role play with the class. Act it out with volunteers.
- Ask students to write a script for some role plays; other times, have them plan the action without a script and present it extemporaneously for fluency practice.
- Divide the class into the suggested groups. Have each group plan their own role play. Circulate; help as needed.

- Have several groups present their role plays to the class.
- Note on the board any new vocabulary that arises from the role plays.
- Have students copy new words and phrases in the Vocabulary section of their notebooks.
- Discuss any interesting topics that arise during the presentations.

Group Survey

OBJECTIVE: *To have students collaborate first on the answers, then compare their answers with the whole class.*

In groups of four, answer these questions. Choose a recorder to write your answers and report to the class. What experiences do your classmates have in common? Who has a unique experience to tell about?

- Divide the class into groups of four.
- Review the questions with the class; check for understanding.
- Have groups appoint a recorder and a conversation monitor.
- Have the conversation monitor ask the questions and the recorder write the answers.
- Circulate; help where needed.
- Have each group report their answers to the class.
- Draw conclusions, make comparisons. Use the information as a springboard for discussion.

Group Vocabulary Challenge

OBJECTIVE: *To practice in combining brainstorming with discrete vocabulary recall. Cooperation and collaboration are needed to successfully complete the contest.*

In groups of . . . , list . . . Work quickly! Read your list to the class. Which group has the longest list? Make a class list on the board. Copy the new words in the Vocabulary section of your notebook.

- Divide the class into the suggested groups. If applicable, allow students to look at the illustration(s), then close their texts. (Some Challenges use the illustrations in the text, some don't.)
- Instruct students to use a page in the Vocabulary section of their notebook. Have students choose a recorder to write down the words they dictate. Give students a time allotment to complete the task. Use a stopwatch to time the contest! Circulate; help as needed.
- Remind the recorder to number the words as they are written, and to tally the total at the end of the time frame.
- Have the recorders either read the lists or write them on the board.
- Have students write the new words or phrases in the Vocabulary section of their notebooks.

Share Your Story

OBJECTIVE: *To create an awareness that everyone has a story to tell; to have the class share interesting stories and anecdotes about their own lives.*

In groups of . . . , tell about . . . Decide which story to tell the class. (Use these questions as a guide.)

- Divide the class into the suggested groups.
- Read the instructions together; check for understanding.
- If the activity includes guide questions, review the questions.
- Have students think about any experiences they have had concerning the topic.
- Encourage them to make notes before they speak so that they will remember the details.
- Circulate; help as needed.
- Have each group choose one story to tell the class.
- Have the groups help the individual student practice the story before telling the class.

Superlatives

OBJECTIVE: *To have students share and compare personal information; to have students practice creating questions and discover superlatives.*

In groups of . . . , answer these questions. Choose a recorder. Report your answers to the class.

- Divide the class into suggested groups and choose recorders.
- Read the questions together with the class.
- Ask the class what key questions they need to ask in their groups to find the superlatives.
- Write the key questions on the board. Circulate; help the groups as needed.
- Have groups report to the class.
- Decide on superlatives for the whole class.

What do you do if. . . ?

OBJECTIVE: *To have students analyze situations cooperatively and to decide on solutions to everyday dilemmas; to pool their knowledge, come to consensus, and report to the class.*

In groups of . . . , decide what to do in each situation. Share your answers with the class.

- Divide the class into the suggested groups.
- Read the problem(s) together; check for understanding. Have students appoint a recorder who will write down the solution(s) to be read to the class.
- Encourage maximum participation of all group members. Circulate; help as needed.
- Have the recorders read the groups' suggestions to the dilemmas.
- Note any new vocabulary on the board and have students write it in the Vocabulary section of their notebooks.

What do you say? What do you do?

OBJECTIVE: *To allow students the chance to try out new phrases and behavior; to have them decide what to say and what to do in everyday situations with the help of the group.*

In groups of . . . , decide what to say and do in each situation. Compare your decisions with the class.

- Divide the class into the suggested groups.
- Read the situation together; check for understanding.
- Have students work together to decide what they would do in the various situations. More than one solution is acceptable. Circulate; help as needed.
- Have several groups tell the class the results of their discussion.

What's the Story?

OBJECTIVE: *To have students work cooperatively to write a story based on the lesson's topic.*

In groups of . . . , tell a story about one of the scenes. Choose a conversation monitor and a recorder. Everyone in the group should contribute. . . . Edit the story. Tell your story to the class.

- Divide students into the suggested groups. Have students read the directions and look at the illustration, if applicable.
- Have each group select a conversation monitor and a recorder.
- Encourage students to help each other. Try to have even the reluctant or shy students participate by contributing sentences. Circulate; help as needed.
- After the stories are written, have all groups listen to their recorder read the story, make changes and corrections, and edit their story. Have each group decide whether their recorder will read the story or whether each student will read his or her sentence in turn.
- Photocopy the stories and distribute them in class the next day for students to read. Decide on categories: Which was the funniest? the saddest? the longest? the shortest? Which used the most new vocabulary words? Etc.

PARTNER ACTIVITIES

Partner activities are important because they foster face-to-face communication, one on one. Each student should get to talk 50 percent of the time and should maximize the opportunity to hold solid conversations.

Dialog Journal

OBJECTIVE: *To let students practice expressing feelings and experiences and sharing these thoughts with a partner; to have the partner respond in conversation and/or in writing.*

Write a journal entry about. . . Read your journal entry to a partner. Write a response to your partner's entry.

