Teacher's Guide

# Blueprint

3

# Contents

	Module Goals and CEFR Level	<b>Unit and Summary</b>	Lessons	Vocabulary*
<u>Module 1: Plans</u> Pages 6 to 33	A2 Start a conversation A2 Discuss plans with other people A2 Link ideas with simple connectors (for example, and, but, or because) A2 Find the most important information in advertisements, information leaflets, web pages, etc. A2 Understand the main points in short, simple written news items and descriptions if you already know something about the subject	* Unit 1 * What to Do  In this first unit, students learn to talk about their future and their plans (for example, discussing decisions or asking for and giving advice).	<ol> <li>What are your plans?</li> <li>The Career Center</li> <li>Making Decisions</li> <li>Deciding on the Future</li> <li>Ready for a Break</li> </ol>	Academics Fields of study and career fields Careers and employment Expressions used to show interest and understanding Household chores
<u>Module</u> Pages	A2 Understand the main information in news reports that you hear  A2+ Discuss different things to do, places to go, etc.  A2+ Briefly explain and give reasons for actions and plans if you have time to prepare	* Unit 2 * Researching Your Options  This unit continues to teach students to discuss future plans by briefly expanding on topics brought up in Unit 1. Students get job-hunting tips, read job ads, and discuss choices related to work and education.	<ol> <li>Searching for a Job</li> <li>Applying for a Job</li> <li>Decisions, Decisions</li> <li>University Ratings</li> <li>Studying Abroad</li> </ol>	Job applications  Words related to university, academics, and studying abroad  Common adverbs and intensifiers  -ing adjectives and -ed adjectives
Module 2: Getting a Job Pages 34 to 61	A2 Understand simple information and questions about work and hobbies  A2 Talk to people politely in short social exchanges using everyday forms of greeting and address  A2 Complete a questionnaire with information about your educational background, job, interests, and skills  A2 Describe your education and your jobs, present and past  A2 Make and accept invitations	* Unit 3 *  Basics of the Process  Students will discuss some things that happen before they get a job, including job applications and job interviews. They then learn how to prepare for an interview and what to expect during the interview.  * Unit 4 *  Deeper into the	<ol> <li>A Job Application</li> <li>Scheduling an Interview</li> <li>Preparing for an Interview</li> <li>The interview begins.</li> <li>The Job Description</li> <li>Basic Questions</li> </ol>	Job applications and interviews  Business English and professionalism  Job descriptions  Phrasal verbs: get on, go over, fill out, look up, etc.  Modals for permission  Adverbs of sequence
Modi	politely  A2+ Use the most important connecting words to tell a story (for example, first, then, after, and later)  A2+ Participate in a longer conversation about a familiar topic  A2+ Describe a job or a study experience	Interview  Students will discuss what happens deeper into an interview and how to end an interview properly. Basic interview questions and some more difficult ones are discussed, including talking about previous experience and education.	<ul> <li>2 Talking About Your Last Job</li> <li>3 Talking About Your Education</li> <li>4 Some Difficult Questions</li> <li>5 The End of the Interview</li> </ul>	Adjectives to describe jobs and coworkers  Reflexive pronouns  Irregular past tense verb forms  Future time expressions

Gra	mmar and Structures	Distening / Beading	<b>@</b> riting / <b>⑤</b> peaking
Lesson 1	Present continuous for future plans	1: A radio interview R: A career flyer	<b>W&amp;S</b> : Talking about plans for next month and next semester
Lesson 2	Simple present vs. present continuous	1 & G: Conversations about options for young adults	W&S: Conversations between career counselors and job seekers/ students
Lesson 3	Gerunds and infinitives; conjunction because	1: A conversation featuring problems and advice	• W&S: An interview with a partner about their interests
Lesson 4	+ object + infinitive	A radio announcement     A paragraph about factors in planning for the future	<ul> <li>W&amp;S: Making suggestions about what to study based on things you know</li> <li>Talking about taking time off</li> </ul>
Lesson 1	have to	R: Job-hunting tips R: A to-do list	W&S: Writing and discussing a to-do list
Lesson 2	have to and must	R: Job postings	☑: Help-wanted ads
Lesson 3	Comparative adjectives; <i>may</i> and <i>might</i>	R: An announcement to students	• Preparing for and giving a job interview
Lesson 4	Superlative adjectives; maybe, perhaps, and probably	R: An article about choosing a school	S: Discussing factors in a decision that was made
47-102		R: A ratings table	S&₩: Making predictions
Lesson 5	Intensifiers	L&R: A conversation about studying abroad	S: Talking about feelings
		1: A report on graduate programs	<ul><li>W: Summary of a report</li><li>S: A grad school interview</li></ul>
Lesson 1	Phrasal verbs	R: Résumés and job applications	W: Filling out a job application
Lesson 2	<i>prefer</i> + noun, gerund, or infinitive	<b>1.</b> & <b>B</b> : Invitation to an interview	
Lesson 3	Advice with should, imperatives,	L&R: A conversation about an interview	W&S: Describing job preferences
48	and (would) suggest/recommend + gerund	R: A description of a bad	<b>W&amp;S</b> : Giving interview advice
Lesson 4		interview  ①&®: The beginning of an interview	<ul><li>W&amp;S: Guess which company!</li><li>W: A presentation about a dream job</li></ul>
Lesson 5	Infinitives in common phrases	1 & B: Job descriptions	S: Discussing potential jobs
Lesson 1	Object pronouns and reflexive pronouns	R: A short article introducing common job interview questions	W&S: Discussing, writing, and answering interview questions
Lesson 2	Simple past of be; be like	R&L: Descriptions of work experience and	<ul><li>W&amp;S: Describing job duties</li><li>W&amp;S: Writing and talking about</li></ul>
Lesson 3	Simple past: regular verbs	education in job interviews and cover letters	teamwork  W: Writing a cover letter
Lesson 4	when clauses in past sentences; simple past: irregular verbs	R: A short article on how to approach difficult interview questions	W&S: Writing and talking about past experiences
Lesson 5	when clauses in future sentences	R&L: Wrapping up an interview	<ul><li>W: Long-term plans</li><li>W&amp;S: Job interview, ad, and description</li></ul>
		<ul><li>10&amp;®: Job interviews</li><li>10&amp;®: Job descriptions</li></ul>	H. C.

# Contents

	Module Goals and CEFR Level	Unit and Summary	Lessons	Vocabulary*
	<b>A2</b> Ask and answer simple questions about school, likes, and dislikes	* Unit 5 * Changing Your Major	1 Deciding What to Study	Fields of study College majors
Module 3: Changes at School Pages 62 to 89	A2 Understand short, simple texts containing familiar vocabulary, including international words  A2 Explain why you like or dislike something  A2 Write about yourself (for example, information about your school) using simple language	Students will discuss their majors. They will learn to talk about choosing and changing their majors as well as discuss study preferences. Students will also talk about factors that affect their academic decisions.	<ul> <li>2 Choosing Your Major</li> <li>3 Changing Majors</li> <li>4 What would you rather study?</li> <li>5 Communicating Your Choice</li> </ul>	Career and job skills Adjectives and verbs used to describe feelings about subjects Comparative and superlative adverbs
<u>dule 3:</u> Pag	<b>A2+</b> Describe plans and alternatives	* Unit 6 * Transferring	1 Looking for a School	Words used to talk about schools
<u>Mod</u>	A2+ Describe past activities, events, and personal experiences  A2+ Ask and answer simple questions about things in the past	Here the student learns to discuss the possibility of changing schools and the factors that go into this decision. This includes reasons why a student might	<ul><li>2 Changing Schools</li><li>3 Researching Options</li><li>4 Visiting a Campus</li><li>5 Going Abroad to Study</li></ul>	More fields of study Words and phrases found on university websites Directions and adverbs of place Words and phrases used
	<b>A2+</b> Understand the main points in short newspaper or magazine stories	transfer as well as what to look for in different prospective schools.		to give suggestions and warnings
	<b>A2</b> Talk about plans for your next holiday	* Unit 7 * Time Off	1 Taking a Semester Off	Activities and options for young adults
	<b>A2</b> Check written sentences for mistakes (for example, subject-	Students will talk about the possibility	2 An Email Home	Words related to traveling
	verb agreement or article agreement)	of taking a break from school. They will talk about why they	3 Going Home 4 Go traveling!	Words used to describe feelings and discuss decisions
chool	<b>A2</b> Correctly use simple phrases you have learned for specific situations	might want a break, the decision to take  5 Part-time Job	More job skills and work conditions	
Module 4: A Break from School Pages 90 to 117	<b>A2+</b> Understand short, simple texts on familiar subjects	one, how they could spend it, and the consequences of the decision.		Time expressions, especially ones used with the present perfect
4: A Bı Pages 9	<b>A2+</b> Summarize simple stories you have read, relying on the language used in the story	* Unit 8 * p. 104	1 Canada or the USA?	Words used to talk about places
<u>lodule</u>	<b>A2+</b> Understand simple texts, emails, and letters	Students discuss in detail an educational		Words related to travel and language study
2	<b>A2+</b> Identify changes in the	option for what to do while studying abroad. They discuss	3 Which language center?	Words and phrases used to make comparisons
	general topic of a discussion that is conducted slowly and clearly	where they could go, visit websites to	4 Study Spanish abroad.	Phrases for agreement
		research study abroad programs, and ask	5 Let's chat.	Modals  Determiners

decision.

Gra	mmar and Structures	Distening / Beading	<b>@</b> riting / <b>S</b> peaking
Lesson 1 Lesson 3 Lesson 4 Lesson 5	be good/bad at; help + object + (to) verb would rather	R&1: An article about choosing majors  R: Entries in a course catalog and other descriptions of courses  R&1: Conversations about choosing and changing majors  R&1: A conversation to report a decision  R: An article about changing majors  1: A report on popular majors	<ul> <li>W&amp;S: Discussing reasons for and factors in making decisions, especially related to studies</li> <li>W&amp;S: Describing courses</li> <li>S&amp;W: Asking for and giving advice and opinions</li> <li>W&amp;S: Reporting on the past</li> <li>W&amp;S: Describing what you and other people are good or bad at</li> <li>Describing preferences and persuading people</li> <li>W: An email describing feelings about school subjects</li> </ul>
Lesson 3	had better (not) and let's  First conditional; have + object + to verb  think + (that) clause	R: A university brochure R&L: A conversation about changing schools R: Descriptions of students' problems R: A university's homepage R&L: A conversation about researching schools R&L: A conversation about studying abroad R: Descriptions of schools L: A report on graduation rates	<ul> <li>S: Describing schools, including campuses and the surrounding area</li> <li>S: Discussing possibilities and decisions</li> <li>S: W: Asking for and giving information and advice</li> <li>W: Listing and discussing factors in choosing a school or university</li> <li>Discussing studying abroad</li> <li>W: Choosing a university</li> <li>Communicating at and about a school information fair</li> </ul>
Lesson 2 Lesson 3 Lesson 4 Lesson 5	yet  Simple past vs. present perfect; few and a few; none (of)  Time expressions with the present perfect; empty it  ever, never, and always; while and during	R&L: Taking time off R: An email about deciding to take time off from school R&L: Going home R: How to spend a vacation R&L: A part-time job R: A journal entry: video game R&L: Options for next semester L: An interview with an Advisor	<ul> <li>W&amp;S: A list of pros and cons</li> <li>W&amp;S: Things you've done or would like to do</li> <li>W: Summarizing a problem and choosing from possible solutions</li> <li>S: Details about spending a break at home or on vacation</li> <li>W&amp;S: Things you haven't done recently and how long it's been</li> <li>W&amp;S: Asking questions to find out about people's travel goals</li> <li>W&amp;S: Researching and discussing travel opportunities</li> <li>Discussing part-time jobs for college students</li> </ul>
Lesson 2 Lesson 3 Lesson 4 Lesson 5	Comparative and superlative adjectives: more/most, less/least; both A and B  Comparing using less, fewer, and (not) as as  can and could for possibility; phrases of agreement	<ul> <li>R&amp;L: A conversation about studying abroad</li> <li>L: A study-abroad web page</li> <li>L: A description of a language school</li> <li>R&amp;L: A conversation about studying abroad</li> <li>R: An online chat</li> <li>Conversations about choosing a country to study abroad in</li> </ul>	<ul> <li>W&amp;S: Talking about decisions you need to make</li> <li>W&amp;S: Rating your city</li> <li>S: Discussing which school to study at</li> <li>W: The best place to study</li> <li>W&amp;S: Talking about study preferences</li> <li>W&amp;S: Choosing the best city</li> <li>W&amp;S: Opening a new language school</li> </ul>

# **Module 1 Goals** Start a conversation

Discuss plans with other people

Link ideas with simple connectors (for example, and, but, or because)

Find the most important information in advertisements, information leaflets, web pages, etc.

Understand the main points in short, simple written news items and descriptions if you already know something about the subject

Understand the main information in news reports that you hear

Discuss different things to do, places to go, etc.

Briefly explain and give reasons for actions and plans if you have time to prepare

# Module 1 Overview:

# **Plans**

#### **Module 1 Goals**

- Start a conversation
- Discuss plans with other people
- Link ideas with simple connectors (for example and, but, or because)
- Find the most important information in advertisements, information leaflets, web pages, etc.
- Understand the main points in short, simple written news items and descriptions if you already know something about the subject
- Understand the main information in news reports that you hear
- Discuss different things to do, places to go, etc.
- Briefly explain and give reasons for actions and plans if you have time to prepare

#### Warm Up

- Explain to the class that you will be discussing planning for the future.
- Brainstorm things you can plan for (for example, social activities, travel, education, career, accommodations, etc.)
- Write the following question on the board: What are your plans for 1. today? 2. this month? 3. this year? 4. the next five years?
- Assign students to groups and have them discuss their answers for a few minutes.
- Ask one member of each group to present a few of the ideas expressed.

#### **Extension** Brainstorming

- You may take some of the ideas from this discussion and brainstorm ways in which some of the students' goals could be achieved.
- For example, if someone says they want to work in business one day, they will need to apply to university, get good grades, get a part-time job during school, apply to many companies after graduation, etc.

#### **Preview**

- Assign students to groups.
- Have students read the preview question and search for the answers in the book.
- Go over the answers as a class.



**1.** p. 22

**2.** p. 10

**3.** p. 24

**4.** p. 26

#### **Discuss**

- Ask students to look at the picture.
- Read the questions together.
- In a large class, assign groups and discuss possible answers. In a small class, discuss them all together as a class.

#### (Sample answers)

- 1. The woman is sitting in a café and thinking.
- **2.** She is thinking about her boyfriend. She is thinking about her family. She is thinking about her job.
- **3.** The best way to search for a job is to look on the Internet.
- 4. It is hard to get a good job. University is very expensive.
- **5.** If you get a degree, it can help you get a better job in the future



#### Write

- Ask students to choose one of the questions and write their answers down. Tell them to write a couple sentences.
- Assign students to pairs and have them compare their answers.
- As a class, go over some of the students' answers.

#### Teacher's Note Corrections

Remember not to focus too much on correcting grammar and spelling during the preview. The point is just to get the students thinking and communicating about the topic.

# **Unit 1 Overview:**

#### What to Do

#### Lesson 1: What are your plans?

**Aims:** - Use vocabulary to talk about work and school

- Discuss future plans with present continuous

Vocabulary: Future Plans

**Grammar:** Present continuous for future plans

#### **Lesson 2:** The Career Center

**Aims:** - Talk about career center services

- Use simple present for routines and scheduled

actions

- Use present continuous for actions happening now

and future plans

**Vocabulary:** Career Centers, Time expressions **Grammar:** Simple present vs. present continuous

#### **Lesson 3: Making Decisions**

**Aims:** - Discuss making decisions about courses and careers

- Use gerunds and infinitives after verbs

- Use *because* to give reasons

**Vocabulary:** Courses and Careers

**Grammar:** Gerunds and infinitives; conjunction because

#### Lesson 4: Deciding on the Future

**Aims:** - Use the names of majors and jobs

- Use will to talk about the future

- Talk about preferences with want and would like

Vocabulary: Majors and Jobs

**Grammar:** Future with will; want / would like + object + infinitive

#### Lesson 5: Ready for a Break

**Aims:** - Discuss activities people don't want to do anymore

- Use so to talk about reasons and consequences

- Make complaints using tired of

Vocabulary: Chores and Activities

**Grammar:** Questions with why and answers; conjunction so

#### Some Module 1 Goals in Unit 1

- Discuss plans with other people

- Link ideas with simple connectors (for example, and, but, or because)

- Discuss different things to do, places to go, etc.

# Lesson 1 What are your plans?

#### **Aims**

- Use vocabulary to talk about work and school
- Discuss future plans with present continuous

#### Vocabulary

gap year run volunteer apply student loan experience field nanny

#### Gramma

Present continuous for future plans

#### Warm Up

Ask students how the plans that their grandparents made as young people might have been very different from the plans young people make today. Discuss their answers.



\* Unit 1 · What to Do \*

#### Vocabulary

To "think of" or about something means that you are considering it—that you might do it in the future.

\_ Yaser is working on his grandparents' farm.

\_ Yaser is going to apply to university.

For the false sentences, why are they false?

Listen to the interview again. Circle the words that you hear.

gap year run volunteer apply student loan experience field nanny

#### Now write each word next to the correct definition. Check your answers with a partner.

a year between high school and college to travel, work, or rest	money that is borrowed from a bank to pay for school
time spent doing something and the skills learned while doing it	to formally ask for something such as a job, usually in writing
a person who helps parents with childcare	a subject of study or a kind of work
to be the boss of; to direct or manage	to work/help people for no pay; a person who does this

#### Vocabulary Comprehension

Fill in the blanks with the correct words from part B.

- 1. Sonya is going to take care of children. She is going to work as a(n) \_\_\_\_
- 2. Many students take a year off from studying before they go to college. They take a(n)
- 3. Our store needs a new employee. You should \_\_\_\_\_\_ for the job
- 4. I want to be a teacher, so I'm working as a volunteer at a school to get some

#### Teacher's Note Possible Challenges

If students have trouble getting started, ask them to think about changes in gender issues, technology, cultural norms, finances, etc.

#### Model Conversation Track 02

- Transition by telling students they will listen to a radio program in which young people discuss their future plans.
- Play the audio and listen as a class.
- Ask students to read the sentences together out loud.
- Point out the Brief note regarding thinking of.
- Play the audio again and have students answer True or False.
- Check answers as a class and correct the false statements.

Key	<ol> <li>false</li> <li>true</li> </ol>	2. true 5. true	<b>3.</b> false <b>6.</b> true

#### **B** Vocabulary: People ⊚ Track 02

- Ask the students to read the vocabulary in the box.
- Play the audio again and ask them to circle the words they hear. Have the students check answers in pairs.
- Then assign students to pairs to match the vocabulary to the meanings.
- Go over the answers as a class.

#### D Grammar

#### Present continuous for future plans

Remember that you can use present continuous to talk about things happening at the moment of speaking. For example: What are you doing right now? I'm making breakfast.

subject	be	verb + -ing (+ object)	future time phrase
1	am	starting college	in September.
He / She / It	is	visiting Paris	next week.
You / We / They	are	meeting a friend	after school.
more future time phrases		soon, later, tonight, tomorrow, tomorrow morning / afternoon / evening, ne Sunday, next weekend, in two hours / days / weeks / months / years	

#### Brief note

#### Grammar Practice

People do not always use time phrases. They use them when they want to be specific. These phrases usually come at the beginning or the end of a sentence.

Read each sentence. Write P next to sentences about the present and F next to sentences about the future.

- 1. \_\_\_\_\_ Please be quiet. I'm working on an assignment.
- 2. \_\_\_\_ My parents are having dinner at that new restaurant after work.
- 3. \_\_\_\_ He's doing research on local schools.
- 4. \_\_\_\_ Ahmed is waiting for the bus to take him home.
- 5. \_\_\_\_\_ Sarah and her sister are taking the train to London tomorrow.
- 6. \_\_\_\_\_ She is taking a shower at the moment.

#### Put the words in order to make sentences.

- 7. is / John / this / in / sister / his / visiting / Istanbul / weekend
- 8. you / Saturday / are / what / doing / next
- 9. boyfriend / next / getting / her / and / Jenny / year / married / are

#### Use the Language

#### What are you up to?

Think about your plans for next month. Write them as notes. You don't have to write complete sentences.

My plans...

Talk about your plans with a partner. Ask about your partner's plans. Do you have similar plans? When are you going to do these things? Are you and your partner busy?

When you are finished, talk with another pair about their plans. Then share with the class.

Key

Circled words: run, apply, field, nanny

**Left column:** gap year, experience, nanny, run **Right column:** student loan, apply, field, volunteer

#### **©** Vocabulary Comprehension

- Ask students to read the sentences.
- Tell them to fill in the blanks with the correct words from part B.
- Go over the answers as a class.

Key

- 1. nanny
- 2. gap year
- 3. apply
- 4. experience

#### Extension Example Sentences

- Ask the class to come up with one example sentence for each word. Write their suggestions on the board.
- Give help with corrections when necessary.

#### **D** Grammar

- Ask students to tell you what we usually use the present continuous for (actions happening now).
- Explain that it can also be used for talking about future plans.
- Briefly go over the table, reviewing the structure and practicing the exchanges.
- When you get to the future time expressions, ask the students if they can think of more examples.
- Briefly review the negative and question forms.

 Ask students to remember their classmates' future plans from the warm-up. Ask a few students to come to the front and write a classmate's plan in the present continuous form on the board

#### Teacher's Note Accuracy

When it comes to the correct use of grammar elements, accuracy is essential. This is the right time to correct mistakes in the structure and spelling of the present continuous tense.

#### Grammar Practice

- Do number 1 together as a class.
- Then ask students to finish the rest individually or in pairs. Remind them to refer to the chart as necessary, especially for numbers 7, 8, and 9.
- When ready, check answers as a class.

1. P 2. F 3. P 4. P 5. F 6. I

7. John is visiting his sister in Istanbul this weekend.

8. What are you doing next Saturday?9. Jenny and her boyfriend are getting married next year.

#### ✓ Check the Workbook

For further practice with the present continuous and time expressions, use Exercises 1, 2, and 3 in Lesson 1 of the workbook.

#### Use the Language: What are you up to?

- Have students spend time individually writing some future plans in the box.
- Assign students to partners or groups and have them share their plans and do the discussion questions. They may correct each other's mistakes if necessary.
- Ask the class to report any interesting plans they heard from their partners.
- Monitor correct use of grammar and time expressions.

#### **Extension** Celebrity Plans

If you require another activity to fill time or perfect the target language, assign students to groups. Ask each group to think of a famous celebrity and write down possible plans the celebrity might have for the rest of this year. Share with the class.

#### Lesson 2 The

#### **The Career Center**

#### Aims

- Talk about career center services
- Use simple present for routines and scheduled actions
- Use present continuous for actions happening now and future plans

#### Vocabulary

job fair	local	appointment	job interview
résumé	government	expert	cover
letter	employment	get in touch	

#### Grammai

Simple present vs. present continuous

#### Warm Up

- Ask students what a career center is and if they have used one before.
- Brainstorm together the kinds of services and activities that would be available in a center like this. Write ideas on the board.

#### A Authentic Text: A career flyer

- Tell students that they will now read an authentic flyer for a career center at a university.
- Give the class 5-10 minutes to read the passage or more if needed.
- After reading, go over the Brief notes within the section.
- Assign students to pairs and ask them to answer the content questions on the right.
- Go over the answers together as a class.

1. People between 17 and 35 who are looking for a job can use it.

- 2. There is coffee time with new employees every morning.
- **3.** There is a job fair once a month.
- **4.** You can learn about writing cover letters this Wednesday between 4 and 6 p.m.
- **5.** You can contact them by phone or email.

#### **B** Vocabulary

- Assign students to groups and ask them to complete the activity together.
- Have one student from each group come up to the board to write the answers.
- Compare and go over any other difficult vocabulary words with the class.

Key

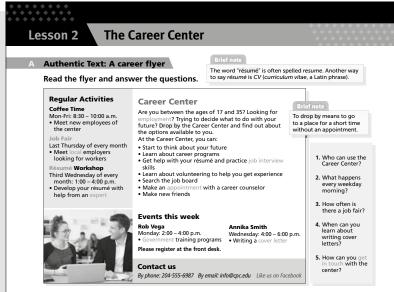
- 1. local
- 2. appointment
- 3. job interview

- 4. résumé
- **5.** get in touch
- **6.** job fair
- 7. cover letter 8
  - 8. government
- 9. employment

**10.** expert

#### ✓ Check the Workbook

For further practice with vocabulary, use Exercise 4 in Lesson 2 of the workbook.



#### **B** Vocabulary

1	from or around this area
2	a meeting with someone at a specific time
3	a face-to-face meeting to talk about a job
4	a written list of your skills and experience
5	to speak or write a message to someone
6	an event where many employers meet people looking for jobs
7	a letter about your experience
8	the group of people who run a city, state, country, etc. and make laws
9	work done for pay; a job, or the state of having a job
10	a person who knows a lot about a subject

#### About You

#### Discuss the questions with a partner.

- 1. Do you have a résumé? If you do, what do you have on it? If not, what can you write on one?
- 2. What are some local jobs or companies that you are interested in? Why?

#### **G** About You

- Read the questions aloud to the class.
- Assign students to pairs and have them discuss together.
- With the class, take up ideas about résumé content and write them on the board.

#### Teacher's Note Résumé Content

- This might be a little difficult if most of the students have never worked or written a résumé before. Provide some ideas (for example, name, address, contact information, education, skills, work experience, volunteer experience, and references).
- You may mention things that should not go on a résumé (for example, age, gender, ethnic background, religion, marital status, and salary expectations (depending on your country)).
   You could discuss why these things are not included on résumés in certain countries.

#### Grammar

- Write "She cooks dinner." and "She is cooking dinner." on the board. Ask the students if they know the difference in meaning.
- As a class, look at the grammar chart and go over the differences between the two verb tenses – grammatical structure and present and future meanings.
- Point out the various time expressions and brainstorm others.
- Draw the students' attention to the Brief note section on stative verbs. Brainstorm other examples (believe, like, have, understand, need, etc.).

#### **D** Grammar

Simple present vs. present continuous

Stative verbs such as *love, own, want,* and *know* are not usually used with present continuous.

	simple present	present continuous
present meaning	things that are generally true; routines and habits	things happening at the time of speaking
examples	He works at the library. (He has a job at the library. Is he there right now? We don't know.) She eats lunch in the cafeteria. (This is her daily routine—she usually does it.)	He's working right now. (He's at his workplace and doing work.) She's eating lunch in the cafeteria. (It is lunchtime now, and she's eating in the cafeteria.)
time expressions	every day, week, month, morning, afternoon in the morning, afternoon, evening usually, often, never	right now at the moment
future meaning	scheduled actions on a timetable or calendar	plans
examples	My plane leaves at 6:45 tomorrow evening. Classes start on September 15.	I'm meeting Mom at the airport tonight. We're seeing a movie on Friday afternoon.