- Explain the task and encourage freedom of expression.
- Tell students they are going to write a dialog journal entry, then give it to a partner. The partner will respond in writing, so students have to leave space in their entry for their partner's response.
- Be sure one section of the students' notebook is labeled Dialog Journal.
- Have students do their Dialog Journal writing in class or at home.
- Have them exchange entries with a partner.
- Have the partner respond to the written selection in writing, setting up a "dialog journal." Or collect the journals and construct a dialog journal with each student. Respond with encouragement and positive feedback to their writing.

Draw with a Partner

OBJECTIVE: *To have students practice listening to a partner and follow directions; to discuss their drawings; to allow students to express their artistic creativity and to express their thoughts and feelings without words.*

Instructions will vary. Draw. . . Explain your drawing to your partner.

- Explain the tasks to the class. Check for understanding. Provide a model of what is expected. Sometimes, the worse your own art is, the better. Students will be less reluctant to share theirs if yours isn't very good.
- Divide the class into pairs, and have partners do the activity.
- Circulate; help as needed. At the same time, scout students who may be particularly skilled in drawing and will be able to share a useful drawing, either on the board, on a transparency, or on photocopies. Have several pairs report to the class on what they drew. Note new vocabulary words for students to copy into the Vocabulary section of their notebooks.

Partner Activity: Dear Aunt Betty

OBJECTIVE: *To have students practice analyzing personal situations and to either ask for or give advice.*

With a partner, read and discuss this letter. Together, write a response from Aunt Betty, giving advice to. . . Read your letter to the class.

- Read the problem letter together. Check for understanding.
- Divide the class into pairs.
- Have partners discuss the problem and figure out solutions. Circulate; help as needed.
- Have each pair read their solution to Aunt Betty's column.

With a partner, write to Aunt Betty, asking for advice about a. . . problem. Exchange the letter with another pair. Respond to their letter. Read their letter and your response to the class.

- Divide the class into pairs.
- Have partners decide what problem to write to Aunt Betty about and compose their letter.

- Combine pairs into groups of four.
- Have groups exchange letters and write a response. When groups have completed their task, ask several groups to read the letters to Aunt Betty and Aunt Betty's responses.

Partner Game: "What do you remember?"

OBJECTIVE: *To have students practice observation skills and remembering details.*

Look at (one of) the scene(s) with your partner. Remember as much as you can. Close your books. Describe the scene with your partner. List everything you can remember. Open your books and look at the scene. What did you forget?

- Discuss strategies for students to remember the details of the illustrations. Then have students close their texts.
- Divide the class into pairs.
- When all pairs have completed the activity, have them open their books and compare their lists with the illustration.
- Have several groups report their results to the class. Take notes on the board. Which pair had the longest list?

Partner Interview

OBJECTIVE: *To give students practice asking and answering, listening to and restating answers about a partner's experiences, and restating their partner's responses to other students.*

Ask a partner these questions. Then report your partner's responses to another pair of students (or to the class).

- If necessary, practice the interview questions with the students. Be sure they understand the questions and the vocabulary. Supply additional words as needed.
- Divide the class into pairs.
- Have students interview their partners. Circulate; help as needed.
- After the students conduct their interviews, have them report their partners' answers and responses to another pair.
- On the board, write new vocabulary generated from the interviews. Have students copy the new words in the Vocabulary section of their notebooks. Use the students' responses to the questions in the interviews for further discussions that may be of interest to the class.

Partner Questions

OBJECTIVE: *To give students practice formulating questions; to have them answer the questions formed; to work cooperatively with another pair with practice asking and answering.*

Write . . . questions. Ask another pair your questions. Present your questions and answers to the class.

- Explain the task.
- If necessary, do some practice question formations with the class. Divide the class into pairs.
- Allow a sufficient time frame for pairs to form their questions.
- If the activity calls for a role play, have students create a role play. Or, combine pairs into groups of four.
- Have groups ask and answer their questions. Circulate; help as needed.
- If applicable, have several pairs present their role plays to the class.

Partner Role Play

OBJECTIVE: *To have students practice and present one-on-one conversations: telephone calls, interviews, and interactions in everyday situations.*

With a partner, choose a situation. Create a role play. Present your role play to the class/to another pair.

- Divide the class into pairs.
- Generate the vocabulary needed. Leave the vocabulary on the board as a reference.
- Have students write “scripts” for their role plays. Explain that correct grammar and usage are important in formal business telephone conversations and interviews. Alternatively, have students do a more extemporaneous role play by discussing what they will say and presenting it without a script.
- Have students practice reading their “scripts” with the “read and look up” technique. (Scan the line; remember it as accurately as possible; SAY the line, don’t read it. This technique helps with appropriate eye contact and body language required in English.)
- Call on several pairs to present their role plays to the class.

Partner Vocabulary Challenge

OBJECTIVE: *To have students practice combining brainstorming with discrete vocabulary recall between partners.*

With a partner, list . . . Compare your list with another pair. Combine lists. Read your combined list to the class. Which group has the longest list?

- Divide the class into pairs.
- Instruct students to use a page in the Vocabulary section of their notebooks.
- Give students a time allotment to complete the task. Circulate; help as needed.
- Remind students to number the words as they are written, and to tally the total at the end of the time frame.
- Have pairs combine their list with another pair.
- Ask groups of four to read their combined lists or write them on the board. Determine which group had the longest list. Have students add the new words and phrases to the Vocabulary section of their notebooks.

Write with a Partner

OBJECTIVE: *To have students work cooperatively to complete a written task and compare results with another pair.*

Instructions will vary.

- Explain the task to the class.
- Divide the class into pairs and have the pairs complete the task.
- Combine pairs into groups of four.
- Have groups work together to compare notes. Have groups report to the class on the results of their discussion.

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