#### Grammar Practice

Fill in the blanks with the correct form of the verbs.

1.	My sister(	study) biology at university this year. She wa	nts to become a docto
2.	I usually(\(\)	walk) to school, but today I (be) late.	(take) the bus
3.	The teacher	(know) all of her students' names.	
4.	I (eat) bre- hungry in class.	akfast every morning—I	(need) it so I'm not

#### Write to Speak

 Write five questions you can ask someone about future plans. Use the time expressions below to help you.

next year	when you were a child	next week	
after school	when you graduate	in five years	

2. Now interview a partner about his or her future plans.

#### **Use the Language**

#### Career counseling

With your partner, on a separate piece of paper, write a conversation between a career counselor and a person thinking about a new job. Talk about the person's experience, education, and skills. Try to decide on a good career for him or her. Then perform your conversation for the class.

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#### **Grammar Practice**

- Ask students to complete the sentences with the correct forms of the verbs.
- Have students work in pairs and have them check their answers.
- Then go over the exercise as a class.

Key

- 1. is studying
- 2. walk, am taking, am
- **3.** knows
- 4. eat, need

#### **Write to Speak**

- Review the formation of *yes/no* and *wh* questions in simple present and present continuous.
- Have students spend time individually writing the questions for this activity.
- Assign students to pairs and have them take turns interviewing each other, using the questions they created.

# **©** Use the Language: Career counseling

- Assign the students to pairs.
- Explain that they will make up a role-play between a career counselor and a person seeking a job.
- Give the class time to discuss and practice their conversations.
- Have each pair perform this conversation in front of the class.

#### **Extension** Job Fair

If you have extra time, consider this game. Divide the class into two groups: the job seekers and the employers. In one group, each student gets a card with a job that he/she is looking for. In the other group, each student gets a card with a company he or she owns. Have all the students mingle, asking and answering questions so they can find their 'match'. Then ask each pair to conduct a job interview.

#### **Making Decisions** Lesson 3

#### Aims

- Discuss making decisions about courses and careers
- Use gerunds and infinitives after verbs
- Use because to give reasons

#### Vocabulary

recreation leader worried outdoors touah decision look into can't stand

#### Grammar

Gerunds and infinitives; conjunction because

#### Warm Up

- Ask students to remember a big decision they made and to tell the class how they managed to make the decision.
- Find out how important their parents' wishes and advice is during their decision-making process.

#### Model Conversation Track 03

- Explain to the students that they will read a conversation between a young man and woman who are discussing deciding on a future career.
- Ask two volunteers to read the conversation aloud while the class reads along silently.
- Play the audio and let the students read along silently.
- Ask guestions to check for comprehension.

#### **3** Vocabulary

- Assign students to groups.
- Explain that they must match the definitions with the correct vocabulary word.
- Have students check answers in groups.
- Go over any other difficult vocabulary words with the class.

- 2. outdoors **5.** decision
- 3. can't stand
- 4. recreation leader 7. look into
- 6. worried

#### C Vocabulary: Showing interest and understanding Track 04

- Read the expressions together as a class.
- Play the audio.
- · Have students write their answers.
- · Go over the answers together.

- 1. That's a tough one.
- 2. What's the matter?
- 3. I (can) understand that.

#### **D** Grammar

- To elicit the use of gerunds and infinitives with verbs, ask two students these questions: What do you like doing in your free time? What do you like to do on the weekend? Write their answers on the board, using like + infinitive in one and like + gerund in the other. Point out the grammatical differences between them.
- · Look over the grammar chart with the students, focusing on the three difference categories of verbs.

#### Lesson 3

#### **Making Decisions**

#### Read the conversation. Then listen. @ Install

Elisa: Hey, Malak. You look really worried! What's the matter?

Malak: I decided to go to college next year, but I don't know what major to choose.

Elisa: Oh, that's a tough one. What do you like to do?

Malak: Well, I really enjoy being outdoors. I don't want an office job because I can't stand sitting down all day. But my parents think I should study IT. That's why I'm stressed.

Elisa: Hmm. I can understand that. But your parents can't make this kind of decision for you. What other things

do you like doing?

Malak: I'm not sure. I need to think about that because my

parents want to discuss my decision this week The recreation leader program at the local college might be interesting. What do you think about that?

Malak: Sounds cool, I'll look into it, Thanks, Elisa.



#### Vocabulary

wille eac	in bold word or pilitase from part A flext to the correct definition.
1	hard
2	outside
3	to hate
4	someone who leads activity groups (arts, sports, games, etc
5	what a person chose; a choice
6	thinking about problems and feeling stressed
7	to try to get information about something
8	the study of computers and how to use them to keep and communicate information

#### Vocabulary: Showing interest and understanding

Read the following expressions and their meanings.

a. What's the matter?	What's wrong?	
b. That's a tough one.	That's a hard problem.	
c. I (can) understand that.	I see why you feel that way.	

Now listen to three people talk. Which expression should you use in each situation?

1.	2.	3.

• Go over the section about because. Ask the students who answered your first questions why they enjoy those activities. Write their answers using because.

#### Teacher's Note Shortening responses to why questions

Point out to the students that in conversation, if someone asks us a why question, we often shorten the response. It may only include the because clause, not the full sentence. For example: Why are you late? Because I didn't wake up on time.

#### Grammar Practice

- Explain to the students that the sentences are not correct.
- Have students work on the answers in pairs.
- Go over the answers as a class by having students come up and write them on the board.

- **1.** I enjoy studying English because it will help me in the future.
- 2. She promised to go shopping with me on the weekend.
- 3. My friend learned to speak English by watching TV.
- 4. Because my brother can't play violin, we can't stand listening / to listen to him practice.

#### ✓ Check the Workbook

For further practice with grammar, use Exercise 2 in Lesson 3 of the workbook.

#### **D** Grammar

#### Gerunds and infinitives; conjunction because

verbs followed by gerunds (verb + -ing)	verbs followed by infinitives (to + verb)	verbs followed by both
enjoy finish quit dislike practice	learn need promise want decide	hate like love can't stand
I <b>enjoy</b> play <b>ing</b> piano. He <b>loves</b> listen <b>ing</b> to music.	She is <b>learn</b> ing <b>to swim</b> . We <b>want to go</b> downtown.	I love to watch TV in the morning. I love listening to the radio at night.

using <i>because</i> to give a reason			
because clause, clause (comma needed)	Because I like to watch TV at night, I often stay up too late.		
clause + because clause (no comma needed)	I often stay up too late <b>because</b> I like to watch TV at night.		

A clause is a group of word

**Grammar Practice** 

Find the errors in the sentences. Then rewrite them correctly. One sentence has two errors.

- 1. I enjoy to study English, because it will help me in the future.
- 2. She promised going shopping with me on the weekend.
- 3. My friend learned speak English by watching TV.
- 4. Because my brother can't play violin, we can't stand listen to him practice.

#### Use the Language

#### What should they study?

Interview three of your classmates. Ask them about their hobbies and interests. Then suggest college majors for them. Fill in the chart with the information. (Note: If you have a major, don't say it. If you know a person's major, suggest a second major.)

When you are finished, discuss your ideas with each person. What do they think about your suggestions? Share your results with the class.

Person	Hobbies/Interests	Major

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#### Use the Language: What should they study?

- Assign students to groups of four.
- Explain that they are going to interview all of their group members, record their answers, and make suggestions about possible majors.
- Students may ask each other why they suggested those majors and may disagree if they want to.

#### **Extension** Vote for the best advice

Ask each person in the class to describe their hobbies and interests and to then tell the rest of the class which majors his or her group members suggested for them. The rest of the class must vote on the major that they think would be best for that student.

#### Lesson 4 **Deciding on the Future**

#### Aims

- Use the names of majors and jobs
- Use will to talk about the future
- Talk about preferences with want and would like

#### Vocabulary

architect	architecture	doctor	medicine
teacher	education	actor	theater arts
chef	culinary arts	carpenter	carpentry

#### Grammar

future with will: want/would like + O + V

#### Warm Up

- · Divide the class into teams.
- Tell the students that they will brainstorm together on a topic.
- Ask each team to brainstorm as many college/university programs as possible within two minutes. The team with the most wins.

#### 

- Explain to the students that they will listen to a conversation between a young man and woman who are discussing future studies and careers.
- Have the students close their books while listening to the audio.
- Ask the students what the woman wants to study and what the man wants to study. Ask further questions to check for comprehension.
- Play the audio again while students read along in their texts.

#### **Vocabulary** Track 06

- Ask students to listen to the audio and mark the stress in each word.
- · Assign students to pairs to check answers and practice pronouncing words.
- Then model the pronunciation of each word and have the whole class repeat aloud.
- Ask volunteers to make up sentences for each career.

	<b>ar</b> -chi-tect	<b>ar</b> -chi-tec-ture	doc-tor	med-i-cine
Key	tea-cher chef	ed-u- <b>ca</b> -tion <b>cul</b> -in-ar-y <b>arts</b>	ac-tor car-pen-ter	the-a-ter arts tr-a-des
	Cite	cui-iii-ai-y ai ts	cai-pen-ter	ti-a-ues

#### ✓ Check the Workbook

For further practice with vocabulary, use Exercise 1 in Lesson 4 of the workbook.

#### Extension Who am I?

Write one career name on each card. Be sure to use the vocabulary words and others the students know. Using tape, place one card on each student's back. Ask students to walk around the room, asking their classmates questions about his/ her job. Students can guess what their job is based on the information they acquire.

#### Lesson 4

#### **Deciding on the Future**

#### Model Conversation

#### Read the conversation. Then listen. @ Inote 05

Ahmed: Laura, congratulations! I heard you're going to medical

school

Laura: Thanks. Yeah, I found out yesterday.

Ahmed: Well, I'll call you when I'm sick.

Laura: I'll be a student for a long time. For the near future, you'll need to find another

Ahmed: You'll be great. I'm really happy for you. But I don't think I'll tell my mom about it.

Laura: Why not?

Ahmed: She'll be upset. She wants me to be a doctor, but I want to be a chef. I think I want to

Laura: Do you know any good restaurants, then? Let's have dinner to celebrate.

#### Vocabulary

Listen to the words. Mark the stress in each word. Then practice saying them with a partner, @Took 06







chef - culinary arts

Now say a sentence about each type of person and their field. For example: An architect works in the field of architecture.

#### Future with will

In conversation, use the contracted form of will (he'll, you'll, etc.) and the negative form of will not (I won't, not I'll not).

using will to express future time: will + base verb			
possibilities It's cloudy. I think it will rain this afternoon.			
offers	The phone is ringing. I'll answer it.		
decisions made when speaking  That looks like a nice place to visit. Maybe we'll go there next mon			

#### **G** Grammar

- Look at the chart with the class and go over the future uses of
- Ask the class for additional examples of each type of use.
- Read through the chart regarding want / would like + objective + infinitive. Explain how they are used.
- Elicit additional examples from the class.

#### 

Be sure students master the correct word order and grammatical structure in the grammar points and in the practice activities. Make sure to give enough practice to master the correct usage of structures.

#### D Grammar Practice

- Assign students to pairs.
- Have pairs complete activity and practice reading the sentences aloud together.
- Take up the answers as a class.

- **3**. P **4**. P **5**. O 6. P **2.** D
- 7. I'd like eggs for breakfast, please.
- 8. My brother wants his friend to help him with his car.
- 9. She wants to study film and television at college.
- 10. I'd like my husband to cook dinner for me this weekend.

#### want / would like + object + infinitive

expressing preferences with want / would like			
with a noun phrase	Less formal: I want a cup of coffee.  More formal: I would like / I'd like a cup of coffee (please).		
with an infinitive	Less formal: I want to see a movie tonight.  More formal: I would like / I'd like to see a movie tonight.		
with an object + infinitive  Less formal: My mother wants me to go medical school More formal: I'd like you to help me with my résumé.			

#### Grammar Practice

Read the sentences with will. How is it used? Write P for a possibility, O for an offer, or D for a decision made when speaking.

- 1. \_\_\_\_\_ Please sit down. I'll bring you some water.
- 2. \_\_\_\_ That restaurant looks good. I'll book a table there tomorrow.
- 3. \_\_\_\_ The sky is very dark. I think it will rain this afternoon.
- 4. \_\_\_\_ That movie is really funny. You'll like it.
- 5. \_\_\_\_ That bag looks heavy. I'll carry it for you.
- 6. \_\_\_\_\_ That car is too expensive. Nobody will buy it.

#### Underline the errors and write the correct word(s) in the blank.

- 7. I'd like to eggs for breakfast, please.
- 8. My brother wants his friend helps him with his car.
- 9. She want to study film and television at college.
- 10. I'd would like my husband to cook dinner for me this weekend.

#### Use the Language

#### Talking about people's plans

Choose one picture. Think about the person in it and write a few sentences about his or her plans and future dreams. What does the person want to do? What do you think he or she will do?







Read your sentences to a partner. He or she will try to guess which picture you're describing. Ask your partner why he or she thinks this. Is your partner correct?

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# Use the Language: Talking about people's plans

- Have students read the directions for the activity. They should choose one of the pictures and write about the person's plans and futures dreams.
- Allot 5-10 minutes for writing.
- Assign students to groups.
- Have students read their sentences to each other and guess which people they are describing.

#### **Extension** Whose Plans?

In the same groups, ask each student to secretly think of one person in the class. The students must describe the dreams, goals, and plans of that unidentified classmate (thinking back to previous class discussions about future goals). The other students in the group must guess whom he/she is talking about.

# Lesson 5 Ready for a Break

#### Aims

- Discuss activities people don't want to do anymore
- Use so to talk about reasons and consequences

#### Vocabulary

vacuuming	ironing clothes	scrubbing	baking
brochure	break	dog-sit	research

#### Grammai

Questions with why and answers; conjunction so

#### Warm Up

- Ask students to brainstorm chores that people need to do around the home. Ask students to also brainstorm tasks that students need to do.
- Find out how they feel about having to do these things.

#### 

- Explain to the students that they will read a conversation between a young man and woman who are discussing future studies and activities that they are tired of doing.
- Have two volunteers read the conversation aloud while the class reads along.
- Play the audio while students read along in their textbooks.
- Point out the Brief note on *tired of*. Ask the students what Sophie is tired of doing. Also ask them what Marco is tired of doing.

#### **B** Vocabulary

- Assign the students to pairs.
- Explain the instructions and ask the students to complete both vocabulary activities.
- Go over the answers as a class.

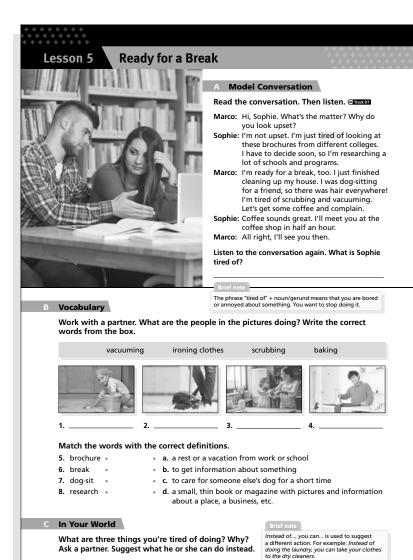
>	<b>1.</b> scrubbing	2. vacuuming	3. baking	<b>4.</b> ironing clothes
¥	<b>5.</b> d	<b>6.</b> a	<b>7.</b> c	<b>8.</b> b

#### **Extension** Charades

Assign the students to teams. Each team must choose a vocabulary word, and one team member must silently act it out in front of the class. The other teams must guess what the word is. Each correct guess earns one point. The team with the most points wins the game.

#### C In Your World

- Assign students to pairs.
- Ask the pairs to discuss the question: What are three things you're tired of doing?
- Tell students to suggest what his or her partner can do instead.
   Point out the Brief note. Have them come up with various alternate activities.
- To wrap up the activity, tell the students to share their suggestions with the rest of the class. Discuss the validity of the suggestions as a class.



#### **D** Grammar

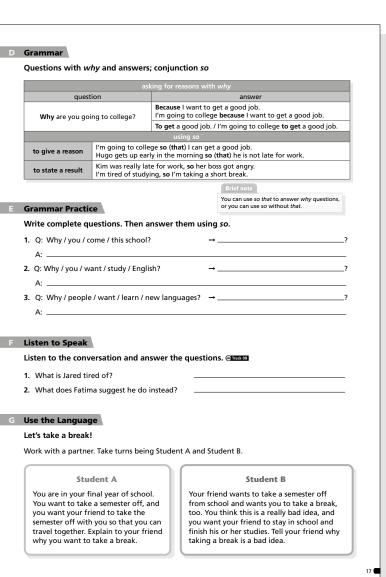
- To elicit the grammar point, ask the students why people go to university.
- Write down three answers, one using *because*, one using the infinitive, and one using *so* (*that*). Point out the structural differences.
- As a class, read through the grammar chart and ask for additional examples for each point.

#### Teacher's Note Different uses of so

Some students may be confused about the two meanings of the word so. They also might confuse these meanings with a third use for so – as an intensifier. Be sure that they understand how it is used in different contexts.

#### Grammar Practice

- Read the instructions together.
- As a class, do number 1 together.
- Ask the students to complete the questions and write their own answers for each question.
- Assign the students to pairs and have them compare answers.
- Check grammar for accuracy.



#### Answers will vary.

- 1. Why did you come to this school? I came to this school so that I can study with the best.
- 2. Why do you want to study English? I want to study English so I can get a better job and travel the world.
- **3.** Why do people want to learn new languages? People want to learn new languages so that they can communicate with more people.

#### ✓ Check the Workbook

For further practice with grammar, use Exercise 2 and 3 in Lesson 5 of the workbook.

#### Listen to Speak Track 08

- Tell students they are going to listen to a conversation between a man and a woman.
- Read the questions together as a class.
- Play the audio and answer the questions together.
- Key
- **1.** He is tired of waiting for the bus.
- 2. She suggests that he walk or ride a bike to the station.

#### © Use the Language: Let's take a break!

- Ask a student to read the directions aloud. Make sure everyone understands the activity.
- Assign students to pairs and have them role-play for several minutes. Then have students switch roles.
- Go around class and give help where needed.
- Have each pair perform one role-play for the class.

#### **Unit 1: Active Review**

#### Purpose

The purpose of the Active Review is to give students a chance to work with language learned in the unit by applying it in real-life situations. The activities involve some receptive skills, but the overall focus is on production. Encourage students to be as productive as possible while doing the Active Review.

#### A Radio Announcement Track 09

- Tell the students they will listen to a radio announcement.
- Read the instructions and questions together and play the audio
- Assign students to pairs to answer the questions.
- Play the audio again.
- Check answers as a class.

(ey

- 1. career choices
- **2.** 40%
- **3.** 8:00 am, 6:00 pm
- 4. résumés, interview skills

#### **Write to Speak**

- Assign students to groups.
- Have students discuss the question and write down ideas.
- Ask one representative of each group to tell the class their group's ideas.

#### **Career Counseling**

- Assign the students to pairs and explain that they will practice a role-play based on the question.
- Have them read the question together.
- Give students several minutes to role-play the conversation.
- If there is extra time, have students switch roles or perform roleplays in front of the class.
- To recap main ideas in this unit, you could assign the students to teams and play a trivia game. The team with the most correct answers wins the game. Questions could include naming jobs and programs, listing employment vocabulary, and using future tenses (present continuous, will, simple present).

#### Reminder: Some Module 1 Goals in Unit 1

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

#### **Active Review**

#### A Radio Announcement

Listen to an announcement on a college radio station. Fill in the blanks with the missing information.



•	The ad is about
•	Only% of students use the college's Career Center.
•	The Career Center is open from, six days a week.
•	Volunteers can help with and

to

#### Write to Speak

What are some questions you might ask a career counselor? Write them down.

#### Career Counseling

Work with a partner. One of you will play a career counselor, and the other will play a student.

Career Counselor

You work in the Career Center at a large university. A student comes to you to discuss career options. Talk with the student. Find out what he or she is interested in. Then give the student some advice. Suggest at least two career options.

Student

You're a student at a large university. You go to see a career counselor to discuss your plans for the future. You don't know what you want to do, but your parents want you to be a teacher. You don't want to be a teacher. Ask the counselor for advice.

#### Reminder

Some Module 1 Goals in Unit 1

Put a check mark (/) next to the things you can do.

Start a conversation

Discuss plans with other people

Briefly explain and give reasons for actions and plans if you have time to prepare

#### Fluency

#### A Read to Write

Read the paragraph.

I'm finishing college soon. When I think about my future, two things are very important to me. The first is getting the right kind of job. I love art! I'm studying art history so that I can work in a museum. I want to keep studying art and help others learn about it. Second, I like helping people. I volunteer at a hospital, playing with sick kids and reading to them. I don't care about making a lot of money, so I don't want to work all the time. I'd like to have a lot of free time so that I can continue volunteering in the future.

#### What's important to you?

When people make decisions about the future, they consider many different things. What is most important to you when you're making plans for the future? Read the list and add one item. Then number the items from 1 (very important) to 9 (not important).

money	helping people
time with family and friends	doing exciting things
becoming a better person	traveling
being creative	education / learning new things
meeting new people	
	(your idea)

Write to Speak
Write a few sentences describing what is important to you as you plan your future, what's not important, and why.

#### Now Speak

Ask your partner what is most important to him or her when deciding a career. When you answer, do not read from your answers above. Compare your partner's answers to yours. Which are the same? Which are different? Give reasons for your decisions.

Then work together to create a new list. Compare the new list to the old lists. What changed?

# **Fluency**

#### Purpose

The purpose of the Fluency page is to improve student's speed, in terms of both productive and receptive skills, and their pronunciation. They can use language that wasn't learned in the unit if they know it, or they can use language from the unit whatever resources assist them in communicating fluently and successfully.

#### A Read to Speak

- Ask the students to read the paragraph quietly for about 5 minutes.
- Ask one student to read aloud as the class follows.
- Go over any vocabulary they don't understand.
- Ask the students what they think of this person's goals.

#### Prewrite

- · Ask students to read and number the list individually. What is most important to you when you're making plans for the
- Find out from the class which deciding factors most students chose as their most and least important, and if they came up with any new factors to consider.

#### C Write to Speak

- Go over the directions with the class.
- Ask students to spend 5-10 minutes writing down their ideas.
- Offer assistance to anyone who is struggling to express an idea.

#### Now Speak

- Assign students to pairs.
- Have students ask their partners what is most important for them when deciding on a career.
- Have students discuss their ideas and remind them to avoid just reading out everything they wrote.
- Partners should compare deciding factors and attempt to come up with a new list that incorporates both students' ideas.
- If there is extra time, ask each pair to present their new, combined list to the class.

# **Unit 2 Overview:**

# **Researching your Options**

#### Lesson 1: Searching for a Job

Aims: - Plan to apply to jobs

- Discuss the planning process

Vocabulary: Job search, -ing adjectives

Grammar: have to

#### **Lesson 2:** Applying For a Job

- Understand job requirements found in advertisements Aims:

- Practice describing one's qualities

**Vocabulary:** Applying for a job, -ed adjectives

Grammar: have to and must

#### **Lesson 3:** Decisions, Decisions

- Study and compare factors of different schools Aims:

- Discuss reasons why students attend certain schools

**Vocabulary:** Things to consider about schools

**Grammar:** Comparative adjectives; may and might

#### **Lesson 4:** University Ratings

- Understand and use school ratings to make decisions Aims:

- Practice more ways to make comparisons and describe

- Have conversations about future education and employment

**Vocabulary:** Words used in university rankings

Superlative adjectives; maybe; perhaps and probably **Grammar:** 

#### **Lesson 5: Studying Abroad**

Aims: - Understand and describe stories related to studying

ahroad

- Talk about feelings using intensifiers

Vocabulary: Travel Grammar: Intensifiers

#### Some Module 1 Goals in Unit 2

- Discuss plans with other people

- Find the most important information in advertisements, information leaflets, web pages, etc.

- Understand the main points in short, simple written news items and descriptions if you already know something about the subject

- Discuss different things to do, places to go, etc.

- Briefly explain and give reasons for actions and plans if you have time to prepare

# **Lesson 1 Searching for a Job**

#### Aims

- Plan to apply to jobs
- Discuss the planning process

#### Vocabulary

job hunting ability search accept duties position hire reference application -ing adjectives

Grammar

have to

#### Warm Up

- Create a Future Plans To-Do List on the board. Write:
  - 1. Think about future plans 🗸
  - 2. Go to the career center <a>Image</a>
  - 3. Make a decision about the future 🗸

#### \* Unit 2 · Researching Your Options \*

#### Lesson 1

#### Searching for a Job

#### Authentic Text: A short article

#### Read the article from an employment website.

A "tip" is a piece of advice or useful information.

Looking for a job doesn't have to be frightening. You just have to have a good plan:

- Before you begin your job search, know your abilities and your goals for the position you want.
  Use employment websites and attend job fairs. Do
- research about a company before you apply for a job, and then send applications to companies you like.
- Make sure to clearly write your education, work experience, and volunteer positions in your résumé
- When writing a cover letter, never sound boring! Try to sound interesting and ready to accept challenging duties. Then employers will want to hire you.
- You must have two or three references. These people can tell employers that you are hard-
- working, fascinating, and a good worker.

#### Match the words with the correct definitions

- 1. job hunting a. to look for (something); the act of looking for (something) • b. a person who can give information about you and your 2. ability
- experience 3. search . c. to agree to do or have (something) 4. accept
- d. the things you have to do in a job • e. a skill; something a person is able to do 5. duties
- f. to give (someone) a job 6. reference • g. a formal, usually written request for a job, admission to a 7. position
- h. trying to get a job 9. application • i. a specific job

Circle the adjectives from the box in the article above. Then choose the correct answers

frightening interesting challenging boring hard-working fascinating

- 1. Which word means very interesting? c. fascinating a. boring b. frightening 2. Which word means not interesting?
- a. boring c. fascinating b. frightening
- 3. A person who is accepts challenging duties. a. fascinating b. hard-working c. boring
- 4. Something frightening makes you feel
  - c. afraid b. tired a. happy
- 4. Take a break ✓
- Ask them what would be next on the to-do list. Have them discuss ideas with a partner and share ideas aloud. Write ideas on the board around #5.
- Remind students that in Unit 1, they learned all about #s 1-4 on the to-do list. Today, in Unit 2, they will learn the next steps: Researching Your Options. The first step in researching options is Searching for a Job, which is the title of Lesson 1.
- As a class, discuss how they search for jobs.

#### A Authentic Text: A short article

- Direct students to the title of the text, Job Hunting Tips, and the photograph. Have students predict with a partner what kind of tips they might see.
- Write the following words on the board:
  - 1. résumé 2. cover letter 3. know your abilities and goals 4. job fairs
  - 5. references
- Read the text together as a class. Have students put the list of words above into the correct order they are found in the text.
- Check the correct order. The answers should be in the following order: 3, 4, 1, 2, 5
- Ask questions to check for comprehension of the text.

#### Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Ensure that students understand the task being assigned.

#### D Grammar

#### have to

subject	(present tense) have/has to	
I / You / We / They	have to don't have to	accept the position.
He / She / It	has to doesn't have to	meet a friend at the airport.  apply for the job at the university.
subject	(past tense) had to	read this book before class.
I / You / We / They / He / She / It	had to didn't have to	make an appointment with the doctor.
	Brief no	te

#### Grammar Practice

Ou can use have got to in the same way as have to in the present tense, but have got to has no past tense.

#### Circle the correct answers.

- 1. You ( has to / don't have to / had got to ) be a great student to get a good job.
- 2. I didn't go to the party last night. I ( have to / had to / don't have to ) work on my résumé.
- 3. My sister has an exam tomorrow. She ( has to / doesn't have to / have to ) go to bed early.
- 4. As a kid, my father ( has to / have to / had to ) wake up early to work on his parents' farm.
- 5. I'm job hunting, and I ( had to / has got to / have got to ) send some applications today.

#### Read to Write

Cassie wants a summer job at a clothing store. Here is a list of things she has to do to reach her goal. Read the list. Then answer the questions.



#### I have to.

- Finish writing my résumé. Include classes in fashion design and ability to give good fashion advice.
- ✓ Ask Mr. Brent, Mrs. Voss, and Prof. Nichols to be references.
- ✓ Do research on three stores.
- Complete applications and write a different cover letter for every store. In letters, write that I'm hard-working and will accept any part-time position.
- 1. What skills does Cassie have?
- 2. How many references does she want?
- 3. How many cover letters will she write?

#### Use the Language

#### Job hunting

Think about a part-time job you would like to have. Write a list like the one in part F.

I have to	Job:

Share your list with a partner. Does he or she have any tips for you?

• Give students 5-7 minutes to complete the matching assignment.

- Write 1.\_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ 7.\_\_ 8.\_\_ 9. \_\_ on the board and call students up to write the correct letter next to each number. Check answers.
- Check comprehension by asking questions that will receive either a yes/no or one word answer, such as *Is 'hire' the* beginning or end of a job? (Beginning.) Which word means 'job'? (Position). Have students answer these questions out loud together as a class.



**1.** h **2.** e **3.** a **4.** c **5.** d **6.** b **7.** l **8.** f **9.** g

#### **G** Vocabulary: -*ing* adjectives

- Read each word and have the students repeat. Check and correct pronunciation.
- Ask students to read each question and choose the answer with a partner. Give a few minutes for the pairs to answer the questions together.
- Write 1.\_\_ 2. \_\_ 3. \_\_ 4. \_\_ on the board and call students up to write the correct letter next to each number. Check answers.



**1.** c **2.** a **3.** b **4.** c

#### **D** Grammar

- Read through each example sentence together as a class, changing the subject, tense, and whether the sentence is positive or negative.
- Give a short practice activity. Write the structure on the board:
   Subject, +/-, present/past, verb. Underneath the rules, write: He
  - has to + read... etc.

- Have students figure out with their partner how to use these prompts to create a sentence, using the grammar point presented in the chart.
- Change the prompts multiple times until the students have had sufficient practice and will be able to complete the next activity.

#### Grammar Practice

- Do number 1 together as a class.
- Then ask students to circle the answers individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.

Key

- 1. don't have to
- 2. had to

3. has to

4. had to

5. have got to

#### ✓ Check the Workbook

For further practice with grammar, use Exercise 2 in Lesson 1 of the workbook.

#### Read to Write

- Draw a stick figure on the board. Tell students that the figure is Cassie. Cassie wants a summer job at a clothing store.
- Ask students what might be on Cassie's to-do list. Have them discuss some ideas in pairs. Then have students open the book and read the to-do list.
- Have the students complete questions 1-3 in pairs. Share answers as a class.

#### Answers will vary.



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1. Cassie has skills in fashion design and gives good fashion advice.

- 2. Cassie wants three references: Mr. Brent, Mrs. Voss, and Prof Nichols.
- 3. She will write three cover letters.

#### **Extension** Fashion Show

- Say that Cassie changed her mind. She does not want to work in a clothing store after all! Her classmate just told her that her city is hosting a summer fashion show. That would be much more exciting than a clothing store, and look better on her résumé, too!
- Have students modify her to-do list so that it is now appropriate for being an intern at a fashion show.

#### Use the Language: Job hunting

- Read through the instructions. Be sure that students clearly understand that they are writing about a part-time job they would like to have.
- Tell students to write a list that is similar to the one in part F.
- Have students work individually for 10 minutes.
- Have students share their list with a partner and check each other's work. Then share answers aloud with the class, and receive tips from classmates.

#### **Extension** Part-Time Job To-Do List

- Write a variety of random and silly part-time jobs, such as:
  - Intern at a zoo (for the monkeys)
- Part-time dog walker (must walk 12 dogs at once)
- Part-time food taster (must be willing to try strange food)
- Intern at a bed store (must be able to take a nap on each bed), etc.
- Put each job on a small piece of paper and fold them up. Have each student randomly pick a silly job.
- Have students create a to-do list so that they are prepared to apply to these silly jobs. They may work in pairs.
- Have students present their lists to the rest of the class.

#### Applying for a Job Lesson 2

#### Aims

- Understand job requirements found in advertisements
- Practice describing one's qualities

#### Vocabulary

assistant	valuable	applicant	excellent
academic	submit	documents	transcript
successful	registrar		

#### Grammar

have to and must

#### Warm Up

Ask students where they typically find job advertisements-Craigslist, bulletin boards on campus, or by word of mouth? Discuss in groups some ways they may have found job advertisements in the past.

#### A Authentic Text: A job poster

- Write TA on the board. Ask the question: What does TA stand for in academics? Have students discuss in pairs and then skim the reading passage to find out the answer.
- Write the following questions on the board: Who can apply to be a TA? When is the deadline? Make sure that students understand what these questions are asking, and then allow students time to read the passage and find the answers.
- Share answers aloud as a class.

#### Vocabulary

- Read each bold word in part A and have the students repeat. Check and correct pronunciation.
- Tell students to read the text again and fill in the blanks with the correct bold words.
- Give students 5-7 minutes to complete the fill-in-the-blank
- Write 1.\_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ 7.\_\_ 8.\_\_ 9. \_\_ 10. \_\_ on the board and call students up to write the correct letter next to each number. Go over the answers.

- 1. transcript 5. assistant
- 2. excellent
- 6. applicant
- 7. successful
- documents 4. submit 8. academic
- 9. valuable
  - 10. registrar

#### Check the Workbook

For further practice with vocabulary, direct students to the crossword puzzle in Exercise 1, Lesson 2.

#### **C** Vocabulary: -ed adjectives

- Write boring and exciting on the board.
- Remind students that in Lesson 1 they discussed -ing adjectives, like boring and exciting. Today, students will discuss -ed adjectives.
- Next to boring and exciting, write bored and excited.
- Explain that boring and exciting describe situations: This class is boring! [laugh] That game is exciting!, etc.
- Compare by saying that *-ed* adjectives describe how a person feels. Emphasize the subject of the sentences and point to yourself while saying: *I am bored in this class*. She is excited in this class. Etc.
- Check that students understand the difference between these two types of adjectives.

#### Lesson 2

#### Applying for a Job

#### Authentic Text: A job poster

Read the job announcement and answer the questions below.

Office of the Registrar - Teaching Assistants Wanted

A Teaching Assistant (TA) helps a professor with lesson planning, lecturing, and grading. In this way, TAs get valuable experience in their field. All applicants must be students with an excellent academic history. The best applicants will be motivated, organized, and hardworking. They must be self-directed, and able to make decisions and solve problems.

Please submit the following documents: a cover letter, a completed résumé, three reference

letters from professors, and a transcript. Interested students must submit these by August 1st. We will not accept applications after this date. We will contact successful applicants for an interview before August 15th.





1. Who can apply to be a TA? 2. When is the deadline?

The word grade is both a noun (an A, B, C, etc.) and a verb. As a verb, it means to give a grade.

Read the text again. Fill in the blanks with the correct bold word from the job poster.

- 1. A full list of a student's classes and grades is a(n)
- 2. Another word for "very, very good" is
- 3. Pieces of paper with important information on them are
- 4. To give something (for example, a document or an assignment) to someone is to
- 5. A person whose job is to help someone else is a(n)
- 6. Someone who applies for a job is a(n) \_
- 7. To do something well or correctly is to be
- 8. A word to describe things related to school and studying is .
- 9. Something very useful or helpful is \_
- 10. The person or office that keeps academic records is the

#### Vocabulary: -ed adjectives

In part A, circle the adjectives ending in -ed. These words describe how a person acts or feels. Then, in the chart, write the names of people you know with these qualities. Discuss your chart with a partner.



-ed adjective	This adjective describes
motivated	
organized	
self-directed	

Which word best describes the woman in the picture?

- Explain that the first part of this section is to go back to part A and circle all the *-ed* adjectives. Have students complete this individually.
- Now, have students imagine three people they know who are motivated, organized, and self-directed. Ask students to write their names in the chart, and then discuss these people with their partners.
- Share a few answers aloud with the class.
- If time allows, ask students to answer the final question in part C. (She is obviously organized because of the way her desk is set up, but it technically she could be all three adjectives from the chart.)

#### Extension More -ed adjectives

Ask students to think of the three people they listed in the chart and try to come up with 2-3 more -ed adjectives that describe the people listed. Have them share these responses with a different partner and describe why they chose these adjectives to describe them.

# have to and must have to and must have to find a job soon. (This is necessary.) You don't have to have a college degree to apply for this job. (It isn't necessary.) (They cannot do this. It is a rule.)

**Grammar Practice** 

Notice that the negative forms of these two expressions have different meanings.

Read the letter and circle the correct words and phrases.

Dear students,

- This year, the university has new rules to make our campus better for everyone. As of September:
  1. Everyone (don't have to / must / must not) drive less than 40 km per hour on all campus roads.

  Those who don't follow this rule (must / have / must not) to pay \$45 to the campus police department.
- Smokers living in campus dormitories ( must not / must / have to ) smoke inside their buildings. There are smoking areas outside.
- Students living in dormitories ( must not / must / don't have to ) leave the dorm during winter break. Students can stay in their rooms. But to do this, you ( must / haven't got to / have ) tell the housing office by Dec. 1.
- All students and staff (must / have / don't have ) to put garbage in trash cans around campus and in buildings.

Thank you,

Your Student Office

#### Write to Speak

You are looking for a tutor to help you study and improve your grades. Write a description of your preferred candidate and make a list of rules your tutor must follow.

**Tutor Wanted:** 

#### **G** Use the Language

#### **Tutor Wanted**

Write four or five questions to ask an applicant. Then find a partner and role-play an interview.

Is this candidate the right person for the job?



#### **D** Grammar

- Write HAVE TO / MUST on the board. Explain that *must* is another way to say *have to*. Refer to the chart to explain that both of these phrases mean that *something is necessary*.
- Now, write DON'T HAVE TO / MUST NOT. Explain that while these are the opposite of what they have learned, only don't have to means that something is not necessary. You don't have to eat lunch today. You don't have to study for the test. (It's okay if you choose not to do these things.)
- Explain how must not is different from don't have to. Must not is a rule that must be obeyed. You must not drive through a red light. You must not smoke in this classroom. (If you do these things, you will get in trouble!)
- Go through the examples of *don't have to* and *must not* once more to clarify the difference between the two phrases.
- Check that students are clear about the difference by asking comprehension check questions: Which phrase means you could get in trouble if you don't listen to the rules? (Must not), etc.

#### 

The grammar examples listed above are applicable for all students. Try to come up with additional examples of specific rules or laws that are emphasized the most in your school or location. By making grammar points relatable, students will be more likely to remember them and use them in their daily lives

#### Grammar Practice

- Read the instructions aloud to the class. Do number 1 together as a class.
- Ask students to circle the correct answers individually or in pairs.
- Write 1.\_\_ 2. \_\_ 3. \_\_ 4. \_\_ on the board and call students up to write the correct answers in. Check answers.

1. must, have 2. must not 3. don't have to, must 4. have

#### Write to Speak

- Read the instructions aloud to the class. Brainstorm a list of rules your tutor must follow. Write a variety of key words on the board that they could use, but do not write full sentences.
- Once you have come up with a class list of vocabulary words, assign the task to the students. Clarify that students must write full sentences using the grammar they just practiced. They may use vocabulary words from the board or come up with new ones for this activity.
- Have students share responses with a partner, and then have volunteers read their responses or their partner's responses aloud to the class.

#### **©** Use the Language: Tutor Wanted

- Read through the instructions. Have students come up with questions individually. As students begin to finish the first part of the assignment, pair students up to ask one another these questions.
- Then have students continue to ask their questions to a variety of students until they find the best person for the job.
- Students may share their choice with the class.

#### Extension English Conversation Partner Ad

- Tell students that now they are looking for someone to practice English with. They can create an advertisement similar to the one they just completed, but this time they are looking for an English conversation partner.
- Be sure that students use the same grammar as above.
- Have students share their responses with a partner and then aloud with the class

### **Lesson 3** Decisions, Decisions

#### Aims

- Study and compare factors of different schools
- Discuss reasons why students attend certain schools

#### Vocabulary

decide (on) quality location decision abroad reputation MBA course

#### Grammar

Comparative adjectives; may and might

#### Warm Up

Ask students how they made the decision to go to their current school in comparison to other schools they may have considered. Have them discuss this in pairs, and then share a few responses aloud. Write a few notes on the board to be referred back to at the end of this lesson.

#### A Authentic Text: A short article

- Explain that they are going to read a magazine article called "Choosing the Right Business School." Ask them to discuss in pairs which factors they think the magazine article might list for students to consider.
- Write the following words on the board:
  - price
  - size
  - reputation
  - international
- Ask students to discuss in pairs what these four factors might mean when it comes to business schools. Share a few responses aloud and be sure that students understand all four words before beginning to read the article.
- Ask students to scan the article and put the four factors in the order they are listed in the magazine article. (1. size 2. reputation 3. price 4. international)
- Ask students to list the four factors in order of importance to them. Then, have them share their responses with a partner and explain why certain things are more or less important than others. Share a few responses aloud with the class.
- Write the following colleges on the board:
  - Lakeshore University
  - Uptown College
  - Fielding College
  - Wallborne Business School
- Ask students to read the article once more and take notes on the four colleges listed on the board. Share notes aloud with the class.

#### **B** Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Ask questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief oneword answers, such as: You will match the word to its 'what'? (Its definition.)
- Give students 5-7 minutes to complete the assignment.
- Write 1.\_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ 7.\_\_ 8.\_\_ on the board and call students up to write the correct letter next to each number. Check answers together.
- Check comprehension by asking questions that will receive either a yes/no or one word answer, such as *Is 'abroad' close to home or far away? (Far away)*. Etc.

#### Lesson 3

#### **Decisions, Decisions**

#### Authentic Text: A short article

#### Read the magazine article.

# **Choosing the Right Business School**

Deciding on a business school can be difficult for future MBA students. To help our readers, *BusinessNews* wants to give you some information about schools in the Nortown area.

First, consider size. You might prefer a very school such as Lakeshore University. You'll meet many different professors and have many classmates. Other students might like smaller class sizes. Uptown College may be better for these students.

Secondly, you may want a school with a great reputation in the field. Lakeshore has a better reputation.

Third, some MBA students may prefer a school with less expensive tuition. Fielding College is an excellent school, and it's cheaper than the other options.

Finally, some schools are more international than others. Interested in studying abroad for a semester? You might be happier at Wallborne Business School. It has larger international programs.





#### Vocabulary

2. quality

#### Match the words with the correct definitions.

- 1. decide (on) •
- a. a choice
- b. what people think about a person, place, etc.
- 3. location c. a class or a program of study
- 4. decision d. a Master of Business Administration degree
- 5. abroad • e. place; where something is 6. reputation • • f. to choose
- reputation • f. to choose

  MBA • q. in another country
- course h. how good or bad something is

#### Grammar

#### Comparative adjectives

See Unit 8 to learn about comparison with less, fewer, and (not) as... as.

comparative adjectives				
one syllable	adjectives ending in -y	two or more syllables	irregular	
adjective + -er	-y to -ier	more + adjective		
cheap – cheaper	happy – happier	more expensive	good – better	
large – larger	pretty – prettier	more international	bad – worse	
small – smaller	funny – funnier	more difficult	far – farther/further	

Look back at part A. Underline seven comparative adjectives

Brief note

To compare two people or things, you usually need than: She's taller than him

# (ey

#### **1.** f **2.** h **3.** e **4.** a **5.** g **6.** b **7.** d **8.** c

#### ✓ Check the Workbook

For additional practice with these vocabulary words, direct students to complete Exercise 1 of Lesson 3 in the workbook.

#### **G** Grammar

- Read through each column on the comparative adjectives chart together as a class. After each rule, ask students to come up with one additional example to add to the chart.
- Have the students go back to part A to underline seven comparative adjectives. (1. smaller, 2. better, 3. less expensive, 4. cheaper, 5. more international, 6. happier, 7. larger)
- Read and go over the Brief notes.
- Go through the *may* and *might* chart and explain that both mean there is a 50% chance for the realization of a prediction or a possibility. *May* is slightly more formal than *might*.
- Go over the Brief notes with the students.

#### **D** Grammar Practice

- Do number 1 together as a class.
- Ask students to fill in the blanks for #s 2-4 individually or in pairs. Remind them that they should look back at the table if they can't remember the information.
- When ready, check answers as a whole class.

# may and might A prediction is a guess about what will happen in the future. These words give a possibility or prediction about the future. When talking about possibility or prediction, *may* and *might* have the same meaning. They both mean there is a 50% chance. They may go to a movie tonight. She might apply for that teaching position. Don't use a contraction I may not visit Sammy this afternoon. Prof. Jenkins might not teach that course Fill in the blanks with the comparative form of the correct adjective from the box

		,		,	
	specific	tough	far	heavy	
1.	Your course has more home	work, but the test	s for my course	are	
2.	Let me carry your suitcase. I	t's	than m	nine.	
3.	Ina's new apartment is nice	than her old one	, but it's		_ from campus.
4.	A: I'd like to take a class abo	out animals.			
	B: Hmm. Can you be		Which class?		
	rite your own sentences abo	•	•	•	
6.					
_					

#### Use the Language

#### How did you decide?

Discuss with a partner how he or she decided to attend this school or program. Write an answer to the first question. Then mark each item on the list as important (I) or not important (N). Add items to the list if necessary.

How did you find out about this	school and program?
Things to be considered: size of the school	quality of the campus
location of the school	friends at the school
quality of professors	reputation of the school
housing	<del></del>
tuition fees	

3. farther

- 1. tougher 4. more specific
- 2. heavier
- 5. 8. Answers will vary
- Read and check the instructions for questions 5-8. Elicit one or two examples to put on the board before they begin this work individually.
- Have students check each other's work in pairs and share aloud.

# Use the Language: How did you decide?

- Refer back to the notes on the board from the warm-up. Add more ideas if necessary.
- Ask students to choose an idea from the board or come up with their own to write down on the first blank. Then explain that they are going to rate the "things to be considered" as important (I) or not important (N).
- They may add items to the list if necessary
- Have students work in pairs. Students should discuss with their
- After pair work, have students share their answers with the whole class

#### Teacher's Note Instruction-check Questions

Be sure to ask instruction-check questions to ensure the students understand the task. This activity has a unique instruction, so students may be confused if you simply have them read the assignment and get started. Ask guestions such as: What are you writing on the small blanks? (I or N), What does I stand for? (important) and What does N stand for? (not important) This will help clarify any misunderstandings and allow you to spend more time on things other than repeating directions.

#### **Extension** Ranking the Factors

- Have students take this exercise one step further by listing the factors in order from most important (1) to least important (8). They should do this in a group of 3-4 and come up with a group decision. This will give them an opportunity for a lot of speaking practice and explaining reasoning.
- Make it clear that each group member should have equal speaking time, and while you circle the room to check progress you will be mainly focusing on the amount of speaking time from each group member.
- You should also take note of any grammar, vocabulary, or pronunciation mistakes you hear to correct on the board later (without naming who made the error).

# **Lesson 4 University Rankings**

#### Aims

- Understand and use school ratings to make decisions
- Practice more ways to make comparisons and describe probability
- Have conversations about future education and employment

#### **Vocabulary**

faculty rate province facilities categories academy

#### Grammar

Superlative adjectives; maybe, perhaps, probably

#### Warm Up

Ask students if they know of any popular websites that list college ratings. Did they look up the ratings of this school before enrolling? Have students share responses aloud with the class.

#### A Authentic Text: A ratings table

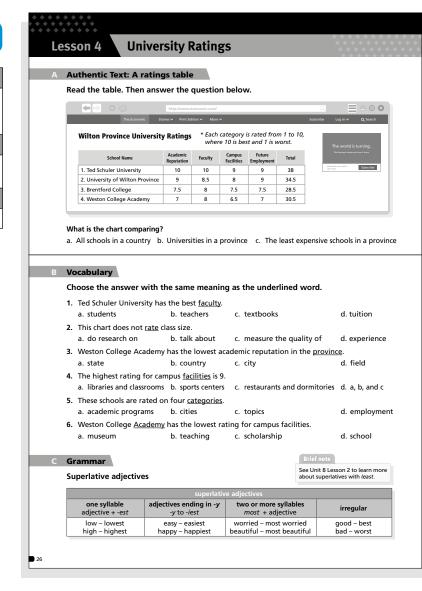
- Explain that they are going to read a table from a website that
  rates four popular colleges. Ask them to discuss in pairs which
  factors they think the magazine article might list for students to
  consider.
- Write the following words on the board:
- academic reputation
- faculty
- campus facilities
- future employment
- Ask students to discuss in pairs what these four factors might mean when it comes to business schools. Share a few responses aloud and be sure that students understand all four words before beginning to read the table.
- Ask students to scan the article and decide which college has the best rating and which has the worst. (Ted Schuler University / Weston College Academy)
- Ask students to list the four factors in order of importance to them. Then, have them share their responses with a partner and explain why certain things are more or less important than others. Share a few responses aloud with the class.
- Ask students to read the table and answer the follow-up question. What is the chart comparing? (Answer: B)

#### **Extension** Rate Your College

Have students take this exercise one step further by using the categories in the chart above to rate their own school. Have students complete this in small groups and then compare ratings with other groups.

#### **B** Vocabulary

- Read each underlined word and have the students repeat.
   Check and correct pronunciation.
- Ask instruction-check questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief one-word answers, such as: "Are you looking for a word that has the same or different definition as the underlined word?" (Same)
- Give students 5-7 minutes to complete the assignment.
- Write 1.\_\_2.\_\_3.\_\_4.\_\_5.\_\_6.\_\_on the board and call students up to write the correct letter next to each number. Check answers.





• Check comprehension by asking questions that will receive either a yes/no or one word answer, such as: *Is an academy a school?* (Yes).

#### **G** Grammar

- Read through each column of the superlative adjectives chart together as a class. After each rule, ask students to come up with one additional example to add to the chart.
- Read the Brief note so students are aware there is additional information later in the book.
- Go through the *maybe*, *perhaps*, and *probably* chart and explain that *maybe* and *perhaps* mean that there is a 50% or less chance. *Probably* is more than 50% likely.
- Note the difference in sentence placement: *maybe* and *perhaps* can go before the subject; however, *probably* has many places it can go in a sentence. Read through grammar rules in the chart and be sure students are clear on this.

#### **D** Grammar Practice

- Do numbers 1 and 5 together as a class.
- Ask students to fill in the blanks individually or in pairs. Remind them that they should look back at the table if they can't remember the information.
- When ready, check answers as a whole class.

#### maybe, perhaps, and probably

Perhaps is formal; maybe is used much more often in spoken English.

50% probability or less	Maybe I'll apply to Harvard. Maybe he won't graduate this year.	Perhaps I'll apply to Harvard next autumn. Perhaps he won't graduate this year.
		bably
more than 50% probability	after the main verb be: He's probably a student. before other main verbs: They probably go to the university. after a helping verb like will or be: The subway will probably get him there fastest, so he's probably going by subway. before a contraction with a helping verb + not: They probably won't go to the same school. He's going to a local school, but she probably isn't.	

#### Grammar Practice

Fill in the blanks with the superlative form of the adjective.

1.	. Sheri is the (organi	zed) person in our study group.
2.	. Which of these universities has the	(good) reputation?
3.	. The (tall) building	on campus is probably the library towe
_		and the second second

#### Complete the sentences with maybe, perhaps, or probably.

5.	It will rain	this afternoon. The forec	ast said there's a 60% o	hance of rain.
6.	There might be a big storm tonig	ht	schools will be closed	tomorrow.
7.	Paul doesn't study, but he's the sr	martest person in class. He	e'll	get the
	best grade.			

8. Ella has the least experience, but she's so hard-working. \_\_\_\_\_\_ that company will hire her.

#### Use the Language

#### **Making predictions**

Interview a partner. Ask for predictions about his or her future education and employment. Then take notes below. Where will your partner be next year, and what will he or she be doing? What about in two years? In five? Ten?

Next year	
In two years	
In five years	
In ten years	



On a separate piece of paper, write a few paragraphs about your partner's predictions.

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Key

- **1.** most organized
- 2. best
- 3. tallest

- **4.** rainiest
- **5.** probably
- 6. Maybe/Perhaps
- **7.** probably **8.** Maybe/Perhaps

#### ✓ Check the Workbook

For additional practice with superlatives, direct students to Exercise 2, Lesson 4 in the workbook.

#### **Use the Language: Making predictions**

- Assign students new partners. Go through the instructions and be sure that students understand that they are to interview their partner about their future education and employment.
- Allow students to rotate through new partnerships and continue interviewing different people. After about 15 minutes, ask students to compare interview answers that they received and see if anyone had similar ideas about their future.
- Match up students with similar responses and encourage them to have a discussion about their future plans together.
- The final paragraph writing assignment can be done as homework or in class if time allows.

#### Extension The Future You

- Have students act out a role-play. Student A being himself/ herself, and Student B being the future version of Student A. (Student B can use answers from the interview above or come up with their own ideas)
- This can be done in the form of a "dream" or looking in a pretend crystal ball.

#### Teacher's Note Cultural Sensitivity

Be aware that some cultures and religions prohibit "fortune-telling" even if done in jest. Please use your discretion and skip the extension activity above if you feel that it may offend or upset your students in any way.

# **Lesson 5** Studying Abroad

#### Aims

- Understand and describe stories related to studying abroad
- Talk about feelings using intensifiers

#### **Vocabulary**

tiny jealous overseas destination entertainment sea residents located scenery homestay

.....

Grammar Intensifiers

#### Warm Up

Ask students if they have ever considered studying abroad and where. Have students briefly chat about this topic in pairs. Then share results of the discussion as a class.

#### 

- Transition by telling the students that the model conversation is an example of two friends, Marta and Cameron, talking about Marta's plans to study abroad.
- Play the audio and listen to the conversation as a class, stopping after each sentence and having students repeat after the audio, mimicking the intonation.
- Assign pairs. Give each student the role of either Marta or Cameron. If time allows, have students read the conversation several times: the first time reciting it while reading it; the second time with eye contact; and the third time with eye contact and gestures. Encourage them to read as naturally as possible and to alternate roles.
- Ask students to tell their partner where Marta wants to go and what she will do there. (She wants to go to London. She will study there.)

#### **B** Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Ask instruction-check questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief one-word answers, such as: "You will fill in the blanks with words from the...?" (box)
- Give students a few minutes to complete the task.
- Write 1.\_\_2.\_\_3.\_\_4.\_\_5.\_\_6.\_\_7.\_\_8.\_\_ on the board and call students up to write the correct letter next to each number. Check answers.

(ey

- 1. entertainment
- 2. overseas, destination
- **3.** jealous

- 4. located7. tiny, residents
- **5.** scenery **8.** sea
- 6. homestay

#### ✓ Check the Workbook

For additional practice with this vocabulary, direct students to complete Exercise 2 of Lesson 5 in the workbook.

Read the conversation. Then listen and answer the questions. © Describer when the probability.  Marta: I'm so excited about studying English abroad. Cameron: Well, I'm jealous. I'd love to travel overseas. Marta: You could come, tool Cameron: Maybe. But I'll definitely have to wait until I save some money. So, where are you going? Marta: I really want to go to England, but choosing a specific destination is pretty difficult. Cameron: London would be fantastic. Lots of people, history, entertainment Why not study there?  Marta: Well, it is a huge city with lots to see and do. But it might be too crowded for me. Living in a tiny rural area with friendly residents would be more my style.  Cameron: That sounds a bit boring. Maybe you could live in a bigger town near the sea.  Marta: Actually, I read about an English school located in a town called St. Ives. The shops, galleries, and scenery looked quite nice in the brochure, and the school's teachers a homestay families seemed great.  1. Where does Marta want to go?  2. What will she do there?  B Vocabulary  Fill in the blanks with the correct words from the box.    tiny	Le	Studying Abroad		*****
Marta: I'm so excited about studying English abroad. Cameron: Well, I'm jealous. I'd love to travel overseas. Marta: You could come, too! Cameron: Maybe. But I'll definitely have to wait until I save some money. So, where are you going? Marta: I really want to go to England, but choosing a specific destination is pretty difficult. Cameron: London would be fantastic. Lots of people, history, entertainment Why not study there? Marta: Well, it is a huge city with lots to see and do. But it might be too crowded for me. Living in a tiny rural area with friendly residents would be more my style. Cameron: That sounds a bit boring. Maybe you could live in a bigger town near the sea. Marta: Actually, I read about an English school located in a town called St. Ives. The shops, galleries, and scenery looked quite nice in the brochure, and the school's teachers a homestay families seemed great.  1. Where does Marta want to go?  2. What will she do there?  B Vocabulary  Fill in the blanks with the correct words from the box.  tiny jealous overseas destination entertainment homestay  1. My best friend and I like the same kinds of	Α	Model Conversation		robability.
Cameron: Well, I'm jealous. I'd love to travel overseas.  Marta: You could come, too! Cameron: Maybe. But I'll definitely have to wait until I save some money. So, where are you going? Marta: I really want to go to England, but choosing a specific destination is pretty difficult. Cameron: London would be fantastic. Lots of people, history, entertainment Why not study there?  Marta: Well, it is a huge city with lots to see and do. But it might be too crowded for me. Living in a tiny rural area with friendly residents would be more my style. Cameron: That sounds a bit boring. Maybe you could live in a bigger town near the sea. Marta: Actually, I read about an English school located in a town called St. Ives. The shops, galleries, and scenery looked quite nice in the brochure, and the school's teachers a homestay families seemed great.  1. Where does Marta want to go?  2. What will she do there?  B Vocabulary  Fill in the blanks with the correct words from the box.		Read the conversation. Then listen and answer	the questions. 🏻 🚾	k 10
homestay families seemed great.  1. Where does Marta want to go?  2. What will she do there?  Here, "St." is short for, and is pronounced as, Saint.  B Vocabulary  Fill in the blanks with the correct words from the box.  tiny jealous overseas destination entertainment homestay  1. My best friend and I like the same kinds of		Cameron: Well, I'm jealous. I'd love to travel oversed Marta: You could come, too! Cameron: Maybe. But I'll definitely have to wait unt money. So, where are you going?  Marta: I really want to go to England, but choosi destination is pretty difficult. Cameron: London would be fantastic. Lots of people entertainment Why not study there?  Marta: Well, it is a huge city with lots to see and Living in a tiny rural area with friendly res Cameron: That sounds a bit boring. Maybe you coul Marta: Actually, I read about an English school lo	il I save some  ng a specific  e, history,  do. But it might be to idents would be mor d live in a bigger tow cated in a town caller	e my style. n near the sea. d St. Ives. The shops, art
Fill in the blanks with the correct words from the box.  tiny jealous overseas destination entertainment homestay  1. My best friend and I like the same kinds of		homestay families seemed great.		Brief note  Here, "St." is short for, and
1. My best friend and I like the same kinds of		Fill in the blanks with the correct words from the	destination en	ntertainment
4. Sao Paolo is a very large city in Brazil. 5. I think Hawaii has the most beautiful in the world. 6. To improve your English, consider living with a local family. 7. She's from a town—it only has about 400 8. It's nice to live near the You can eat fresh fish all the time.  C Quick Review  Look back at the brief notes in this module. What word or phrase means  "100% probability"? "bored or annoyed about"? "a guess about what will happen in the future"?		My best friend and I like the same kinds of? What? What?	scenerymus	ic, movies, and TV shows
5. I think Hawaii has the most beautiful in the world. 6. To improve your English, consider living with a local family. 7. She's from a town—it only has about 400 8. It's nice to live near the You can eat fresh fish all the time.  C Quick Review  Look back at the brief notes in this module. What word or phrase means  "100% probability"? "bored or annoyed about"? "a guess about what will happen in the future"?			•	ave.
Look back at the brief notes in this module. What word or phrase means  "100% probability"?  "bored or annoyed about"?  "a guess about what will happen in the future"?		I think Hawaii has the most beautiful     To improve your English, consider living with a lo     She's from a town—it only	cal in the wo	family. 
"100% probability"? "bored or annoyed about"? "a guess about what will happen in the future"?  D About You	C	Quick Review		
		"100% probability"? "bored or annoyed about"?	· 	neans
	D	About You		
			o you want to stud	y abroad? Why?

#### **Quick Review**

Tell students to browse through the module and look at all the Brief notes to answer the three questions. For fun, make it a race to see who can find the answers first. Tell them to also list the page numbers the answers are found on, so they can share the information with the class.

Key

**1.** definitely

2. tired of

3. prediction

#### About You

- This activity can be done in any way you prefer. Use some of the following ideas:
  - 1. Ask students to read the three questions and write notes on a piece of paper. Then present to a partner.
  - 2. Casually explain the answers to a partner or a group.
  - 3. Prepare a presentation and present it to the class.
- Choose the type of activity that best suits the needs of your class, and have students answer the questions in that way.

#### Grammar

- Before class, prepare a cup filled with folded up pieces of paper.
  On the papers, write all the intensifiers seen on the chart. In
  a second cup, place folded up papers with adjectives written
  on them. In the third cup, place folded up papers with nouns
  written on them. All intensifiers, adjectives, and nouns can be
  taken directly from the grammar chart or from other places in
  the lesson.
- Read through the list of intensifiers written in the chart.

#### Grammar

#### Intensifiers

When we use *quite* before a singular noun, a or an comes after it.

intensifier		-64		h-f
intensifier		after a linking verb		before a noun
mild	quite fairly rather	irly Daniel is fairly smart.		Vancouver is quite a beautiful city. Daniel is a fairly smart student. This is a rather boring song.
strong	very really so such	The town isn't very exciting. The residents here are really friendly. Traveling overseas seems so exciting!		The town isn't a very exciting place. There are really friendly residents.  X This school has such a good reputation.
very strong	completely My friends feel completely jealous.		Sarah took an extremely difficult course. My friends are completely jealous people. This was a totally challenging hike.	
			y loves her new job.	

Brief note

Don't use a noun after so, but always use one after such.

#### Grammar Practice

Move the intensifier to the correct place in each sentence. Use an arrow ( \ \ )

- 1. (such) Jeddah is a hot city.
- 2. (rather) This history lecture is interesting.
- 3. (so) The flight to Tokyo was long!
- 4. (quite) This is a good restaurant.
- 5. (really) Margaret is enjoying her English classes.
- 6. (very) The professors at this university are good.
- 7. (really) Scott loves his classes this semester.
- (completely) We bought new furniture for the apartment.

#### Use the Language

#### Talking about feelings

Look at the chart below. Think about a time when you felt the emotions and make notes about the situation. Then talk with a partner about your feelings and the situations when they happened. Make notes in the chart about your partner's experience.



	quite jealous	very excited	extremely angry	completely surprised
Me				
Partner				

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- Write 2 columns on the board: 1. "after a linking verb" and 2. "before a noun."
- Have a group of 3-4 students come up to the front of the classroom and pick out an intensifier, adjective, and noun from the cups. Then point to column 1 or column 2 and see if the group can arrange the words into the proper order to make a sentence. Choose a second group to repeat the activity. Do this until all students have had a chance to practice the grammar before moving on to part F.

#### Teacher's Note Illustrations

Visual learners learn best when they see information presented to them. Illustrations that compare the language to something they can visualize will help many students understand the language point being taught. In this lesson, drawing arrows, the numbers 0-100, or an illustration of a thermometer next to the list of intensifiers in the grammar chart may help visual learners better understand intensifying strength.

#### Grammar Practice

- Explain the directions of this assignment and do number **1** together as a class. Emphasize that students will be moving the word in parentheses into its appropriate place in the sentence using an arrow.
- Ask students to complete the assignment in pairs.
- When ready, have students read answers to the class.

- 1. Jeddah is such a hot city.
- 2. This history lecture is rather interesting.
- 3. The flight to Tokyo was so long!
- **4.** This is quite a good restaurant.
- **5.** Margaret is really enjoying her English classes.
- **6.** The professors at this university are very good.
- 7. Scott really loves his classes this semester.
- 8. We bought completely new furniture for the apartment.

#### **G** Use the Language: Talking about feelings

- Go over the instructions. For extra emphasis, you may want to draw the chart on the board with cartoon faces that show the emotions listed.
- Have students complete the assignment individually, and then assign partners to complete the second half of the assignment. Allow time for students to discuss and compare stories.
- Go around the classroom to monitor, give suggestions, and make corrections when necessary.

#### **Extension I** Act it Out

- Have pairs of students choose one story out of all the ones they discussed to act out in front of the class, without naming the emotion that one of them felt from it.
- Have the class try to guess which emotion the student felt after the story has been acted out.

#### **Extension II** More Emotions

• Have pairs of students choose one or more additional emotions that were not listed in the chart to discuss. Then have them act out the situations as before.

#### **Unit 2: Active Review**

#### A Summary of a Report Track 11

#### ■ Warm Up

Ask the students what they think they will hear in a report about graduate programs.

#### ■ Activity

Have students listen to the summary of a report on graduate programs. Assign students to pairs. Have them fill in the blanks together. When ready, check answers as a class.

- 1. schools are choosing students for graduate programs
- **2.** 50, 20
- 3. must
- **4.** experience, assistants
- **5.** references, professors
- **6.** motivated, self-directed

#### **B** A Grad School Interview

- Tell students to imagine that they are applying to a graduate program. Have students work in pairs to discuss the questions asked.
- They may write questions in the box. Once the discussion is complete, they should role-play the interview and switch roles.
- Have a few students present their role-plays to the class. Give collective feedback.

#### **Reminder: Some Module 1 Goals in Unit 2**

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

	ummary of a Report	luata nyagyama Eill in tha hlasta 🗢	
	sten to the summary of a report on grad  The topic of the report is how	. •	ick 11
2.	The report used information from	schools over	_ year
3.	Today, applicants have	e grades of 85% to 100%.	
4.	Many applicants must have work	For example, some	
5.	Students applying to graduate programs u from employers or	1/2	
6.	In an interview, an applicant must show th	at he or she is interesting,	TIM
	, and	Brief note	- 1010
		A report is a document giving information on a specific subject.	
Α	Grad School Interview		
w	ork with a partner. Discuss the questions.	vooram. What subject will you study? Wh	at do
W(			
W(	ork with a partner. Discuss the questions.  Imagine you are applying to a graduate pr do you want? Tell your partner.  Using your partner's answers and the infor		
W(	ork with a partner. Discuss the questions.  Imagine you are applying to a graduate pr do you want? Tell your partner.  Using your partner's answers and the infor	mation from part A, write some intervier	
1. 2. 3.	ork with a partner. Discuss the questions.  Imagine you are applying to a graduate pr do you want? Tell your partner.  Using your partner's answers and the infor questions to ask your partner.	mation from part A, write some intervier	
1. 2. 3.	ork with a partner. Discuss the questions.  Imagine you are applying to a graduate pr do you want? Tell your partner.  Using your partner's answers and the infor questions to ask your partner.  Role-play the interview. Then switch roles.	mation from part A, write some intervier	
1. 2. 3.	ork with a partner. Discuss the questions.  Imagine you are applying to a graduate pr do you want? Tell your partner.  Using your partner's answers and the infor questions to ask your partner.  Role-play the interview. Then switch roles.	mation from part A, write some intervier	
1. 2. 3.	ork with a partner. Discuss the questions.  Imagine you are applying to a graduate pr do you want? Tell your partner.  Using your partner's answers and the infor questions to ask your partner.  Role-play the interview. Then switch roles.  eminder  ome Module 1 Goals in Unit 2  It a check mark (/) next to the things you can	mation from part A, write some intervier	

# Communication Warm Up Discuss the following questions in groups.

- 1. Do you have a part-time job now, or did you in the past? What do/did you do? Do/Did you like it or not?
- 2. What are some possible jobs that students might have on a university campus?

#### B Job Ad

Read the job ad. With a partner, answer the questions. Would you like to have this job?

#### **Position: International Student Assistant**

#### Duties

As an international student assistant (ISA), you will help other international students at our university feel at home. Your duties are to greet new students when they arrive, show them around, and plan fun activities and entertainment for them.

#### Schedule

About 15 hours per week, mostly evenings and weekends

#### Applicants mus

- be current international students
- have a GPA of 3.0 or higher
- live on campus

No work experience necessary. Successful applicants should know the campus and the town well. They must be friendly, creative, and happy to help others.

To apply: Email your cover letter, résumé, and application form to isa@program.edu

- 1. Which of the following might an ISA do?
  - a. Tutor students. b. Help students apply to college. c. Give students a tour of the city.
- 2. A successful applicant for the job does not have to \_\_\_\_\_\_
- a. have good grades b. have experience c. work on weekends d. submit a résumé

#### C Help Wanted

Write an ad for a student job on campus. Include the following:

- Position name
- Documents to submit
- Main duties
- Education and experience needed
- Work schedule
- Skills needed

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#### Communication

#### A Warm Up

Assign groups of four to discuss the questions listed. Students should discuss their experiences with part-time jobs. Go around the room to ask questions and check progress.

#### **B** Job Ad

Explain the instructions of this assignment and ask instruction-check questions to ensure that students understand the task being assigned. Have students read the ad and then answer the questions with a partner.



**1.** c **2.** b

#### **G** Help Wanted

- Tell students that they will be writing an ad for a student job on campus. Be sure that they clearly understand that they must include the information in the bullet points.
- Allot a certain amount of time (10-15 minutes) to complete their ad.
- When the time is up, have students take turns presenting their information to the class.

#### Module 1: Review

#### **A** Vocabulary

- This exercise should show understanding of the language covered in the module.
- Assign students to pairs, or do these as a whole class, making sure that all the students fill in the blanks. Ask students to fill in the blanks from memory.
- Ideally, they should write vocabulary words from the lessons. If students are struggling to fill in the blanks, tell them they can flip through the past lessons to help them fill in the blanks.
- · Answers will vary.

#### **Grammar**

- This exercise is a review of all the grammar points within the unit. Have students work on finding and underlining the errors
- If students are having a hard time solving the guestions, tell them to flip through the module and refer back to the grammar parts to help them answer questions.
  - 1. work working
  - 2. to listen listening
  - 3. having have
  - 4. aren't don't
  - 5. washing
  - 6. take probably probably take
  - 7. no comma necessary
  - 8. challenged challenging
  - **9.** <del>so</del> such
  - **10.** seeing to see
  - 11. best better
  - 12. rains will rain

#### Module 1 Review

#### A Vocabulary

Remember and write...

1. ...five job titles.

2.	five things a person can study at college or university.
3.	three words beginning with appl-
4.	four activities people can be tired of doing at home.

5. ...three documents you might have to submit when applying for a job.

6. ...four categories used to rate universities.

#### B Grammar

Underline the errors and write the correct word(s) in the blanks.

1.	They are work on an assignment right now.	
2.	He dislikes to listen to music.	

- 3. We won't having class next Monday.
- 4. You aren't have to stand. You can sit here.
- 5. Kate is tired of wash the dishes.
- 6. They'll take probably a taxi.
- 7. I was late for work, because my boss is angry at me.
- 8. Is your new job very challenged?
- 9. Victor is so a nice guy.
- 10. Would you like seeing a movie?
- 11. She is a best doctor than him.
- 12. It's cloudy this afternoon. I think it rains.

#### C Planning

In a group, make plans to do something next week.

- Discuss what each person's plans are and what your schedules are like. Find a time that works for everyone.
- Talk about what activities and interests you each enjoy so you can agree on a fun activity.

#### D Success

Look at the list of adjectives. How important are they in helping people get a good job? Rate them from 1 (not important) to 10 (very important) and give a reason. Then find a partner and compare your lists.

	Rating (1-10)	Reason	Partner's rating
creative			
motivated			
organized			
self-directed			
fascinating			
beautiful			

#### E A Big Decision

Read the information about Ajay, a high school student in Canada. Then read the information about two colleges Ajay is considering.



#### Ajay

- From Canada
- Loves the sea and being outdoors
- Wants to be a doctor
- Can't stand big cities
- Likes small classes
   Would like to study abroad

- UNIVERSITY OF MELBOURNE
- Located in a large city in Australia
- Medical school with a
- good reputation
   Around 40,000 students
- Many international
- students
- Fairly large class sizesExpensive for
- international students
   20-minute drive to the sea

BISHOP'S UNIVERSITY

- Located in a mediumsized town in Canada
- No medical school, but good science programs and a good academic
- Less than 5,000 students
- Small class sizes
- Reasonable prices; cheaper than other options
- Beautiful scenery, but 3 hours from the sea

Discuss Ajay's choices with a partner. Which school should he choose? Present your answer and your reasons to the class.

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#### **©** Planning

- With the class, brainstorm some ideas for plans, schedules, and activities for next week.
- Assign students to groups. Ask them to plan next week together. Allow students to come up with an activity that works for everyone.
- Go around the room to ensure that students are participating equally in the group conversations. Make error corrections when necessary.

#### Success

- Ask the students to rate the adjectives from least important (1) to most important (10) in terms of getting a job and list their reasons why.
- Go around the room asking each student to explain their reasons to you.
- Put students in pairs and have them compare responses and discuss together.
- Go around the room making observations and having students explain their ratings in comparison with their partner's ratings.

#### **A Big Decision**

- Have students read about Ajay and about both schools.
- Independently, have students make a decision about which school they feel would be the better fit for Ajay and why.
- Go around the room and have them briefly explain their choices to you. Ask for more details and make corrections when necessary.
- Pair up students with new partners and have students compare their decisions. Have students take notes on similarities and differences between the choices.
- Go around the room checking the student's progress and asking questions.

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# **Getting a Job**



# Module 2 Overview:

# **Getting a Job**

#### **Module 2 Goals**

- Understand simple information and questions about work and hobbies
- Talk to people politely in short social exchanges using everyday forms of greeting and address
- Complete a questionnaire with information about your educational background, job, interests, and skills
- Describe your education and your jobs, present and past
- Make and accept invitations, or refuse invitations politely
- Use the most important connecting words to tell a story (for example, *first*, *then*, *after*, and *later*)
- Participate in a longer conversation about a familiar topic
- Describe a job or a study experience

#### Warm Up

- Draw students' attention to the title of Module 2: Getting a Job. Ask the students if they have a job or if they have ever interviewed for a job before.
- Tell students that they could have many interviews throughout their life. Tell students that they might change their job within one company or change their career completely. Help students understand that job interview skills will be crucial throughout their entire lives.
- This would be a perfect time to draw upon your personal experiences. Talk about the different types of jobs you've had and the different interviews you have been part of.

#### **Extension I** Where to Look?

- To draw students further in to the lesson, ask students to brainstorm all the different ways they can find out about job opportunities.
- Create a mind map (on the board) with students. If the students seem stuck, you might suggest broad topics like on the web, in print, in person. Try to make sure a wide variety of topics are covered, like search engines, company websites, newspapers, magazines, professional organization job boards, job counselors, word-of-mouth, etc.

#### **Preview**

- Read the first item on the list (Nicole Milton's résumé). As a class, find the page that has her résumé (Active Review, p. 46).
- Assign students to pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

e S	<b>1</b> n 46	<b>2</b> n /11	<b>3.</b> p. 53	1 n 5
	1. p. 40	<b>2.</b> p. 41	<b>υ.</b> μ. υυ	<b>4.</b> p. 5/

#### **Discuss**

- Demonstrate how to complete this activity by modeling question
   1. Ask a student to read question
   1. Ask the other students to answer the question. Write an answer on the board, using the correct sentence structure (e.g. I think the people in the picture might feel nervous because job interviews can be intimidating).
   Students can use this model to complete the rest of the activity.
- Ask students to discuss the questions in pairs.
- Walk around the classroom to monitor the students' participation and to correct errors as needed.
- Wrap up by leading a class discussion, asking students to relay their partner's answers.



#### (Sample answers)

- **1.** I think the people in the picture might feel nervous because job interviews can be intimidating.
- 2. My dream job is to be a lawyer.
- **3.** People should wear a suit and tie to an interview. It is important to make a good first impression.
- It is difficult to answer questions about long-term goals and what my weaknesses are.
- **5.** At the end of an interview, you should thank them for their time and tell them you look forward to speaking with them soon.

#### Write

- Tell the students to choose one of the questions from the above section. Have them write a couple sentences to answer it.
- Have some volunteers read their answers aloud.

# **Unit 3 Overview:**

# **Basics of the Process**

#### **Lesson 1:** A Job Application

Aims: - Understand parts of a job application

- Ask and answer using modals for permission

Vocabulary: Job applications **Grammar:** Phrasal verbs

#### Lesson 2: Scheduling an Interview

- Practice scheduling an interview Aims:

- Understand scheduling terminology

**Vocabulary:** Scheduling interviews

**Grammar:** prefer + noun, gerund, or infinitive

#### Lesson 3: Preparing for an Interview

Aims: - Understand and use words related to interview

preparation

- Give and receive advice about preparing for an

interview

Vocabulary: Interview preparation

Grammar: Advice with should, imperatives, and (would) suggest/

recommend + gerund

#### Lesson 4: The interview begins.

Aims: - Learn common interview vocabulary

- Practice using adverbs of sequence

Vocabulary: Interviews

**Grammar:** I know + clause; conjunction before

#### **Lesson 5:** The Job Description

Aims: - Use common vocabulary to understand a job

description - Learn job titles

Vocabulary: Jobs

Grammar: Infinitives in common phrases

#### Some Module 2 Goals in Unit 3

- Complete a questionnaire with information about your educational background, job, interests, and skills
- Describe your education and your jobs, present and past
- Make and accept invitations, or refuse invitations politely
- Use the most important connecting words to tell a story (for example, first, then, after, and later)
- Describe a job or a study experience

#### Lesson 1 A Job Application

#### Aims

- Understand parts of a job application
- Ask and answer using modals for permission

#### Vocabulary

administration data contact hours prefer qualification previous Corp. temporary permanent

#### Grammar

Phrasal verbs

#### Warm Up

 Explain to students that they will learn about job applications today. Ask students what type of information they think will be on a job application. Elicit a variety of answers, company name, company contact information, applicant name and contact information, job details, employment history, education, etc.

#### ★ Unit 3 · Basics of the Process ★

#### Lesson 1

#### A Job Application

#### Authentic Text: A job application

Ron wants to apply for a new job. Look at part of his résumé and then fill out the application.

#### Ron Lumber

1423 Bank Drive, Jackson MC, 34567 (555) 555-4536

Summary: I am looking for a permanent part-time position in administration

Previous Employment: Administrative Assistant Hendrix Corp. (2 years) 78 John Street, Jackson MC (555) 555-9909

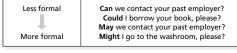
Please fill in the details			
Personal Data			
Name: Phone Number: Address:			
Position Information	Brief note		
Which kind of job do you prefer? Hours (circle one): Part-time / Full-time Type (circle one): Permanent / Temporary	Use fill out to talk about the whole form, and "fill in" to talk about the individual blanks.		
Previous Employment			
Company Name:			
Phone Number:			
May we contact this employer? (circle one) Y	'es / No		

Read each word. Then match the word with its definition. Check your answers with a partner.

- 1. administration · a. to like (something) better than something else
- 2. data • b. information
- 3 contact • c. a short form of corporation, another word for company
- 4. hours . d. a quality (degree, certificate) that makes someone able to do a
- e. in the past 5. prefer
- 6. previous . f. lasting a specific amount of time
- 7. qualification • g. how much time a person spends working; the start and end
- times of a job . h. to get in touch with 8. Corp.
- i. activities related to running a company 9. temporary
- 10. permanent • j. for always; lasting an unlimited amount of time

#### ocabulary: Modals for permission

Many modals of possibility can be used to ask for permission—to ask someone about the possibility of being allowed to do something. Some sound more formal than others.



Practice reading the example sentences out loud. Then create more examples with a partner.

• You may want to create a mind map on the board to help students think of additional items that may be included on a job application.

#### A Authentic Text: A job application

- Transition by telling students they will practice reading a job application. Ask students to read the application by themselves.
- Once the students are finished, ask them to fill in the details; name, contact information, etc.

#### Teacher's Note fill out vs fill in

Make sure to go over the brief note. Explain the difference between fill out and fill in. Tell students that fill out is used to talk about writing the entire form. Whereas fill in is used to talk about the individual blanks that need to be filled in.

#### **3** Vocabulary: Family members

- Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding.
- Ask students to match each word with its definition.
- When ready, check answers to the vocabulary activity as a class or in pairs.

1. i 2. b 3. h 4. g 5. a 6. e 7. d 8. c 9. f 10. j

#### Grammar

#### Phrasal verbs

phra	asal verbs	
Phrasal verbs are very common in conversation, b werb + particle—for example, look up or fill in. Th over, etc.). But the meaning of a phrasal verb is n preposition. You must study and remember the n There are two kinds of phrasal verbs: inseparable	ne particle is usually a pre ot usually clear from the neaning of each phrasal v	position (in, out, on, up, meaning of the verb and the
<b>Inseparable:</b> The verb and the particle cannot be separated, so the object must come after the	get on: board (a bus/ train/plane)	You can't <b>get on</b> a plane without a ticket.
phrasal verb. Examples: get on, get off, go over, drop by	go over: to review; to explain	Let's <b>go over</b> the meaning of each word.
Separable: The object <i>may</i> come between the verb and the particle. When the object is a personal pronoun, it <i>must</i> come between the verb and the particle.	fill out: to write information on a form	Please fill out this form. Please fill this form out. Please fill it out. (X Please fill out it.)
Examples: fill out, fill in, look up, put on, throw out  Get on the bus and take it to River street.  Get the bus on and take it to River street.	look up: to find (information) in a dictionary, etc.	I looked up the word. I looked the word up. I looked it up. (X I looked up it.)

#### Grammar Practice

#### Circle the correct answers. Then read the sentences aloud.

- 1. He took an application and filled (out it / it out).
- 2. Fill (in / up) your name and phone number, please.
- 3. I need to get ( on / in ) the train and go five stops.
- 4. You should look ( out / up ) that company to learn more about it.
- 5. This milk doesn't smell good. I'm going to throw ( it out / out it ).
- 6. Where are my shoes? I want to put ( on them / them on ).
- 7. Would you drop ( over / by ) my office after lunch?
- 8. Please go ( over / out ) your information before submitting the form.

#### Write to Speak

- 1. Go online and find some more phrasal verbs. Write them down here, with their meanings.
- With a partner, write a conversation between a job applicant and an employer. Try to use a few phrasal verbs. Remember that the job applicant should be polite when speaking to the employer.
- When you finish writing your dialogue, practice it with your partner. Switch roles and practice again. Then perform it in front of the class.

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# Teacher's Note Qualifications

In many cases, *qualification* refers specifically to educational background, but some people use the term to include both educational background and work history. A common question is *What are your qualifications?* or *How are you qualified for this position?* 

# **©** Vocabulary: Modals for permission

- Explain to students that many modals of possibility can be used to ask for permission. Tell students that some modals sound more formal than others.
- Have the students repeat each example after you.
- Then, assign students to pairs and ask them to create two less formal and two more formal examples.

#### **Extension** More Modals for Permission

- Assign students to pairs. Ask students to come up with five less formal and five more formal examples that they might hear in a job interview. Ask the pairs to write down sample responses to each of the questions.
- When they finish, have the students switch partners and practice asking and answering these questions.

#### ✓ Check the Workbook

For further practice with modals for permission, use Exercise 3 in Unit 3 Lesson 1 of the workbook.

### **D** Grammar

- Carefully go over the table, practicing the exchanges. Remind students that phrasal verbs are very common in conversation but less common in writing.
- Remind students that they can form phrasal verbs by using a verb + particle. Prepositions are the most common particles used (in, out, on, up, over, etc.).
- Explain to the students that the meaning of a phrasal verb is not always clear. Tell students they need to study and memorize the meaning of the phrasal verbs.
- Tell students that there are two kinds of phrasal verbs: inseparable and separable. An inseparable phrasal verb is where the verb and particle cannot be separated; the object must come after the phrasal verb. With a separable verb, the object may come between the verb and the particle.
- Ask students to repeat each sample sentence after you, using both inseparable and separable verbs.
- Practice more freely by writing several phrasal verbs on the board and ask students to create sentences using the phrasal verbs.

#### Teacher's Note get in vs get on

There can be a lot of confusion over the use of *get in* vs *get on* when talking about transportation. Explain that it is common to say, *get on the bus, get on a plane, get on a boat.* However, we *get in a taxi, car,* or *truck*.

#### Grammar Practice

- Tell students that they will now practice the grammar points they just learned.
- Tell students that you will do number 1 together as a class.
- Ask the students to read number **1** by themselves. Ask the class which answer is correct: out it or it out. Ask the students what the correct response is.
- Then, assign the students to pairs and ask them to finish the grammar practice together. Remind them to refer to the chart as necessary.
- Students may have difficulty with number 3. Refer to the Teacher's Note above. Students need to memorize this difference.
- When the students are finished, check answers as a class. Ask the students to repeat each question/response after you.

>	<b>1.</b> it out <b>5.</b> it out	<b>2.</b> in	<b>3.</b> on	4. up
¥	<b>5.</b> it out	<b>6.</b> them on	<b>7.</b> by	8. over

#### Write to Speak

- Tell the students that they will now practice further with phrasal verbs
- Ask the students to go online and find some more phrasal verbs.
- Tell the students to write the phrasal verbs in the provided box and to include their meanings. Tell the students they can use an extra piece of paper if they need to.
- Once the students are finished, assign them to pairs.
- Tell the students to write a conversation between a job applicant and an employer. Ask the students to include a few phrasal verbs in the conversation.
- Remind the students that the job applicant should be polite when speaking to the employer.
- When the students are finished writing their dialogue, ask them to practice the dialogue with their partner. When they are finished, instruct them to switch roles and practice again.
- Tell the students that they will now perform their dialogues in front of the class. Ask the rest of the class to pay attention to the phrasal verbs used in each dialogue.
- After each group presents their dialogues, ask the other students to name the phrasal verbs used in the dialogue. Write these phrases on the board.

#### **Scheduling an Interview** Lesson 2

#### Aims

- Practice scheduling an interview
- Understand scheduling terminology

#### Vocabulary

human resources appreciate strength preference administrative look forward to suit

#### Grammar

prefer + noun, gerund, or infinitive

#### Warm Up

- Explain to students that they will learn about scheduling interviews. Ask students if they have ever scheduled an interview before. If anyone has, ask the student what kinds of questions were asked in the phone call. If no student has scheduled an interview, ask them what other types of scheduling occurs during a phone conversation. Then, ask students what kinds of questions are typically asked in these exchanges.
- This would be an appropriate time to tell students that sometimes managers will ask their assistants or others to schedule interviews. Remind students that it is crucial to make a good first impression with these callers as well.

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- Transition by telling students that they will hear two people talking about scheduling an interview.
- Ask students to read the conversation in pairs. When they are finished, ask them to switch roles and read again.
- Before playing the audio, ask the students to pay close attention to who is talking and what questions are asked.
- After listening to the audio, ask the students: Who is talking? What questions does Ben ask Mariana? When is the interview scheduled for? Etc.

# **B** Vocabulary

- Tell students that you will now practice some common words associated with interview scheduling.
- Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding.
- Ask students to match the word with the correct definition.
- When students are finished, check the answers to the activity as a class.



#### Teacher's Note Acronyms

Explain to the students that the Human Resources department in a company is often referred to as HR. Remind students that often times many business or management terms are abbreviated and spoken in acronyms. Provide other examples such as PR (public relations), QC (quality control), etc.

#### **G** About You

- Ask students to think about their biggest strengths as a current or future employee. Tell students that they will need to be able to discuss their skills and abilities in a job interview.
- Ask students to write down some of their skills and abilities.

#### Lesson 2

### **Scheduling an Interview**

#### Read the conversation. Then listen. @ Irok 12

Hello. May I speak to Mariana Gonzales, please?

Mariana: This is Mariana.

Hello, Mariana. My name is Ben King, and I'm calling from Jackson Industries. We went over your application for employment, and we'd like to invite you to come in for an interview.

Mariana: Wonderful! Thank you very much.

You're welcome. We advertised two positions: one in administration and one in human resources. Which one would you prefer to interview for?

Mariana: I think I'd like the administration position.

Great. We think your strengths suit that position as well. When would you prefer to come for an interview? I can meet you at any time on Thursday or Friday.

Mariana: I'd prefer to do the interview before noon on Thursday if possible.

How's Thursday at 10 a.m.?

Mariana: Sounds great. I look forward to meeting you.

#### Match the words with the correct definitions.

- 1. human resources a 12:00 n m 2. noon . b. to match
- 3. appreciate • c. an ability; a skill
- 4. strength  ${f \cdot}$  d. to be happy about something that will happen
- 5. preference . e. to feel thankful
- 6. administrative . f. relating to running a business 7. look forward to • g. the part of a business involving hiring
- 8. suit . h. a thing someone likes more than another

#### About You

What are your biggest strengths as a current or future employee? In a job interview, which of your skills or abilities would you prefer to talk about? Write a few sentences. Then discuss them with a partner



- When they are finished, assign students to pairs and ask them to discuss their ideas with a partner.
- Have some volunteers share their answers with the rest of the class.

#### Extension What are your weaknesses?

- Now, tell students that it is very common for prospective employers to ask applicants to talk about their biggest weaknesses. Ask the class why this would be a difficult question to answer.
- Tell the students that it is important to be honest but also to make sure they still show themselves to be a viable employee.
- Give students time to think about how they would answer the question.
- Again, assign the students to pairs and ask them to discuss their greatest weakness.

#### Grammar

- Briefly go over the table, practicing the exchanges. Remind students that *prefer* can be followed by a noun, a gerund, or an
- Ask students to repeat each sample sentence after you, starting with I prefer the bus, I prefer taking the bus, and I prefer to take the bus. Remind students that there is no difference in meaning.
- Practice more freely by writing sentences on the board using prefer + noun, gerund, or infinitive. Ask the class to provide you with some further example sentences of their own.

#### Grammar

prefer + noun, gerund, or infinitive

# Brief note The phrase would prefer is often used to talk about choices in specific situations. It is usually followed by an infinitive or a noun.

	prefer + noun, gerund, or infinitive	
The verb <i>prefer</i> can be followed meaning.	ed by a noun, a gerund, or an infinitive	. There is no difference in
prefer + noun	prefer + gerund	prefer + infinitive
l prefer the bus. She prefers a morning appointment. We prefer recent graduates.	I prefer taking the bus. She prefers making a morning appointment. We prefer hiring recent graduates.	I prefer to take the bus. I prefer not to drive. Would you prefer to meet on Thursday or Friday? I'd prefer to meet on Thursday.

#### Grammar Practice

To state a negative with prefer,

#### Put the words in order to make sentences.

- 1. contacting / prefer / directly / they / applicants
- 2. he / prefers / morning / in / coffee / the
- 3. applicants / they / tomorrow / would / call / prefer / to
- 4. she / not / to / by / prefers / subway / go
- 5. would / here / you / prefer / to / sit / or / there
- 6. prefer / I'd / not / to / work / that / company / for

#### Use the Language

#### What kind of job do you prefer?

Read the chart with questions about job preferences. Circle your answer and give a reason. Then add two more questions, answer them, and give reasons.

Would you prefer	Reason:
to work indoors or outdoors?	
a younger boss or an older boss?	
to work alone or in a team?	
a small company or a big company?	

Now find a partner and discuss your answers.

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#### Teacher's Note Negatives with prefer

Refer to the Brief note. Tell students to state a negative with *prefer*, using *not* + infinitive. Give further examples to express negative statements using the pattern.

### Grammar Practice

- Tell students that they will now practice the grammar points they have just learned.
- Do number 1 together as a class.
- Ask the students to put the words in order to make a sentence.
   When they are finished, ask the students what the first, second, third, etc. word of the sentence is. When they are finished, ask them if the sentence is correct.
- Next, assign the students to pairs and ask them to finish the grammar practice together. Remind them to refer to the chart as necessary.
- When the students are finished, check answers as a class.
  - 1. They prefer contacting applicants directly.
  - 2. He prefers coffee in the morning.
  - **3.** They would prefer to call applicants tomorrow.
  - 4. She prefers not to go by subway.
  - 5. Would you prefer to sit here or there?
  - 6. I'd prefer not to work for that company.

#### ✓ Check the Workbook

For further practice with *prefer*, use Exercise 2 in Unit 3, Lesson 2 of the workbook.

# Use the Language: What kind of job do you prefer?

- Ask students to read the chart with questions about their personal job preferences.
- Ask students to circle their answers and give a reason.
- When they are finished, ask students to raise their hand if they prefer to work indoors, have an older boss, work alone, work for a big company. Ask a few students to explain why.
- When you are finished, ask the students to add two more questions and answers to the list.
- In pairs, have students take turns asking and answering. Have them discuss their answers with each other.

#### **Extension** More Practice with Preferences

- Ask each student to tell you what additional questions they wrote down.
- Write each of these questions on the board. (It is a good idea to prepare a list of examples in case you need a few more on the board. For example: Do you prefer to work on the computer or work outside? Do you prefer to lead or to follow? Do you prefer to talk on the phone or send an email?)
- Assign students to groups and ask them to discuss each of the items on the board, making sure each student has time to talk about their preference.

# **Lesson 3** Preparing for an Interview

#### Aims

- Understand and use words related to interview preparation
- Give and receive advice about preparing for an interview

#### Vocabulary

outfit	first impression	arrive	recommend
a bit	forget	plenty	confirm

#### Grammar

Advice with should, imperatives, and (would) suggest/recommend + gerund

#### Warm Up

Explain to students that they will now learn about preparing for an interview. Ask students if they have ever been to an interview before. If anyone has, ask the student(s) how they prepared for the interview. If no student has been to an interview before, draw on a personal experience you've had with an interview. Tell the students when the interview was and what type of position you were applying for. Then, ask students what they think you did to prepare for the interview.

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- Transition by telling students that they will now hear two people talking about preparing for an interview.
- Ask students to read the conversation in pairs. When they are finished, ask them to switch roles and read again.
- Before playing the audio, ask the students to pay close attention to who is talking and what advice is given.
- After listening to the audio, ask the students: Who is talking? How does Demar feel? What advice does Jenny give Demar?

### Teacher's Note Brief notes

Make sure to elaborate on the brief notes provided throughout the book. The notes give helpful tips and references to how certain phrases are used in the English language. Provide additional examples when going over them. For example, in this lesson students learn about the phrase, "Guess what." which is used to introduce information that could be surprising. Guess what. I just heard some great news! Guess what. I just got a great job offer. etc.

# **B** Vocabulary

- Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding.
- After practicing each word, play the audio again and ask the students to listen for the vocabulary words.
- Ask students to match the words with the correct definitions.
- When the students are finished, check answers as a class.

# **1.** h **2.** b **3.** d **4.** c **5.** f **6**. g **7.** a **8.** e

# **©** Vocabulary Comprehension

- Tell students that they will practice these vocabulary words further.
- Ask students to fill in the blanks with the correct words and phrases from part B.

#### Lesson 3

#### **Preparing for an Interview**

#### dal Conversation

We say "Guess what." to introduce information that could be surprisin

#### Read the conversation. Then listen. @Irack 13

Demar: Hey Jenny, guess what. I have a job interview tomorrow!

Jenny: Oh, congratulations!

Demar: Yeah, but I'm a bit nervous. Do you have any advice for me?

Jenny: Well, you should research the company before an interview. You should also ask a few questions toward the end. That shows you're really interested in the job.

Demar: Should I bring an extra copy of my résumé?

Jenny: That's a good idea. I'd also suggest arriving early. And choose your outfit carefully—fire

impressions are important. **Demar:** Thanks for the tips, Jenny.

Jenny: One more thing—don't forget to get plenty of sleep the night before.

uestions toward rested in the job. umé? iving early. And choose your outfit carefully—fi

Brief not

Vocabulary

The words "suggest" and recommend are very clo in meaning. They are both used to give advice.

#### Match the words in the box with the correct definitions.

. outfit • a. a lot; enough or more than enough

2. first impression • • b. an opinion of someone after your first meeting
3. arrive • • c. to say that something is good; to suggest

4. recommend • d. to get to a place; to come
5. a bit • e. to make definite

6. forget • f. a little

7. plenty • g. to not remember

8. confirm • h. all the clothes a person is wearing at one time

#### Vocabulary Comprehension

#### Fill in the blanks with the correct words and phrases from part B.

1.	I checking your résumé carefully before submitting it.
2.	It's okay to feel stressed before an interview. Most people do!
3.	You can usually find of information about a company online.
4.	You don't have to wear expensive clothes to a job interview, but wear a nice
5.	Be sure to the address of the company before you go to the interview.
6.	Always be on time. Never late to an interview!
7.	When you meet an employer, it's important to make a good
8.	Don't to say thank you at the end of the interview.

Now check your answers with a partner and read the sentences out loud.

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- When they are finished, assign students to pairs and have them check their answers.
- Ask the students to practice reading each sentence out loud.

Key

- **1.** recommend
- **2.** a bit
- 3. plenty
- 4. outfit

- **5.** confirm
- 6. arrive
- 7. first impression
- 8. forget

# Extension Role-play

- Assign students to pairs.
- Tell students that they need to write a role-play. One student will have an interview tomorrow. One student is a friend who will give advice.
- Remind students that they can use the Model Conversation in part A as a guide.
- When students are finished writing the role-play, ask them to practice it several times.
- Have students perform their role-play in front of the class.
- When all students have performed, ask the class what pieces of advice they can remember from the role-play. Write the advice on the board.

#### **D** Grammar

- Briefly go over the table, practicing the exchanges. Remind students of the following:
  - Should is polite and can be used between friends and coworkers

D Grammar

Advice with should, imperatives, and (would) suggest/recommend + gerund

You should + verb	imperatives	(would) suggest/recommend + gerund
You should ask a few questions. You should wear a nice outfit to an interview.	Don't forget to get plenty of sleep the night before the interview.  Research the job before you go.	I suggest reading about it online. I would recommend arriving early. I'd suggest researching the company.
Should is polite and can be used between friends and coworkers.	Imperatives are less polite and have a strong meaning.	Suggest and recommend are formal and used often in writing or polite speech.

**Grammar Practice** 

would (I'd) suggest... has the same meaning as I suggest..., but is a little more formal and polite. This is also true for I would (I'd) recommend.

#### Underline the errors and write the correct word(s) in the blank.

- 1. You should sending a thank-you email after the interview.
- 2. I suggest call to confirm the interview time.
- 3. Being ready to answer questions about your previous jobs.
- 4. You should bringing a copy of your résumé with you.
- 5. I recommend to practice interview guestions with a friend.
- 6. I suggest read about the interviewer online.

#### Use the Language

#### A had interview

Read Bryan's request for advice after a bad interview. Discuss his problems with a partner. Then respond to Bryan's letter by giving him some advice for his next interview.

Dear \_\_\_\_\_\_\_,
I'm so upset. I had an interview yesterday, but I didn't get the job. I arrived a bit late because I couldn't find the office! Then, when I got into the room, I didn't know how to answer the interviewer's questions. I didn't know what questions to ask, either. She told me at the end of the interview that I didn't get the job. How can I do better next time?



Dear Bryan,	

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- Imperatives are less polite and have a strong meaning.
- Suggest and recommend are formal and used often in writing or polite speech.
- Ask students to repeat each sample sentence after you, stressing each phrase in bold.
- Practice more freely by asking the students to work with a partner to write three more pieces of advice: one for *should*, one that is an imperative, and one using *suggest* or *recommend*.

### Teacher's Note Giving Advice

Explain to students the rules of giving advice. Sometimes, giving advice can be a tricky thing. Tell them that advice should only be given when it is asked for. Only give advice if you are quite certain you are right about the advice. Explain which grammar structures would be appropriate to use depending on the people you are giving the advice to.

#### Grammar Practice

- Tell students that they will now practice the grammar points they just learned.
- Tell students that you will do number 1 together as a class.
- Ask the students to read number **1** by themselves.
- Ask the class to underline the errors and write the correct word in the blank.
- When they are finished, check the answer as a class.
- Then, assign the students to pairs and ask them to finish the grammar practice together. Remind them to refer to the chart as necessary.
- When the students are finished, check answers as a class.

send
 calling
 practicing

#### ✓ Check the Workbook

For further practice on giving advice, use Exercises 2 and 3 in Unit 3 Lesson 3 of the workbook.

**3.** Be **6.** reading

# Use the Language: A bad interview

- Transition by telling students that sometime in their life, they
  will have a bad interview. This would be a great time to tell a
  personal anecdote about a bad interview you might have had or
  heard of.
- Ask the students to read Bryan's request for advice after a bad interview
- When they are finished, ask the class what went wrong in the interview. Write their answers on the board.
- In pairs, get students to discuss Bryan's problems and brainstorm what advice they would give to him.
- Tell the students to respond to Bryan's letter by giving him some advice for his next interview.
- Walk around the room and correct any errors with grammar, referring students to the chart if necessary.
- When they are finished, have the students read their letter to the class.

#### **Extension** Small Group Discussions

This is a great time to give the students the opportunity to discuss this topic. Assign students to groups of four and ask them to discuss the following questions: What advice would you give a friend who was interviewing for a job at a coffee shop vs. a law firm? Is the advice the same, or different? Why? What is the most important part of an interview? What are common interview questions in your country? Are there any questions that are difficult to answer? etc.

#### The interview begins. Lesson 4

#### Aims

- Learn common interview vocabulary
- Practice using adverbs of sequence

#### Vocabulary

helpful outstanding supply professional development establish hope

I know + clause; conjunction before

#### Warm Up

Begin the class by telling students that they will learn about common interview vocabulary and be able to answer basic interview questions. Ask the students the following questions: What kind of questions are asked in an interview? What questions do you think they ask first, second, and last? You may consider creating a mind map of these responses.

### Model Conversation Track 14

- Ask students to read the conversation in pairs. When they are finished, ask them to switch roles and read again.
- Before playing the audio, ask the students to pay close attention to who is talking and what questions are asked. Play the audio and listen to the conversation as a class.
- Ask the students: Who is talking? What questions did Vanessa ask Julian? What did Julian know about the paper company? Why does Julian want to leave Paul's Paper?

# **Vocabulary** Track 15

- Play the audio.
- Ask students to repeat each word after you. Ask students to explain, in their own words, what each vocabulary word means.
- Give simple explanations and examples when students don't seem to understand a word or to supplement their understanding.
- Ask students to write each word next to the correct definition.
- Check answers to the activity as a class.

9 S	1. outstanding	2. professional development	3. establish
¥	<b>4.</b> hope	<b>5.</b> helpful	<b>6.</b> supply

# C Vocabulary: Adverbs of sequence

- Introduce the next activity by telling students they will learn various transition words that they can use to move from one topic to another. Tell students these are called adverbs of
- Explain further by telling students that an adverb often describes a verb, but an adverb of sequence can describe a whole sentence or idea. These are often used to talk about the order of things that happen.
- Briefly go over the table and ask students to repeat each word after you. Use these words in sample sentences, such as: First, I started washing the dishes. Second, I vacuumed the floor. After that, I folded the laundry. Finally, I relaxed and watched TV.
- Now, ask students to imagine that their friend has an important interview the next morning. Ask students to write a few sentences giving advice to their friend. Remind students to use adverbs of sequence to show what should be done in order.
- While they are working, walk around the room, offering assistance as needed and checking that the students are using the adverbs of sequence correctly.

#### Lesson 4

#### The interview begins.

Read the conversation. Then listen. @Track 14

Vanessa: Thank you for coming in today. Your résumé is outstanding. Let's talk about the position. First of all, what do you know about our company?

I know Jon Benny established it ten years ago, and now it supplies paper to a lot of companies around the country.

Vanessa: That's right. I know you have a lot of experience selling paper, so that could be very helpful to us. Next, I want to ask you: Why did you decide to leave Paul's Paper?

Well, I hope to have a long career in the industry. I didn't think that Paul's Paper could give me that. I know that Benny's Paper Supply offers professional development. That sounds really interesting to me.

Vanessa: Yes, we do. Okay, let's talk about some of the details

of the position.



#### Vocabulary

Listen to each word. Then write each word next to the correct definition. @less is

4. to want son	ore job skills mething, like a c mething to happ asier to do some	en and thi	nk that it will happen ng help			
	Adverbs of se	_	As an adverb of seque is not followed by a coaction), but an adver	omma.	guence car	doscrib
a whole sente		ou can use happen.	e adverbs of sequence	e to tal		e seque

### ✓ Check the Workbook

For further practice with adverbs of sequence, use Exercise 4 in Unit 3 Lesson 4 of the workbook.

#### Extension Sharing Advice

Assign students to pairs and have them share their advice. Ask students what they found interesting about their partner's advice. Discuss as a class.

#### Grammar

- Briefly go over the table, explaining how sentences with I know are used and how to use the conjunction before.
- Tell students that they can form sentences with *I know* by using *I* know (that) + clause.
- Remind students that the conjunction *before* + clause can be used to show time order: one thing happens at an earlier time than another. The conjunction before can come before or after another clause.
- Practice more by asking students to write five sentences with I know and five sentences using before to express time.

#### Teacher's Note Conjunctions and Commas

Explain how commas are used with conjunctions connecting two clauses. Use a comma to separate two clauses when the sentence begins with before. Before the movie starts, I would like to buy some popcorn.

#### D Grammar

#### I know + clause; conjunction before

	sentences	with <i>I know</i>
Use I know	(that) + clause to talk about things you	know.
l know (tha years ago.	t) he established the company ten	I know (that) you have a lot of experience selling paper.
	using before	to express time
these two p		order: one thing happens at an earlier time than
another. Th		or after another clause. The clause with before talks

#### Grammar Practice

#### Fill in the blanks with the correct words or phrases from part D.

1. In	esearched the company I went to the interview.
2	we begin, we need to go over your résumé.
3	this company needs to improve its business soon.
4. Ik	now your company offers professional development.
5. Fir	rst of all, I that your employees are very happy here.
6	I came to work here. I worked for three years at a similar corporation.

#### Write to Speak

Go online and research two companies. They can be from your country or from another place. Try to choose companies that the rest of your classmates will know. Fill in the table with as much information as you can.

Company 1	Company 2	
Name:	Name:	
City and country:	City and country:	
Date established:	Date established:	
Products they sell:	Products they sell:	
Other information:	Other information:	

#### **G** Use the Language

#### Guess which company!

Describe one of the companies from part F to your partner using the information in the chart. Do not say the name of the company. Your partner can try and guess the name of the company.

Play the game again with another partner. Then share your results with the class. Did your partner guess correctly? Can your classmates guess the companies?

### Grammar Practice

- Tell students that they will now practice the grammar points they just learned.
- Tell students that you will do number 1 together as a class.
- Ask the students to read number **1** by themselves. Ask the class to fill in the blank with the correct word or phrase from part D.
- Then, assign the students to pairs and ask them to finish the grammar practice together, using part D to locate the correct words or phrases.
- When the students are finished, check answers as a class.

ا چ ا	1. before 5. know	2. Before	3. I know	<b>4.</b> that	
¥	<b>5.</b> know	<b>6.</b> Before			

# ✓ Check the Workbook

For further practice with these grammar points, use Exercise 1 in Unit 3 Lesson 4 of the workbook.

# Write to Speak

- Tell students that it is important to know a bit about a company before interviewing with them. Explain that it shows a potential employer that they are really interested in the job and the company.
- Ask students to go online and research two companies. Tell them that the companies can be from any country they like.
- Ask students to choose companies that their classmates will know, like Apple, Samsung, Adidas, etc.
- Tell students to research these companies and fill in the table with as much information as they can.

# **©** Use the Language: Guess which company!

- Have students work in pairs for this activity.
- Tell the students to describe one of the companies from part F to their partner using the information in the chart. Tell students not to say the name of the company, just the information. Their partner can then try to guess the name of the company.
- When they are finished, have the students change partners and play again.
- When they are finished, share the results with the class.
- You may also consider having each student stand up and describe one of their companies and have the class try to guess the company.

#### **Extension** Class Discussion

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After the Use the Language exercise, ask the students what information they found particularly interesting about a company. Also, ask students if an employer asked them about the company, what information would they share first? Why?

# Lesson 5

# The Job Description

#### Aims

- Use common vocabulary to understand a job description
- Learn job titles

#### Vocabulary

job description in charge of project client department head familiar with brand closely

infinitives in common phrases

#### Warm Up

Begin by explaining to students that they will learn about job descriptions. Explain that is very important to read a job description carefully and be prepared to ask and answer questions about it. You may want to call on a personal experience of your own and share with the students. Otherwise, print up a variety of simple job descriptions and pass them out to the class. Ask them to briefly read the description and tell you what words or phrases stand out to them.

### 

- Transition by telling students that they will hear two people talking about a job description in an interview.
- Ask students to read the conversation in pairs. When they are finished, ask them to switch roles and read again.
- Before playing the audio, ask the students to pay close attention to who is talking and what key words or phrases they hear.
- Ask the students: Who is talking? What key words or phrases did you hear? What do you think they mean? What kind of job is Logan applying for? etc.

#### Vocabulary

- Identify each key word or phrase in the model conversation and write the words/phrases on the board. Ask students to repeat each word/phrase after you. Ask students to explain, in their own words, what each vocabulary word/phrase means.
- Give simple explanations and examples when students don't seem to understand a word/phrase or to supplement their understanding.
- After practicing each word/phrase, play the audio again.
- Ask students to fill in the blanks with the correct bold words or phrases from part A.
- When they are finished, check answers to the activity as a class.

**1.** familiar with 2. closely 3. project **4.** job description 5. brand 6. client 7. department head 8. in charge of

# **©** Vocabulary: Other job titles

- · Now, explain to students that they will learn some titles of jobs in English. Ask the students to look at the list of job titles and the brief description of each. Go over each job title and provide further explanations if the students have any difficulty understanding.
- Now, ask the students to think about and choose one job from the list that they are interested. Ask students to also come up with a reason why they chose that job.
- When the students are ready, assign them to pairs. Ask students to share with their partner which job they chose and why.
- Wrap up the exercise by asking each student to share their answers with the rest of the class.

# Lesson 5

#### The Job Description

Read the conversation. Then listen. @ Track 16

**Donna:** You're interviewing to be a graphic designer here. Let me give you a **job description** for that position.

Logan: Please.

Donna: You'll be in charge of a project, and you'll need to know

the client very well. Our department head, Robert, can explain the project to you. You will also need to know the brand you'll be working with

Are you familiar with brand research?

Logan: Yes, definitely.

Donna: Great. In order to get you started as soon as possible, you need to schedule meetings with your project team members. You'll need to work closely with them at the

beginning

Logan: Great, I'm looking forward to it.

#### Vocabulary

#### Fill in the blanks with the correct bold words or phrases from part A.

- 1. Mina worked at a hospital, so she's the medical field 2. For the best possible result, it's important to work \_ \_ with your team members. 3. This is an exciting \_\_\_\_ \_\_\_ to work on! 4. The \_ \_\_\_ lists the graphic designer's duties. 5. Coca-Cola is an example of a famous . 6. I'm a career counselor, and I try to help every \_\_\_
- \_ manages the whole team. 7. The \_
- 8. At a restaurant, the chef is \_ the kitchen

#### Vocabulary: Other job titles

Look at the list of job titles and the brief description of each.

art director	a person in charge of the schedule of illustrators and designers
project manager	a person in charge of planning and completing projects
content developer	a person who writes content for a website
web designer	a person who designs a website
marketing supervisor	a person who supervises people who work in advertising
communications director	a person who works with the media (TV, newspapers, social media)

Which of these jobs are you interested in? Why? Discuss your answers with a partner.

#### Extension Mind Map

Assign students to small groups and tell them that they will make a mind map. Give each group a job category: arts, entertainment, sports, technology, manufacturing, education, etc. Ask each group to prepare a mind map and share it with the class. You may also consider having each group make a poster of their mind map. These posters can contribute to a larger mind map that you create on the board. This is a great way to visually show students just how many job types are out there and how there can be similar job types in many different fields.

# Grammar

- Briefly go over the table, practicing the structures and examples.
- Tell students that they can form these infinitives by using the following: need to + verb, be able to + verb, know how to + verb, and in order to + verb.
- Ask students to repeat each sample sentence after you.
- Practice more freely by assigning students to pairs and asking them to come up with two additional samples for each type of infinitive used in common phrases.
- Have them share their examples with the class.

#### Infinitives in common phrases

Use be able to instead of can after another modal verb.

(/) You must be able to...

(X) You must can...

infinitives in common phrases						
phrase	meaning	example				
need to + verb	must do something	You'll <b>need to work</b> closely with them at the beginning.				
be able to + verb	can do something	You must <b>be able to work</b> on current projects.				
know how to + verb	have knowledge of the way to do something	You'll need to <b>know how to work</b> on a team.				
in order to + verb	with the purpose of doing something	In order to get started as soon as possible,				

See Unit 5 Lesson 2 to learn more about *in order to*.

#### **Grammar Practice**

#### Circle the correct answers.

- 1. He is able to (do /doing) many projects at the same time.
- 2. Do you know how to ( write / writes ) a job description?
- 3. I need ( to develop / develop ) a new website for our company.
- 4. Let's hire someone else in order to ( work / works ) faster
- 5. New employees should ( can / be able to ) ask questions.
- 6. We need to (scheduling / schedule) a meeting as soon as possible.
- 7. Department heads must know how ( to teach / teaching ) their employees.
- 8. Ben researched the company (in order / be able) to do well at his interview.

#### Use the Language

#### My dream job

Think of a job you would love to have—your "dream job." Go online and research what skills you need for this job. Take notes below and prepare a short presentation about it. Explain to the class the skills and experience needed for your dream job. Which skills and experience do you already have? What do you need to learn? What qualifications do you need? Is it a popular or common job in your country? Be sure to give as many details as you can.

Notes:
know how to
be able to

You can begin your presentation with:

I'd like to talk about my dream job. My dream job is .

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#### Teacher's Note be able to vs. can

Point out the brief note. Explain that be able to should be used instead of can after another modal verb.

(✓) You must be able to...

(x) You must can...

Give as many examples as needed for the students to understand this point.

# Grammar Practice

- Tell students that they will now practice the grammar points they just learned.
- Tell students that you will do number 1 together as a class.
- Ask the students to read number 1 by themselves. Ask the class which answer is correct, do or doing? Verify the correct response.
- Then, assign the students to pairs and ask them to finish the grammar practice together. Remind them to refer to the chart as
- · When the students are finished, check answers as a class. Ask the students to repeat each sentence after you.

>	<b>1.</b> do <b>2.</b> write		3. to develop	<b>4.</b> work
¥	<b>5.</b> be able to	<b>6.</b> schedule	7. to teach	8. in order

#### ✓ Check the Workbook

For further practice with infinitives in common phrases, use Exercise 1 in Unit 3 Lesson 5 of the workbook.

# Use the Language: My dream job

- Now, tell the students that you would like them to imagine their dream job, a job they would love to have.
- · Ask students to go online and research what skills and experience are needed for the job.
- Tell the students to take notes, as they will be presenting their dream job to the class. Tell students they need to be able to answer the following questions: What skills and experience do you already have? What do you need to learn? What qualifications do you need? Is it a popular or common job in your country?
- Advise students to give as many details as they can.
- When students are finished researching, have them give their presentation to the class.
- Tell students they can start their speech with: I'd like to talk about my dream job. My dream job is...

#### Extension Class Discussion through Peer Questions

This extension should be combined with part F. Tell the students that it is common, and polite, to ask people questions when they talk about their dream job. Ask students to come up with 3-5 questions. Prompt students to ask questions after each presentation.

You may also allow time for small group discussion and have the students answer the following questions: What was your dream job as a kid? How has this changed over time? Why do you think it has changed? Do you see yourself changing your mind in the future?

# **Unit 3: Active Review**

#### A Nicole's Résumé

Tell students that they will use this sample résumé in this review. Ask students to read over the résumé, paying close attention to what Nicole is looking for and what qualifications she offers. Ask the students a couple simple questions like: Is Nicole looking for full-time or temporary work? How long did she work at Moviebox Corp.? What high school did she graduate from?, etc.

# **B** Draw a Family Tree

Ask students to look at the common interview questions listed. What are some possible answers to the interview questions provided? Tell students to write these answers down. For extra practice, you can write additional interview questions on the board.

# **©** Nicole's Interview

- Assign students to pairs. Ask the students to role-play a conversation between Nicole and an interviewer. Tell students to use the résumé to help them ask and answer questions.
- During the interview activity, walk around the room and listen for grammatical errors, questions and answers the students struggled with, etc.
- Once the interview portion is complete, discuss these issues and errors as a class. If time permits, prepare a second résumé and have the students switch roles and engage in an additional roleplay.

### Reminder: Some Module 2 Goals in Unit 3

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

#### **Active Review**

#### Nicole's Résumé

Read the résumé.

#### Nicole Milton

2345 Avenue Road, Big City, MD, 98987 / (999) 555 – 3456 Summary: I am an administrative professional looking for a permanent, full-time position at a company.

Administrative Assistant, Highbrow Corp., 2013-2017

- Provided administrative help to the management de Assisted the human resources department in hiring
- · Answered telephone calls and e-mails

- Assistant to the Creative Director, Moviebox Corp., 2011-2013

   Scheduled appointments and gave other administrative help to the creative director

   Brought new clients to the company and worked closely with them

#### Volunteer, Central City Children's Hospital, 2010-2011

- Assisted doctors and nurses
   Ran activities for children and their families

#### Education

B.A. in Business Administration, North College, 2011 Graduated from Jackson High School, 2007

#### Prepare

Write possible answers to some interview questions about Nicole's résumé.

- 1. Are you able to work well with members of an administrative team?
- 2. Why did you leave the Highbrow Corporation?
- 3. Do you know how to schedule meetings? Do you have experience with this?

#### Nicole's Interview

Role-play a conversation between Nicole and an interviewer. Use the résumé to help you ask and answer questions.

#### Some Module 2 Goals in Unit 3

Put a check mark ( / ) next to the things you can do.

	Complete a questionnaire with information about your educational background, job, interests, and skills
	Use the most important connecting words to tell a story (for example, first then, after, and later)
// <u>///////////////////////////////////</u>	Describe a job or a study experience

#### Fluency

#### Read to Speak

Read the job description.

Company: ANNEX Corporation Position Title: Communications Director				
In this job, you will need to: • be able to work alone or as part of a team • participate in professional development programs • establish new relationships with clients • work on more than one project at the same time	We offer:  • a flexible schedule  • professional development • a part-time or full-time schedule • an office located near public transportation			

#### B Listen to Speak

#### Listen to a phone call and answer the questions. @Tests 17

- 1. Why is the woman calling Tom?
- 2. What company does she work for?
- 3 What did the woman receive from Tom?
- 4. What position did Tom apply for?
- 5. What does Tom think about his skills and the position?
- 6. What day and time is Tom's interview?

#### Write to Speak

#### Choose a partner to role-play a conversation. Choose roles and make notes to prepare for your conversation.

You have an interview for this communications director position. You want to tell your friend about it. Give details from the job description and the conversation in part B. Ask your friend for interview advice.

Role: Friend on the phone

Your friend calls you with some good news-he or she has a job interview soon! Ask your friend some questions about the position, and give him or her some tips for the interview.

Now Speak

Role-play your conversation. When you finish, switch roles and have the same conversation.

In which role did you speak more fluently and easily? Why?

# **Fluency**

# A Read to Speak

- Ask students to read the job description carefully. Ask students to tell you what the position entails and what benefits are offered by the employer.
- · Give assistance to students and explain any unfamiliar words or phrases.

# Listen to Speak Track 17

- Now, tell students that they will listen to a phone call and answer the questions. Listen to the dialogue more than once if necessary.
- Have the students work individually or in pairs. Go over the answers as a class.
  - 1. She is calling him to invite him for an interview.
  - 2. She works for ANNEX Corporation.
  - 3. She received his résumé and job application.
  - 4. Tom applied for the Communications Director position.
  - 5. He thinks his skills suit the position
  - 6. Tom's interview is on Monday at 3 p.m.

# C Write to Speak

- Ask students to choose a partner to role-play a conversation. Tell the students to choose roles and make notes to prepare for the conversation.
- The applicant has an interview for this communications director position coming up. The applicant wants to call their friend to tell them about the job description and the conversation they heard in part B. The applicant wants to ask their friend for interview advice.
- The friend's role is to be excited, ask the applicant some questions about the position, and give him or her some tips for the interview.

# Now Speak

- When the students are finished preparing, have them role-play their conversation. When they are finished, have them switch roles and repeat the exercise.
- Ask the students: In which role did you speak more fluently and easily? Why?

# **Unit 4 Overview:**

# **Deeper into the Interview**

#### **Lesson 1:** Basic Questions

Aims:

- Be familiar with questions usually asked during a job
- Describe professional strengths and weaknesses

Vocabulary: Interview question keywords

Grammar: Object pronouns and reflexive pronouns

#### Lesson 2: Talking About Your Last Job

Aims:

- Describe previous professional experiences
- Brainstorm the pros and cons of teamwork

Vocabulary: Jobs and Work Culture **Grammar:** Simple past of be; be like

#### Lesson 3: Talking About Your Education

Aims:

- Describe previous education and job preparation
- Know the structure of a cover letter

Vocabulary: Education and Professional Skills

Simple past: regular verbs

### **Lesson 4: Some Difficult Questions**

Aims:

- Prepare for a job interview
- Talk about specific situations in the past

Vocabulary: Having a Good Job Interview Simple past: irregular verbs

#### Lesson 5: The End of the Interview

Aims:

- End a job interview
- Identify long-term career goals

**Vocabulary:** Finishing Up the Interview

when clauses in future sentences

#### Some Module 2 Goals in Unit 4

- Describe your education and your jobs, present and past
- Participate in a longer conversation about a familiar topic
- Describe a job or a study experience

#### Lesson 1 **Basic Questions**

- Be familiar with questions usually asked during a job interview
- Describe professional strengths and weaknesses

### **Vocabulary**

willing accomplishment come up challenge respond memorize prepare weakness relocate

Object pronouns and reflexive pronouns

#### Warm Up

Tell students that in this unit they will delve deeper into the job interview process. Ask students why they think employers interview applicants. Which do they think is easier, - writing a job application or interviewing for a job? You could share some of your own personal experience with interviews. Tell them about the most difficult question you were ever asked and how you answered it.

### $\star$ Unit 4 $\cdot$ Deeper into the Interview $\star$

#### Lesson 1

#### **Basic Questions**

Read the article about common job interview questions. Then discuss the questions below with a partner.

ooking for a new job is easy. Interviewing for a job and actually getting it are the hard parts. In particular, job interviews can be stressful and difficult to prepare for. In order to do better in an interview, it's important to prepare yourself for questions that will probably come up. You don't have to memorize your answers, but thinking about possible questions and how to respond will help a lot. Here are the top ten interview questions that you should prepare for:



- Tell me about yourself. What did you like or dislike about your
- 3 What challenges and problems did you
- 4 What was your biggest accomplishment in your old position?
- 5 What is your biggest strength? Your biggest weakness?6 Why did you leave your previous job?
- Why should we hire you for this position?
  What are your future goals?
- Why do you want to work for us?
- 10 Are you willing to relocate?

Which of these questions do you think is the easiest to answer? Which is the hardest? Why?

#### Vocabulary

Fill in the blanks with the correct words from the box.

	willing respond	come up memorize		accomplishment prepare	weakness relocate
1	. We didn't talk abo	out Nick's new j	ob at dinner. Th	e topic didn't	
2	. I decided not to ta	ake the job beca	ause I didn't wa	nt to	_ to a new city.
3	. People living in cit	ties	differen	t problems than people	e living in the country.
4	. I have one big groups.		as an employe	e: I'm not very good at	talking in front of
5	. Graduating from	college is an im	portant	<del></del> -	
6	. I sent Salena an ei	mail yesterday, l	but she didn't _		
7	. One	for collec	je freshmen is c	ooking for themselves.	
8	. Before a job inter interviewer.	view, you shoul	d	one or two quest	ions for the
9	. How can we	a	II these vocabul	ary words by tomorrov	v?
10	. Mika is a nice pers	son. She's alway	'S	to help.	
	About You				
	41				41

Discuss these questions with a partner. Then share your answers with another pair. Would you consider moving abroad for a job? Why or why not? Where would you want to go? Why? What's the biggest accomplishment of your life so far? Why is that your biggest accomplishment?

# Teacher's Note Adapting Activities

Some students may not have applied for jobs or have previous work experience. They may have had interviews for other things, though, like extra-curricular activities, school jobs, volunteer positions, and college admissions. You will need to adapt activities regarding students' own experiences to make them applicable.

#### A Authentic Text: A short article

This article is from a website that gives advice to young people just starting their first job search. Although job interviews may be hard, there are many ways that people prepare for them. One thing that people do is try to predict and prepare answers to the questions employers may ask.

- Transition by telling students they will practice answering interview questions appropriately.
- Ask students to read the article on their own. Ask them to find one thing they didn't know previously about job interviews.
- Have students choose at least three questions to ask a partner and give pairs time to interview each other.
- When students are finished, ask them to share which questions they think are the easiest and hardest. Tell them to give reasons

#### **Extension** Question Time

Ask students to stand up with their books and spread out around the room. Instruct them to approach their classmates and ask them one of the questions from the text. Once both have answered a question, they can search for another classmate to respond to a different question.

#### D Grammar

#### Object pronouns and reflexive pronouns

	object pronouns and reflexive pronouns						
Object pro	Object pronouns take the place of the noun that is the object of the verb or preposition.						
I → me you → you he → him she → her it → it we → us they → them							
Joe was	Joe was angry at his <u>sister</u> . → Joe was angry at her. I introduced <u>Joe</u> . → I <b>introduced</b> him.						
						r preposition) avas angry at Jo	
$\begin{array}{cccccccccccccccccccccccccccccccccccc$							
Please	Please introduce yourself. Marisa cooks for herself. We take care of ourselves.  David doesn't like to talk about himself. I wrote a story about myself.						

#### Grammar Practice

#### Circle the correct answers.

- 1. Nice to meet ( you / yourself ). Tell me a little about ( you / yourself ).
- 2. I need to speak to Julie. Will you please call (her / herself)?
- 3. Mia said hello to the professor and introduced (her/herself).
- 4. We really appreciate Kevin and Martin's help. How can we thank (them / themselves)?
- 5. Ricardo saw Mr. Gibbs and asked (him/himself) about the job.
- 6. I could see ( me / myself ) in the window.
- 7. Yana is sleeping. Try not to wake (her/herself) up.
- 8. My brother loves selfies. He always takes pictures of ( him / himself ) with his phone.

#### Use the Language

#### Choosing interview questions

Imagine you are an employer and you will soon interview someone for a job. Choose the kind of job and write down five interview questions. They can be easy or a little difficult, but try to ask wh- questions, not yes/no questions.

Job	o:	
1.		
2.		
3.		
4.		
5.		

Choose a partner and interview him or her. Then answer your partner's questions.

Compare your questions with your partner's. Did any questions surprise you? Which questions were the hardest to answer? Which were the easiest?

# **B** Vocabulary

- Have students read the vocabulary list aloud.
- Give students time to fill in the blanks. When finished, they can check their answers with a partner.
- Check the answers as a class.

		1. come up	2. relocate	<b>3.</b> face	4. weakness
Key	3	5. accomplishment	6. respond	7. challenge	8. prepare
		9. memorize	<b>10.</b> willing		

### **D** About You

This activity will assess students' understanding of the text.

#### ▶ Setup / Demo

Model asking a partner questions by asking a student the first question and having them answer.

# **▶** Activity

Assign students to pairs and have them interview each other.

#### **▶** Feedback

Ask pairs to report their answers to another pair. Then have each pair share their answers to one question with the class.

#### Extension My Biggest Accomplishment

Ask students what impact their biggest accomplishment has had on their personal or professional lives. Have them write a short summary of the experience.

### **D** Grammar

- The grammar table shows how object and reflexive pronouns are formed and used in sentences.
- Give students a few minutes to read over the table.
- After going over the table, point out to students that object pronouns are used to replace the object of the sentence when the subject is different. Reflexive pronouns are used when the subject and object receiving the action are the same.
- Practice more freely by assigning each student a pronoun and asking them to make two sentences one with an object pronoun and one with a reflexive pronoun.

#### Teacher's Note Using Pronouns

Explain to the students how pronouns are used. Tell them that pronouns are used when both the speaker and listener know the noun that is being referred to. Remind them that they cannot start talking about a person or thing using pronouns right away. Otherwise, the person that they are talking to will not understand what they are referring to.

# Grammar Practice

- Do number 1 together as a class.
- Then ask students to choose either the object or reflexive pronoun to complete the sentences. Number **2** is a good example of how to switch from a proper noun to a pronoun. Number **3** shows how pronouns can be used when there are parallel verb structures.
- Assign students to pairs and have them check their answers.

<b>≥</b>	<ol> <li>you, yourself</li> <li>him</li> </ol>	<b>2.</b> her	<ol><li>herself</li></ol>	<b>4.</b> them
¥	<b>5.</b> him	<b>6.</b> myself	<b>7.</b> her	8. himself

#### ✓ Check the Workbook

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For further practice with object and reflexive pronouns, use Exercise 3 in Lesson 1 of the workbook.

# Use the Language: Choosing interview questions

- Ask students to read the instructions and have them brainstorm some potential jobs. Keep a record of their answers on the board.
- Assign students to pairs and have them agree on one job that
  they will interview for. Without looking at each other's work,
  instruct students to write five interview questions. They can refer
  to the questions in part A for help.
- When students are ready with their questions, assign one student from each pair to be the interviewer and the other to be the applicant. Allow students time to conduct the first interview, having them switch roles and conduct the second interview.
- When the interviews are complete, have the class come together to discuss the reflection questions at the bottom of the page.

# Extension Which job is right for you?

As an extension activity, ask students to think about the brainstormed jobs. Have them discuss and assess which of the jobs they brainstormed on the board they would be most comfortable interviewing for and why.

### Lesson 2

# **Talking About Your Last Job**

# Aims

- Describe previous professional experiences
- Brainstorm the pros and cons of teamwork

#### Vocabulary

describe trends background encouraging entry-level come up with easygoing overtime deadline teamwork

#### Grammar

Simple past of be; be like

### Warm Up

Start the lesson by talking about your previous job (real or imaginary), your duties, and what was difficult and easy about that job. Elicit from students their own experiences in professional, educational, or volunteer positions.

#### Teacher's Note Interview Etiquette

Some students may not have previous work experience. Explain that when talking about your previous job in an interview, there are some things that are better left unsaid. Tell students that it is considered unprofessional to talk badly about your previous place of employment and the people there. Even if your experience there wasn't ideal, explain that it is always best to focus on the positive aspects of the job and experience.

# Model Conversation Track 18

- This conversation deals with the part of an interview where the interviewer asks Ines, the applicant, about her previous job. It is typical for interviewers to ask about candidates' previous experience and what skills they have learned.
- Ask students to read the conversation.
- Play the audio and listen to the interview as a class.
- · Ask comprehension questions to assess students' understanding. Where did Ines work before? What did she do there? What did she learn there? etc.

#### Vocabulary

Say each word aloud to students to model pronunciation. Allow them time to match the word to the definition before moving on to the next word.

- 1. encouraging 4. easygoing
- 7. trends deadline

- 2. come up with **5.** background
- 8. teamwork
- 3. overtime
- 6. entry-level
- 9. describe

#### **G** About You

This activity will assess students' understanding of the text by asking them to apply the language to their own experiences.

#### ▶ Setup / Demo

Inform students that they will now describe their own job experience. Ask about students' previous work experiences to check if everyone has a real experience to refer to. Otherwise, suggest to students that they describe an imaginary position. Check that each student has a specific job in mind before completing the activity.

#### Lesson 2

#### **Talking About Your Last Job**

Read the conversation. Then listen. @ Inch II

Interviewer: You were a writer for a fashion magazine.

Describe that job. What was it like? It was a great entry-level position. I learned a lot

about fashion. I had to do a lot of research about current **trends** and **come up with** ideas for articles.

Interviewer: Sounds interesting. How many people were there on your team?

There were eight of us. Everyone had a different background. But that wasn't

problem. They were all very **easygoing** and **encouraging**.

Interviewer: That's great. Were there any challenges while working there?

There weren't a lot of challenges. But if I had to name one, it would probably be

the long hours. Some days we had to work a lot of overtime in order to meet a

Interviewer: That can be tough. But it seems like you liked the job. What did you enjoy most

I enjoyed the **teamwork**. I was also happy to get experience and develop my creative writing skills.

#### Write each bold word or phrase from part A next to the correct definition.

1.	showing someone support
2.	 to think of (an idea or plan)
3.	 extra time at work
4.	 relaxed and informal
5.	 a person's past, experience, education, etc.
6.	 at the lowest level of a job or career
7.	 things that are currently popular
8.	working with others to reach a goal
9.	 to tell someone about (something or someone)
10.	 the time when something (a project, assignment, etc.) must be finished

Think about your last job or think of an imaginary one. What were some things that you had to do? Make a list of some of your duties. Then ask your partner about some duties that he or she had and make another list. Are any of the duties the same?

our answers	Your partner's answers	
	•	
	— III:———	
-		

# **▶** Activity

Give students a set amount of time to list five duties they had while doing their job. Then, assign students to pairs and have them ask their partner about the duties required of their job. Once they have recorded each other's answers, ask students to compare their answers.

#### **▶** Feedback

Ask pairs to report back to the class about their partner's answers and if there were any similar duties they both had.

#### **Extension** Dream Jobs

Ask pairs to choose a dream job they would both want. Have them make a list of the duties involved in that job. Tell them to present their dream jobs and lists to the rest of the class.

#### Grammar

- The grammar table shows when to use and how to construct the simple past of be and be like.
- Give students a few minutes to read over the chart.
- After going over the table, point out to students that the simple past of be is used to give facts while be like is used to describe something in the past. When answering be like questions, use the simple past of be; do not include like. There was and It was can be used to make statements and yes/no questions about the past.

#### Simple past of be; be like

	simple past of <i>be</i>	
The past tense of be has two f	orms: was and were.	
statements	questions	negatives
I / He / She / It was We / You / They were	Was I / he / she / it? Were we / you / they?	I / He / She / It was not We / You / They were not
It was a great entry-level position. There were eight of us.	What was it like? How many people were there on your team?	But that wasn't a problem. There weren't a lot of challenges
When a sentence begins with	e were to make statements or ask ab there, the subject comes after be: The s or were: Were there any apples? Ho	ere were apples.
You can use questions with be form What + be verb + subject	like to ask someone to describe som + like?	ething. These questions have the
What is your teacher like? W	hat were your coworkers like? Wha	t was your previous job like?

Underline the errors and write the correct word(s) in the blank.

- 1. I were the only one who watched the movie.
- 2. We was planning to visit our grandparents last week
- 3. There was many people in the park yesterday.
- 4. There were a strange car parked in front of my house.
- 5. In your previous job, what your team was like?
- 6. Was there any messages left for me?

#### Use the Language

Think about times when you worked as part of a team at school or at work. How was working with a team different from working alone? List some of the pros (positive things) and cons (negative things) about teamwork.



Did you list more pros or more cons? Share your answers with the class.

 Practice more freely by assigning each student a vocabulary word from part B. Students should make a sentence and question using the simple past of be and a question using the simple past of be like.

#### Teacher's Note Using simple past of be

Be sure that students are using the simple past of be as an independent verb and not part of the past continuous.

### Grammar Practice

- Do number 1 together as a class.
- Then ask students to underline the incorrect parts of the sentences and rewrite them correctly in the blank. Number 6 tests students' knowledge of proper word order when making questions.
- Assign students to pairs to check their answers.

1. were → was **2.** was  $\rightarrow$  were 3. was → were 5. what your team was like → what was your team like

4. were → was

**6.** Was → Were

#### ✓ Check the Workbook

For further practice with the simple past of be and be like, use Exercise 3 in Lesson 2 of the workbook.

# Use the Language: Teamwork

- Employers usually ask interviewees about their experience working on a team. Elicit from students some reasons for asking this question: What does it reveal about the candidate?
- Ask students to read the instructions. Give them a set amount of time to brainstorm on their own an example of when they worked in a team and decide what was good and what was bad about the experience.
- Ask the class to suggest one pro and one con as examples and write them on the board.
- Give students a set amount of time to write down pros and cons of teamwork
- When students have their list, assign them to pairs to share their answers
- Have the class come together to share. Ask each student to give one pro and one con and record the answers on the board.

#### Extension Working Alone vs. Teamwork

Assign students to discuss which they prefer, - teamwork or working alone. Why? What jobs do they think would be best for working in a team? What jobs do they think would be best for working alone? If possible, have students do a simple debate on this topic.

#### **Talking about Your Education** Lesson 3

# Aims

- Describe previous education and job preparation
- Know the structure of a cover letter

#### Vocabulary

correspondence	certificate	benefit	manage
society	useful	phase	realize

Simple past: regular verbs

#### Warm Up

Ask students whether school helps people to prepare for their career. Have them give reasons for their answers. What skills are they learning now that they think will be useful later on? If not, what do they think is missing from their education, and how could they develop those skills?

#### Teacher's Note Majors and Minors

Explain university majors and minors. Explain that a major is the main course of study for a student. Usually college students have a minor, a second subject that is studied in addition to their major. The minor is usually a subject that is connected to their major. For example, an art history major may study history as their minor. A geography major may study geology as their minor.

# Model Conversation Track 19

This conversation is part of an interview. Ari has applied for a management position at a small company.

- Tell students that they will practice answering interview questions about their education and job preparation. This is a typical topic of conversation in job interviews.
- Ask students to read the conversation.
- Play the audio and listen to the conversation as a class.
- Ask comprehension questions to assess student understanding.

# **B** Vocabulary

- Have students read the vocabulary list aloud. Ask them to find and underline the words in Activity A.
- Give students time to fill in the gaps. When finished, they can check their answers with a partner.
- Check the answers as a class.

**3.** a **4.** c **5.** h

# **©** In Your World

This activity will assess how students apply the descriptions modeled in the conversation to their own experiences.

#### ▶ Setup / Demo

Model using past expressions and simple past verbs by writing example sentences on the board. Remind students that past expressions usually come at the beginning or end of the sentence.

#### Activity

Give students time to write 3-5 sentences about themselves. Assign students to pairs and have them share their sentences.

#### Lesson 3

### **Talking About Your Education**

#### Read the conversation. Then listen. @ Inch I

Interviewer: Could you please describe your education? Sure. I graduated two years ago with a B.A.

Then last year, I got a certificate in project management at another college. I thought I should have some more practical skills.

Interviewer: What is your degree in?

English literature. And I minored in history I love learning about past societies. Interviewer: Did your studies benefit you in your last position?

Yes, I think so. I wrote a lot of company correspondence, so I needed good writing skills. I also managed the planning phase of many projects, so my certificate was

Interviewer: And what did you learn from your previous position?

I realized that teamwork is more than just working together. It's also about understanding the other team members' strengths and weaknesses

Match each	or the words from	the box to	a	definition below.		
a. co e. so	rrespondence ciety	b. certifica f. useful	ite	c. benefit g. phase	d. manage h. realize	
1. to direct	or be in charge of		5.	to begin to know or u	ınderstand	_
<ol><li>a large g a commu</li></ol>	roup of people living i nity	n	6.	helping you to do son	nething; helpful	_
3. letters ar	nd e-mails		7.	a document showing t	hat you have a skill	
4. to help o	r to have a good effec	t on	8.	a part of a process		
In Your Wo	orld					

Use some of the past time expressions and simple past verbs below to write true sentences about yourself. Then compare your sentences with a partner's.

> A few years ago... I realized. Last week.. I managed... I learned. A couple of months ago... I graduated..

Past time expressions usually come at the beginning or the end of a sentence.

#### **▶** Feedback

Ask pairs to report their answers to another pair. Have each group report back on one surprising thing they learned about a classmate.

### 

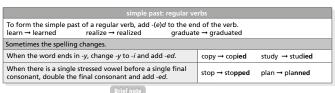
Explain that time expressions can be used either at the beginning or end of sentences. Using time expression such as the phrases in part C help speakers specify times in the past, making what they are communicating clearer. Provide students with further examples of time expressions that are useful for them to know: once every two weeks, in the last week, etc.

### **Extension** What Did You Learn?

Assign students to pairs and have them choose one of their partner's experiences to interview them about. The interviewer should take notes. What did this person learn from this experience? Model the interview as necessary. When one interview is over, instruct students to switch roles. When they are done, ask students to write a summary of their partner's response.



#### Simple past: regular verbs



Do not double x, w, or y:  $fix \rightarrow fixed$ ; allow  $\rightarrow$  allowed; a

#### Fill in the blanks with the correct forms of the given words. \_\_\_ working at that company a few years ago. (stop) 2. She \_ me last night about the project. (call) **3.** We \_\_\_ together at a coffee shop last summer. (work) \_\_\_ in art history in college. (major) 4. Leah 5. Then I \_ that I didn't have my wallet. (realize) some chicken for dinner last night. (fry) 6. My roommate \_ my vacation in Mexico last summer. (enjoy) 8. Henry \_ to go on a short trip. (prefer) 9. Paula \_ this department for ten years. (manage) 10. | that graduating from college was important. (decide)

#### Read to Write: A cover letter

Read about what a typical cover letter should include.

Parts of a cover letter

You can begin a letter with "Dear Sir or Madam" when you do not know t name of the person who will read it.



Look up example cover letters on the Internet. Then, on a separate piece of paper, try writing

### **D** Grammar

- The grammar table shows how to construct and when to use the simple past of regular verbs.
- Go over the table together. After going over the table, point out to students that the spelling of the simple past depends on the ending of the verb.
- Practice more freely by having students write three sentences, one for each type of spelling in simple past.

#### Teacher's Note Verbs ending in -y

There are many verbs that end in -y that do not take -ied in the simple past. This is because they have a vowel before ending in -y. Examples: play = played; employ = employed; stay = stayed

# Grammar Practice

- Do number 1 together as a class.
- Then ask students to fill in the blanks individually or in pairs. Remind them to refer to the chart as necessary. Number 7 is an example of the exception given in the Teacher's Note above.
- When ready, check answers as a class.

1. stopped 2. called 3. worked 4. majored **6.** fried 8. preferred 5. realized 7. enjoyed 9. managed 10. decided

#### **Extension** More Practice with Time Phrases

Ask students to underline the past time expressions in part E. Have the students work in pairs to create new sentences using the simple past and the time phrases. The pair that comes up with the most sentences is the winning team.

#### ✓ Check the Workbook

For further practice with regular verbs in simple past, use Exercise 1 in Lesson 3 of the workbook.

#### Read to Write: A cover letter

### ▶ Setup / Demo

Elicit from students the different parts of applying for a job. For example, in Unit 3, students learned about résumés. They have also spent the last few lessons of Unit 4 looking at job interviews. But do people send only their résumés? Usually not. A cover letter is an essential part of a job application.

#### ▶ Activity

- Assign students to groups. Have groups make a list of predictions about what information should be included in this type of letter and why employers require this letter? How is it different from a résumé?
- Draw students' attention to the picture of a cover letter in the right-hand corner and inform students that they will learn about the three sections of a typical cover letter.
- Allow students time to read each description.

#### **▶** Feedback

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Check and see if the predictions they made were correct. Check for understanding with comprehension questions.

#### **Extension** Write Your Own Cover Letter

Ask students to look up examples of cover letters on the Internet, especially in the field that they are most interested in. Then ask them to write their own cover letter for their dream job.

#### **Some Difficult Questions** Lesson 4

#### Aims

- Prepare for a job interview
- Talk about specific situations in the past

#### Vocabulary

confidence wonder salary lie seek bring up attitude unfortunately

#### Grammar

Simple past: irregular verbs

#### Warm Up

Tell students they will read an article on tips for interviewing. Engage students in small talk about advice they would give to a friend who has a job interview coming up. What would be acceptable to talk about? What wouldn't be acceptable to talk about?

#### Teacher's Note Honesty during interviews

Some students may not have applied for jobs or have previous work experience. Therefore, explain that it is important to be honest about your education and experience during a job interview. In addition, explain how it is unethical to lie and fabricate details on your résumé, too.

### A Authentic Text: A short article Track 20

This article is from a website that gives advice to young people just starting their first job search.

- Transition by telling students they will read about some do's and don'ts of job interviews.
- · Ask students to read the article on their own.
- Play the audio and listen to the article as class. Ask them to find one thing they didn't know previously about job interviews.
- Ask students to share with the class the things that they didn't know prior to reading the article.

#### Extension More Do's and Don'ts

Ask students to close their textbooks. Instruct them to make two columns in their notebooks, one for do's and one for don'ts. Have them work in pairs. Tell students to come up with more do's and don'ts for a job interview.

#### Vocabulary

- Have students read the vocabulary list aloud.
- Give students time to match the words to their definitions. When finished, they can check their answers with a partner.
- · Check the answers as a class.

#### **2.** d **3.** a **5.** b **6.** e **7.** f 8. h

#### ✓ Check the Workbook

For further practice with the vocabulary, use Exercise 1 in Lesson 4 of the workbook.

#### About You

This activity will assess students' ability to apply concepts from the text.

#### Lesson 4

#### **Some Difficult Questions**

#### Authentic Text: A short article

Read the article. Then listen. @ Incht 20

#### Tips on Interviewing

ur job interview is tomorrow, and you're a bit anxious. You wonder what questions the interviewer will ask. Unfortunately, there may be some difficult questions. The interviewer might ask about your biggest strength and biggest weakness, why you left your previous job, or how you are different from other applicants. Thinking about and practicing your answers to these questions will help give you confidence.



There are also some things you should not do at an interview. First, don't lie! Be honest about your experience and education. Second, don't ask about salary or say what salary you're seeking. Wait for the interviewer to bring up that topic. Finally, do not say bad things about your previous job. Employers don't want to hire a person with a negative attitude.

#### Vocabulary

Read the conversation again. Match the words to the correct definitions.

- 1. confidence . a. to say something that is not true
- salary
- 3. lie c. a feeling that you can do something well or succeed at something
- wonder d. how much money an employee gets for his or her work 5. seek
- e. a word meaning that something is bad or unlucky
  f. to begin to talk about (a topic) unfortunately
- 7. bring up g. to think and guess about something that you do not know
- h. the way that you think or feel about something or someone

#### About You

What are three of your strengths and three of your weaknesses? Discuss them with a

#### Grammar

when clauses in past sentences

Use a comma between clauses when the when clause comes at the beginning of the sentence.

You can use when clauses in statements and questions to talk about a specific time in the past When is followed by a clause to give a time: when + clause (subject + verb). The when clause must appear with another clause in the same sentence.

What was your biggest weakness when you were at your last job?
When a great company offered my husband a position, we decided to relocate

# ▶ Setup / Demo

• Inform students that they will practice preparing for an interview by brainstorming their three greatest strengths and weaknesses.

#### **▶** Activity

• Instruct students to make two columns in their notebooks, one for strengths and one for weaknesses. Assign students a specific amount of time to write down their list.

#### **▶** Feedback

• Assign students to pairs and have them share their lists. Do their partners agree with what they wrote?

#### Extension Strengths and Weaknesses

Ask students to choose one of the strengths or weaknesses that they listed. Have them write a paragraph explaining their answer.

#### Grammar

- The first grammar table shows how to construct when clauses in past sentences. The second table gives examples of irregular past verbs.
- Briefly go over the tables with students.
- Remind them that a when clause includes a subject and verb. If a when clause is used at the beginning of a sentence, it is followed by a comma and the other clause.
- Practice more by asking students to use when clauses to give more details about three of their strengths and weaknesses from part C.
- Have students share their sentences with the rest of the class.

#### Simple past: irregular verbs

simple past: irregular verbs

Irregular verbs in the simple past do not end in -{e}/d. You have to memorize these verb forms.

drink  $\rightarrow$  drank eat  $\rightarrow$  ate feel  $\rightarrow$  felt get  $\rightarrow$  got have  $\rightarrow$  had leave  $\rightarrow$  left read  $\rightarrow$  read see  $\rightarrow$  saw take  $\rightarrow$  took think  $\rightarrow$  thought wake  $\rightarrow$  worke write  $\rightarrow$  wrote

#### Grammar Practice

#### Circle the correct answers.

- 1. I ( drink / drank ) too much coffee last night. I didn't sleep well.
- 2. We (see / saw) a really boring movie last week—The Researchers.
- 3. What time will you probably ( leave / left ) tonight?
- 4. Pablo (thinks / thought) the class was boring, but I enjoyed it.
- 5. Willy (read / readed) hundreds of books before he turned nine years old.

#### Put the words in order to make sentences.

- 6. was / when / called / Paolo, / I / asleep / he
- 7. did / started / you / where / it / raining / go / when
- 8. was / nervous / met / Lana / when / interviewer, / she / the
- 9. Oliver / happy / when / was / the / got / job / he

#### Listen to Speak

#### Listen to part of an interview and take notes. Then answer the questions. @Iost21



- What question did the interviewer ask the woman first?
- · What was the woman's response?
- What question did the interviewer ask the woman next, and how did the woman respond?
- What two reasons did the woman give for leaving her last job?

#### Use the Language

#### Let's talk about the past.

Cut or tear a piece of paper into eight smaller pieces. On each piece, write the base form of an irregular verb. Then, with your partner, mix up your pieces of paper. Take turns choosing a word and using it to talk about your past. You can talk about anything, but you have to use the word. Your partner should ask questions about what you say. Try to give as many details as possible.

• Go over the table for the simple past using irregular verbs. Explain how they do not end in –ed. Tell students that they will have to memorize these verb forms.

#### Teacher's Note Original Sentences Based on a Model

If the material is not challenging enough for the students, you may ask them to make their own sentences based on the examples, substituting other words that fit the pattern.

# **Grammar Practice**

- Do number 1 together as a class.
- Allow students to do numbers 2 through 5 independently.
- Assign them to pairs to check their answers. These questions are on irregular verbs in past tense.
- Do number 6 together as a class. Numbers 6 through 9 are on when clauses in the past.
- Allow students to complete numbers 7 through 9 before checking their answers with their partner.
- Check answers as a class.

1. drank

ink **2.** saw **3.** leave

..... **1** 

4. thought

**5.** read

- 6. When I called Paulo, he was asleep.
- 7. Where did you go when it started raining?
- **8.** When the Lana met the interviewer, she was nervous.
- 9. Oliver was happy when he got the job.

# Teacher's Note Word Order

Remind students that commas can be a hint to figuring out word order. The commas included in numbers 6 and 8 in part E give clues about word order, helping you form the sentences correctly.

### ✓ Check the Workbook

For further practice with *when* clauses in the past, use Exercise 3 in Lesson 4 of the workbook.

# Listen to Speak

#### ▶ Setup / Demo

Inform students that they will be listening to part of an interview and taking notes. From the notes, they will need to answer a series of questions.

Allow students to read the questions in preparation for listening.

#### **▶** Activity

Play the audio and listen to the interview as a class.

Assign students to small groups and ask them to answer each question.

#### ▶ Feedback

Play the audio again and ask the class to raise their hands when they hear information related to the questions. Pause the audio and discuss which question is being answered before going back to the audio.

#### Answers will vary.

- 1. What was your biggest weakness when you were at your previous job?
- 2. She wasn't familiar with her duties and didn't have much confidence.
- **3.** What do you think are your biggest strengths as an employee.
- **4.** She felt there wasn't much room for professional development. Her and her husband relocated to a different area.

#### Teacher's Note Adapting to students' level

You may need to play the audio more than once before students can identify and take notes on information related to all the questions. If answering all the questions is too difficult, assign each group to answer only one question.

# **G** Use the Language: Let's talk about the past.

#### ▶ Setup / Demo

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Elicit from the class some examples of irregular verbs in their base form and write them on the board. Inform the class that they are going to make sentences describing their past using irregular verbs that they come up with. Model one sentence of your own and elicit one or two examples using the verbs on the board Example: feel – felt: I felt very nervous before my first interview.

#### **▶** Activity

Assign students to pairs. Instruct each student to fold and cut their own piece of paper into eight pieces. Allow them time to write an irregular verb in base form on each piece of paper.

Have students mix up their verbs with their partner's. Students should take turns picking a verb and using it to make sentences about their past.

### ▶ Feedback

Ask pairs to report their answers to another pair. Have each group report back on one surprising thing they learned about a classmate.

#### **Extension** When I was younger...

Assign students to use five of the irregular verbs from the previous activity and write sentences describing an event or events from their past using *when* clauses.

#### The End of the Interview Lesson 5

# Aims - End a job interview - Identify long-term career goals Vocabulary

work on	department	someday	long-term
wrap up	starting date	candidates	hear from

when clauses in future sentences

#### Warm Up

Start with some small talk about the different ways that we end conversations. How are they different when we are talking to friends versus when we are talking to strangers? Ask students to make suggestions about how to finish a job interview with a possible employer.

#### Teacher's Note Prior Knowledge

While students may not have personal experience with job interviews, they will likely know the fundamentals of how to start and close conversations in different social contexts in English. Use this prior knowledge to encourage more participation and discussion about the given topic.

### Model Conversation Track 22

- Transition by telling students they will read and listen to the end of an interview with the head of human resources at a company.
- Ask students to read the conversation.
- Play the audio and listen to the conversation as a class.
- Then ask comprehension questions. Where does Anna see herself in five years? What is the starting date for this position? When will Anna hear from the interviewer? How do the two finish the interview?

# Vocabulary

- Give students time to fill in the gaps using the bolded words in the text. When finished, they can check their answers with a partner.
- · Check the answers as a class.

50	1. wrap up	2. candidate	3. work on	4. starting date
¥	<b>5.</b> long-term	<b>6.</b> someday	7. department	8. hear from

### **©** Vocabulary: Future time expressions

- Have students read the time expressions aloud. Ask them questions to check for understanding.
- Assign students to pairs. Instruct students to take turns making sentences about their future plans using the expressions.
- Have pairs share their answers with another pair.
- Ask students to share one of their classmate's plans.

### About You

### ▶ Setup / Demo

Ask students to imagine what their lives will be like in five years. Ask them to think about the following guestions: What will you do? Where will you live? Etc.

#### Lesson 5

#### The End of the Interview Read the conversation. Then listen. @Track 22 Interviewer: Where do you see yourself in five years? Well, when I find a permanent position, I'll work on becoming a manager. I hope to run my own department someday. That's great. We're looking for someone long-term. Well, that's it for today. Before we wrap up, do you have any other quest about the position? No, I can't come up with anything at the moment. Wait. Actually, yes. What is the Anna: starting date for this position? Interviewer: Oh. The starting date is on the first of next month, so in about three weeks. When we finish interviewing all the candidates, we'll make a decision, and you'll hea from us by the end of the week. Sounds good. Anna: Excellent. I'll be in touch, Anna. Thank you. Interviewer Anna: Thank you very much. Goodbye

#### Vocabulary Write each bold word or phrase from part A next to the correct definition.

1	to finish or end something
2	a job applicant
3	to spend time trying to do or improve something
4	the day when something begins
5	relating to or happening over a long period of time
6	at some time in the future
7	a part of a company dealing with specific duties
8	to get a call, email, etc., from someone; to receive communication from someone

#### Vocabulary: Future time expressions

Study the time expressions. Then work with a partner. Take turns making sentences using the expressions.

- in two years • (by) next day, week, month, year
  - tonight, tomorrow, the day after tomorrow
- someday · in about five weeks
  - next season (spring, summer, fall, winter)

#### **About You**

lmagine yourself in five years. What will you do? Where will you live? Write a few sentences about your five-year plan. Then discuss it with a partner.			

#### **▶** Activity

Tell students to write a few sentences about their five-year plan. Give students time to write a response to the questions. When finished, assign them to pairs to share their answers.

#### **▶** Feedback

Ask pairs to report their answers to another pair. Have each group report back on one surprising thing they learned about a classmate.

### Extension Where do you see yourself in 20 years?

Tell students to go a step further and think about their lives further down the road, in 20 years. Have them write about their lives in the future using what they have learned in this unit. Tell them not to write or mention their name in their writing. Collect the writing and redistribute them to other classmates. They will read them out loud to the class. Have the class guess which classmate each one belongs to.

#### Grammar

- The grammar table shows how to construct when clauses to talk about the future.
- Briefly go over the table with students.
- Remind them that in the *when* clause, the simple present tense of the verb is used. Remind them that a when clause includes a subject and verb. If a when clause is used at the beginning of a sentence, it is followed by a comma and the other clause. The other clause is independent and can use any verb tense that refers to future action.

#### when clauses in future sentences

when clauses in future sentences				
You use when + clause in future statements and questions to talk about a time in the future when something happens. The when clause uses the simple present tense, not the future. It can come first or second in the sentence.				
When I find a permanent position, I'm going to work on becoming a manager.  (Not When I'll find)  = I'm going to work on becoming a manager when I find a permanent positi	on.			
When we finish interviewing all the candidates, we will make a decision. (Not When we will finish) = We will make a decision when we finish interviewing all the candidates.	Use a comma only when			

#### Write correct, or underline the errors and write the correct word(s) in the blank.

1.	When I have a	permanent	position. I	'm going to	buy a hous	ie.
		p		55		

- 2. What will you do when you will finish school?
- 3. When he's getting the promotion, he'll be very happy.
- 4. I'll call you when I arrive at the office.
- 5. What will happen when you're finishing the interview?
- 6. When you'll finish the project, you will be able to relax.
- 7. What are you going to do when you graduate?

#### **G** Quick Review

#### Look back at the brief notes in this module.

- 1. Circle the correct words: You fill (in / out) information in order to fill (in / out) a form.
- 2. What is another word for suggest? \_
- 3. How do you start a letter if you don't know the name of the person? Dear \_ \_\_ or \_
- 4. How can you bring up information that might be surprising?

#### Use the Language

#### Long-term plans

On a separate piece of paper, draw a timeline like the one below. Write as many future events in your life as you can think of. Try to be specific about when they will happen.

now		in 10 years		
•	•	•	•	
	in 5 years		in 15 years	

When you are finished, find a partner. Look at your partner's timeline and ask them questions

• Practice more by eliciting some when clauses from students. Assign them to pairs and instruct them to take turns using the

#### Teacher's Note Talking about future actions

clauses on the board to make sentences.

Explain how the future can be talked about without using future tenses. Sometimes the present continuous is used to describe future plans.

### **Grammar Practice**

- Do number 1 together as a class.
- Then ask students to check the sentences for errors. When a sentence is fine, they can write correct in the blank. If something needs to be changed, they should underline the error and write the correct form in the blank.
- When ready, check answers as a class.

- 3. he's getting  $\rightarrow$  he gets
- 5. you're finishing → you finish 6. you'll finish → you finish
- 2. you will finish → you finish

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- 4. correct

#### ✓ Check the Workbook

For further practice with using when clauses in future sentences, use Exercise 3 in Lesson 5 of the workbook.

# **Quick Review**

- Ask students to flip back through the module and find the yellow brief notes boxes in each lesson.
- Using those notes, instruct students to answer the questions.
- When finished, assign students to a pair and have them check their answers.

**1.** in, out 2. recommend 3. Sir or Madam 4. Guess what

# 聞 Use the Language: Long-term plans

- Inform students that they will be making a timeline of what they hope will happen in the next 15 years of their lives. Have a model timeline of your own to show as an example. Present some of the main events on the timeline.
- Ask students to make a similar timeline on a separate piece of
- Give students a set amount of time to write as many future events as possible in their personal and professional lives. They do not need to be complete sentences.
- When finished, assign students to a pair and have them ask each other about the events they chose to put on their timelines.

#### **Extension** Back to the Future

Assign students to use future time expressions and when clauses to write sentences about what they thought would happen today in their lives, 10 years ago. Have them create two timelines showing their planned future plans from 10 years ago and reality. Tell students to present their timelines to the rest of the class.

# **Unit 4: Active Review**



#### ■ Warm-Up

Inform students that they will listen to an interview. James has applied for a job at an IT company and is meeting with an HR manager.

#### **■** Comprehension

Instruct students to follow along as they listen and fill in the gaps with the missing words. Play the audio and listen to the conversation as a class. If necessary, play the audio a second time so students can complete the conversation and check their work.

#### ■ Activity

Assign students to pairs. First, have them check their work with their partner. If there are any issues, address them as a class. Second, ask students to decide which role they will read aloud. Ask them to read the dialogue aloud with their partner. When they have finished, they should switch roles and practice again.

#### ■ Feedback

Ask for two volunteers to come to the front and read the dialogue for the class.

Interviewer: It's nice to finally meet you, James. Thank you for

coming in for the interview.

James: It's great to meet you, too. I'm a bit anxious,

but I'm very excited about this **position**. When I **graduated** last year, I wanted to work for this

company.

**Interviewer:** That's great to hear. You certainly seem like an

excellent **candidate** for this position. I see on your résumé you have many **practical skills**. What did

you major in **when** you were at school?

James: I majored in computer science. I taught myself a

lot about computers when I was in high school, but

I learned a lot in college, too.

Interviewer: Well, the position we have is entry-level. It is

a position with **long-term** opportunities. The **department** is always growing, so we are opening

up new offices in several locations.

James: That sounds interesting.

Interviewer: If we decided to hire you, would you mind

relocating to a new area? No, I wouldn't mind that at all.

Interviewer: Great. Can you tell me a little more about yourself?

James: Well, I enjoy challenges and I can deal with

unexpected situations very well.

**Interviewer:** That all sounds good. When we **wrap up** the

interviews, I will be in touch. Take care, James.

ames: Thank you. You, too.

# **Write an Invitation**

#### ■ Warm-Up

James:

Ask students to imagine that they are the HR representative interviewing James.

#### **■** Comprehension

Instruct students to write notes from the interview about James's education, previous job experience, and strengths and weaknesses. They can use part A for reference. They should write a summary of the interview.

#### ■ Activity

Assign students to pairs. First, have them check their summaries with their partner. Does the class think that James is a good person to hire for the position?

Second, ask students to imagine that the HR representative decides to hire James. What might they talk about when James hears that he has the job? Ask students to decide which role they want to take and to role-play the conversation. When they have finished, they should switch roles.

#### **Active Review**

#### James's Interview

Listen to the interview. Fill in the blanks with the missing words. Then practice the interview with a partner. Change roles and practice again.

Interviewer	It's nice to finally meet you, James. Thank you for coming in for the interview.
James:	It's great to meet you, too. I'm a bit, but I'm very excited about this When I last year, I wanted to
	work for this company.
Interviewer:	That's great to hear. You certainly seem
	like an excellent for this position. I see on your résumé you have many What did you major in
	you were at school?
James:	I in computer science. I taught a lot
	about computers when I was in high school, but I learned a lot in college, too.
Interviewer	Well, the position we have is It is a position
	with opportunities. The is
	always growing, so we're opening up new offices in several locations.
James:	That sounds interesting.
Interviewer	If we decided to hire you, would you mind to a new area?
James:	No, I wouldn't mind that at all.
Interviewer	Great. Can you tell me a little more about?
James:	Well, I enjoy, and I can deal with
	situations very well.
Interviewer	That all sounds great. When we the
	interviews, I will be Take care, James.
James:	Thank you. You too.

#### B Real Talk

Write a summary of James's interview on a separate piece of paper. What is some key information about James? Compare your summary with your partner's.

Then role-play a conversation between James and the interviewer. The interviewer calls to offer James the job, and James accepts. Discuss the starting date and other details about the job. Then switch roles.

#### C Reminder

#### Some Module 2 Goals in Unit 4

Put a check mark (/) next to the things you can do.

<u> </u>	Understand simple information and questions about work and hobbies
//////	Talk to people politely in short social exchanges using everyday forms of greeting and address
<u> </u>	Describe your education and your jobs, present and past

Participate in a longer conversation about a familiar topic

#### ■ Feedback

Ask some pairs to come to the front of the class and perform one of their role-plays.

#### Reminder: Some Module 2 Goals in Unit 4

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

#### Communication

#### A Read to Speak

Read the following job descriptions.

STORE MANAGER NEEDED

Full-time position—40 hours a week Required qualifications and experience:

- At least 2 years of management
- A bachelor's degree in business
- Excellent communication skills

Please contact Jeff at 555-6868 or send your résumé to jeffjohns@admin.net

#### FASHION DESIGNERS WANTED!

Full-time position—30 hours a week Required qualifications and experience:

- A degree in fashion, art, or design
- Excellent communication skills
- No experience necessary!

Please send your résumé to fashqueen@fashion.net

#### Write to Speak

Think of a job and create an advertisement for it.

Position:	
Required qualifications & experience:	
Contact information:	

Work with a partner, Choose the role of interviewee or interviewer.

Role 1: Interviewe

Choose one of the jobs from above. Tell your partner which job you chose. Prepare for any questions an interviewer might ask a candidate for this job. Then answer your partner's questions politely, professionally, and to the best of your ability.

Role 2: Interviewer

You will interview your partner for the job he or she chose. Prepare questions about the candidate's education, work experience, etc., and then perform the interview politely, professionally, and to the best of your ability.

When you finish, switch roles. Try to play your new role without looking at any notes.

# Communication

# A Read to Speak

- Inform students that they will practice interviewing for a job.
- Ask students to read over the two job descriptions.
- Ask guestions to check their understanding. What are the required qualifications and experience? How many hours a week do you have to work? How can you contact them if you are interested in the position?

# **B** Write to Speak

- Elicit from students some example jobs and write them on the board.
- Inform students that they will write a job description for a job of their choice. They can use the ones on the board for inspiration and refer to the example descriptions given in part A.

# **©** Now Speak

- Assign students to pairs. Ask students to decide which role they would like to play first.
- Ask the interviewees to select one of the job descriptions from the two given in the book and the two written by themselves and their partners. Students should inform their partner of their
- Allow students time to prepare for the interview. The interviewer will need to prepare questions, and the interviewee will prepare answers to possible questions.
- When fully prepared, have students role-play the interview, practicing language that is both polite and professional.
- After one interview is complete, partners should switch roles and follow the same process for the second interview.
- Encourage students to play their second role without looking at any notes.
- Ask for some volunteers to present their interviews to the rest of the class.

# Module 2: Review

# **A** Vocabulary

Assign students to pairs, or do this activity as a whole class, making sure that all the students fill in words using the clues given. Ask students to fill in the crossword puzzle from memory. They may write vocabulary words that were added to the lesson when it was covered.

#### Across:

- 3. familiar
- 4. weakness
- 7. phase
- 9. client
- 10. outstanding
- **12.** prepare
- **13.** establish

**S** 

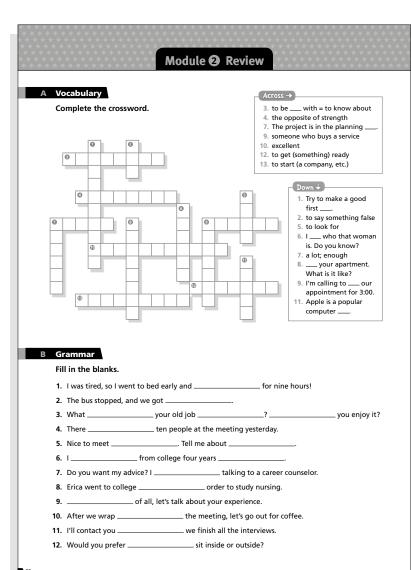
#### Down:

- 1. impression
- **2.** lie
- 5. seek
- 6. wonder
- 7. plenty
- 8. describe
- 9. confirm
- **11.** brand

# **B** Grammar

Students can flip through the module to help them complete these fill-in-the-blanks, but the answers do not need to match the exact details from the dialogues. However, they should show understanding of the language covered in the module.

1. slept 2. on 3. was, like, Did 4. were 5. you, yourself 6. graduated, ago 7. recommend 8. in 9. First 10. up 11. when 12. to



#### Study a Résumé

Find an example résumé online for a person seeking a job in a field that interests you. Discuss it with your partner. What skills and education does the person have? What else does the résumé include?

#### D Prepare for an Interview

You have an interview for a great job tomorrow morning, and you want to be prepared. Fill in the table with a few notes on what you should do and say.

What to wear	
Good words to describe myself	
Accomplishments to bring up	
Strengths and skills to talk about	
Questions to ask the interviewer	

Now read some difficult questions interviewers often ask. Try to think of four more difficult questions. When you're done, practice asking and answering these questions with a partner.

Common difficult interview questions:	Your own difficult questions:
What are your strengths and weaknesses?	•
Why did you leave your previous position?	•
How are you different from other candidates?	•
How much you are seeking in salary?	•

#### Group Interview

Work in a group of three to four people. Choose one of the photos below. On a separate piece of paper, write the job interview that you imagine is happening. Then role-play the conversation.







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# **Study a Résumé**

This activity helps students review how to read a résumé in order to know more about a person's professional experience and skills, as well as their educational background.

- Give students a set amount of time to make a list of the fields and positions they are interested in working in.
- Using their lists, instruct students to find a résumé online of someone who works in one of those fields.
- Assign students to pairs. Ask students to share the résumés that they found with their partner. Reading together, they should underline or circle things on the résumés which show the person's professional skills and educational background.
- Ask students to share with the class what they learned from the résumés about how to prepare and gain experience in the field they are interested in.

# D Prepare for an Interview

This activity helps students review how to prepare for a job interview from both the interviewee's and interviewer's perspective.

- Inform students that they are going to prepare for an interview scheduled for tomorrow. First, they should imagine themselves as the candidate
- Allow students time to plan their answers as a candidate.
- When finished, have students move onto the next chart. Four examples of difficult questions that interviewers typically ask are given. Using what they learned during the module, instruct students to add four additional questions of their own.
- Assign students to pairs. Ask them to take turns asking each other the difficult questions and answering them using what they learned in the module.

# **Group Interview**

Sometimes candidates are interviewed by more than one person, usually from different departments. Inform students that this is something that they should also consider when preparing for job interviews.

- Assign students to groups of three or four. Ask them to choose one of the three pictures to write a dialogue for.
- Elicit some possible scenarios from students and write them on the board about the kind of company where the interview is being held and for what position the interview is for.
- Allow students a set amount of time to prepare the dialogue, reminding them that each person in the group must play a role.
- When finished, ask students to rehearse their dialogue.
- After practicing a few times, ask for volunteers to come to the front and present their dialogues to the class.

# **Changes at School**

# **Module 3 Goals**

Ask and answer simple questions about school, likes, and dislikes

Understand short, simple texts containing familiar vocabulary, including international words

Explain why you like or dislike something

Write about yourself (for example, information about your school) using simple language

Describe plans and alternatives

Describe past activities, events, and personal experiences

Ask and answer simple questions about things in the past

Understand the main points in short newspaper or magazine stories

# Module 3 Overview:

# **Changes at School**

#### **Module 3 Goals**

- Ask and answer simple questions about school, likes, and dislikes
- Understand short, simple texts containing familiar vocabulary, including international words
- Explain why you like or dislike something
- Write about yourself (for example, information about your school) using simple language
- Describe plans and alternatives
- Describe past activities, events, and personal experiences
- Ask and answer simple questions about things in the past
- Understand the main points in short newspaper or magazine stories

#### Warm Up

- Before students enter the classroom, write the title of the module "Changes at School"
- · Assign students to pairs or groups of three.
- Ask students to talk with their partner(s) about changing classes or majors. You may model a short example conversation with a student. Avoid making the conversation too structured at this point. The goal is simply to warm up and get the students thinking about the topic. There will be opportunities to have more structured speaking time later.
- Ask 2-3 groups to share a little bit about their discussion with the class. Write any keywords or phrases on the front board.

### **Extension** University Courses

- Ask students to go on their phones and use the Internet to check course offerings at a university.
- Have students discuss and compare what they find or notice. Are they familiar with all of the courses? Are any of them new or unusual? Are any courses missing?
- If anyone is comfortable sharing the information with the whole class, encourage them to do so.

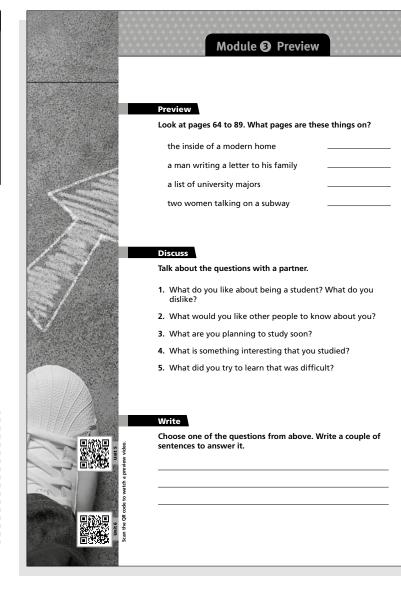
#### **Preview**

- Read the first item on the list (the inside of a modern home). As a class, find the page that has a modern home interior (p.70).
- Assign students to pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.

**1.** p. 70 **2.** p. 81 or 89 **3.** p. 66 or 75 **4.** p. 82

#### **Discuss**

- Read the instructions aloud to the class. Tell the students to talk about the questions with a partner.
- Ask students to discuss questions 1 through 5 with a partner or small group.
- Go around the classroom, checking the progress of students and answering any questions.
- Have a few volunteers share their answers aloud with the class.



#### Write

- Tell students to choose one question from the activity above to write about
- Before they begin writing, ask them to write a few notes. Go around the room, discuss the notes they have written, and give writing suggestions before they start.
- After writing has been completed, have them switch their work with a new partner and leave comments on it. Go around the room again during this time to monitor the students' progress and make note of certain things you will want to emphasize during this module.

#### Teacher's Note Starting a New Module

Starting a new module means a change in topic. In this module, students will learn about different changes that can occur at school. Help students relate to the topic at hand by drawing on their experiences or your own personal experiences with similar changes.

# **Unit 5** Overview:

# **Changing Your Major**

#### Lesson 1: Deciding What to Study

Aims: - Use language related to selecting a college program

- Use zero-conditional sentences for general statements

Vocabulary: Fields of study Grammar: Zero conditional

#### Lesson 2: Choosing Your Major

Aims: - Understand a catalog of university programs

- Use infinitives to express purpose

Vocabulary: College majors

**Grammar:** Infinitives of purpose; in order to

#### Lesson 3: Changing Majors

Aims: - Consider the reasons for what we study

- Express ability

Vocabulary: Vocabulary related to persuasion and argument

be good/bad at; help + object + (to) verb

#### Lesson 4: What would you rather study?

Aims: - Express preferences when faced with options

- Discuss study alternatives

Vocabulary: More majors **Grammar:** would rather

#### **Lesson 5: Communicating Your Choice**

Aims: - Communicate about choices

- Use comparative and superlative adverbs

- Express more about alternatives

Vocabulary: Adjectives related to describing feelings and

comparative and superlative adverbs

Grammar: other and another; else

#### Some Module 3 Goals in Unit 5

- Ask and answer questions about school, likes, and dislikes

- Explain why you like or dislike something

- Write about yourself (for example, information about your school) using simple language

#### Lesson 1 **Deciding What to Study**

- Use language related to selecting a college program
- Use zero-conditional sentences for general statements

### Vocabulary

situation interest factor avoid opportunities program competitive offer

#### Grammar

Zero conditional

#### Warm Up

• Ask students whether it is easy or difficult for them to choose what to study in college. Ask them to briefly say why it is (or was) easy or difficult for them to decide on their major.

#### Authentic Text: A short article Track 24

• Students will read a short text. Direct their attention to the title of the article, "Students Face Challenges When Choosing Majors".

### ★ Unit 5 · Changing Your Major ★

#### Lesson 1

**Deciding What to Study** 

#### Authentic Text: A short article

Read the article. Then listen. @IGGE 24

# **Students Face Challenges** When Choosing Majors

or many students today, the most difficult decision is not whether to go to college—it's what to study when they get there. If a student become unhappy after choosing a major, that



student has another difficult decision to make: "Should I stay in my current program,

should I spend more time and money to start again?

Changing majors is quite common, but it can be difficult. If you want to avoid this situation, it's best to ask yourself some important questions before making a choice. What are your interests? Does a specific major offer good career opportunities? Which major is more difficult or competitive? And, finally, which factor is most important to you? If you ask yourself these questions and answer honestly, you can avoid more difficult, more expensive decisions later.

#### Vocabulary

Fill in the blanks with the correct words from the box.

	situation interest factor avoid opportunities program competitive offer
1.	It's hard to get into Harvards Business School. It's very
2.	I want to get scholarships to pay for college so that I can loans.
3.	Violin is a popular at the Juilliard School.
4.	Does your university a degree in cosmetology?
5.	I like design, but my real is architecture.
6.	It is a terrible if you graduate college but still can't find a job.
7.	Tuition was the most important in my decision to study at Bismarck State College.
8.	If you have a degree in nursing, there are many job for you at hospitals in the city.
In	Your World
Tŀ	ok at the list of factors to consider when choosing a major. Add one of your own. en rank the factors in order from most important (1) to least important (5). Talk with partner about the reasons for your choices.
	• Personal interest • Competitiveness
	• Career opportunities
	• Difficulty

- Ask students to predict from the title what the article will be about. If they are unsure, explain what a challenge is to help them in the right direction.
- Have students read the article aloud with a partner or by having each student read a sentence.
- When students have finished reading the article, play the audio and have them listen for correct pronunciation and intonation.
- Finally, as a class, ask students to restate the article's advice in their own words. Help them out by asking questions that lead them in the right direction.

#### Teacher's Note Restating Ideas

Students may have little experience paraphrasing. Let them know that they should try to present the ideas in the easiest language they know, using words they're comfortable with. For the exercise above, a simple restatement of the advice could be: Think about what you like. Can you get a job with that major? Is it hard to study? Here, the students are just trying to demonstrate understanding in simple statements, not necessarily to craft complicated sentences.

#### Vocabulary

- Read the instructions to the class, and make it clear that all of the words come from the article they have just read, so they can refer back to the words in context if it will help.
- · Have students fill in the vocabulary individually, and then have them check their answers with a partner.
- Finally, confirm the correct answers with the whole class.



1. competitive

3. program

4. offer

7. factor

#### Grammar

#### Zero conditional

The if clause can come second in the sentence. When it does, there is no comma: Plants die if they don't get water.

zero conditional					
A zero conditional sentence is an <i>if</i> sentence that expresses something generally true. It has an <i>if</i> clause (expressing a condition) and result clause. Both clauses are in the simple present tense.					
if clause result clause					
If plants don't get water,	they die.				
If you have a degree in nursing,	you have many job opportunities.				
If you mix blue and yellow,	you make green.				
If the weather is good, students like sitting in the quad.					

#### Grammar Practice

#### Match the two columns to make sentences.

	If students don't study hard,		<ul> <li>a. if you want to change your major.</li> </ul>
١.	ii students don t study nard,	۰	• a. II you want to change your major.
2.	If you go to a lecture,		<ul><li>b. does your university cancel classes?</li></ul>
3.	You have to think carefully		<ul><li>c. if you need a quiet place to study?</li></ul>
4.	If you major in English literature,		<ul> <li>d. they don't do well on their exams.</li> </ul>
5.	If the weather is really bad,		<ul> <li>e. you should arrive on time.</li> </ul>
6.	Do you go to your dorm room		<ul> <li>f. you have to read Shakespeare.</li> </ul>

Complete the sentences with information that is true for you. Use an if clause or a result clause.

7	, I study all night.
8. I feel really nervous	<u> </u>
9	if I don't eat lunch.
10. If I have to make a big decision,	

#### Use the Language

Which are you planning to do?

#### A big decision

Imagine you're planning to change your major, have a gap year, or even quit school. Think of some reasons to do one of those things and make notes.

Why?			
	 	 	 _
	 	 	 _

\_\_ |

Change majors?

Take a break?

Quit school?

Now discuss your situation with a partner and ask for advice.

# **©** In Your World

#### ▶ Setup / Demo

Tell students to look at the list of factors to consider when choosing a major. Ask them to come up with an additional factor of their own. Read the instructions aloud and confirm understanding.

#### **▶** Activity

Ensure that each student individually writes in one original idea on the list for the other factor, and have students rank the factors individually before assigning them partners. Now assign students to pairs and have them compare and discuss their rankings.

#### **▶** Feedback

When finished, survey the class for the other factors that they wrote and briefly discuss with the whole class which of these factors seem especially important when considering a major.

#### **D** Grammar

- Before reading the grammar table, present students with two sentences for comparison, one using first-conditional and one using zero-conditional. For example: "If you drop that egg, it will break" and "If you drop an egg, it breaks." What's the difference? Students should notice the will in the first sentence.
- Make clear that the first-conditional sentence is about a specific real possible future. The second sentence is about dropping eggs, in general. In today's lesson, we are focusing on this kind of sentence.
- Having made this clear, read the grammar point from the table and confirm understanding. Then read through the example sentences.
- When finished, prompt students with one more situation: What happens if you don't eat? Ensure that students answer with a complete sentence, including the if clause.

# Teacher's Note Grammatically correct answers that miss the point

Sometimes a teacher asks a question to illustrate a particular point. A student may answer in a way that is technically correct but which ignores context or misses the point the teacher is aiming at. In such a case, it's better to clarify the context than to suggest the student's error is wrong. The student may even intentionally try to test the limits of how the language is used. For example, you may ask: What happens if you don't eat? And the student answers, If I don't eat, I will get hungry. A good response would be: That's a fine answer if we're talking about the future. But I asked "what happens," not "what will happen." How could you answer more generally?

### **Grammar Practice**

- Read through the directions for questions 1 through 6 and confirm understanding.
- Have student match the clauses individually, and then check the correct answers together as a class.
- Direct students to answer questions 7 through 10 individually.
   They should complete the sentences with information that is true for them. They must make complete sentences using if clauses or result clauses.
- Because answers will vary for the last four questions, you will have to go around the class to check sentence completion and offer corrections.



#### ✓ Check the Workbook

For further practice with zero-conditional sentences, use Exercises 3 and 4 in Lesson 1 of the workbook.

# Use the Language: A big decision

- Go over the directions and ensure understanding. Students need to make an important decision on a major change in their lives.
- Have students make their choices and write their notes individually before assigning partners.
- Remind students that their notes do not need to be complete sentences, but just some ideas. They are not writing essays now.
- Assign partners, and have them discuss their choices and reasons more fully. They should now use complete sentences, and elaborate in more detail, with follow-up questions from partners.
- The partners should be asking about the reasons for their decision and also be offering advice.
- After pairs have completed their discussions, bring the class together to share some of the reasons that their partners gave for their decisions. Which were the most common reasons given for quitting school? Which reasons were given for changing majors? Which were given for having a gap year?

#### Extension What if...

Assign students to small groups to discuss the question: What happens if a student quits university?

- Students can discuss both good and bad outcomes.
- They can discuss what *sometimes* happens, as well as what *usually* happens.
- At the conclusion of this activity, have students write three complete sentences using zero-conditional based on their discussion.

#### **Choosing Your Major** Lesson 2

#### Aims

- Understand a catalog of university programs
- Use infinitives to express purpose

#### Vocabulary

theory professions assist politics advertising products relations social similarities

#### Grammar

Infinitives of purpose; in order to

#### Warm Up

Ask students for volunteers to name a few majors and to say simply what students study in those majors. Assist students as necessary to help them give clear and simple descriptions.

### A Authentic Text: A course catalogue

- Explain to students that they will read part of a short catalog of majors with descriptions.
- Instruct students to read the passage.
- Ask students to restate, without looking at the passage, what each of the majors studies. Answers can be very simple such as "they study ideas" or "they learn about languages." The purpose is to ensure at least a basic comprehension of the descriptions.
- Check comprehension by asking questions such as: What kind of catalogue is shown? What is the purpose of the short descriptions? What majors are listed? What should students do if they are interested in a particular major?

# **B** Vocabulary

- Tell students that they will now use vocabulary to complete a catalog similar to what they've just read.
- Students may find it easier to complete the descriptions first and then to fill in the words that name the majors.
- Students can work on this exercise individually and then check and compare answers with a partner.
- Finally, confirm the correct answers as a class.



- 1. Relations, similarities, politics
- 2. Advertising, products, theory
- 3. Social, professions, assist

### Check the Workbook

To help make students more familiar with the vocabulary and the definition of these terms, use the crossword in Exercise 1 in Lesson 2 of the workbook.

### **G** About You

- Assign students to pairs.
- Read the instructions, and emphasize that the main focus is on discussion. The writing should be limited to notes based on a partner's answers.
- After students have had time to discuss the three questions, give them additional time to discuss the final question of how their answers affected their choice of majors.
- · Answers will vary for this exercise.

#### Lesson 2

#### **Choosing Your Major**

#### Authentic Text: A course catalogue

Read the catalogue.

An "undergraduate" is a college student has not yet gotten a degree (for example freshman, sophomore, junior, or senior).

### Hampshire State University Majors

We offer the following short descriptions to give students basic information about the majors in our undergraduate program. If a specific major interests you, please contact the related academic department to learn more

Political Science: Study the history and theory of politics in order to better understand governments and how they work.

Philosophy: Review and explore 3,000 years of human ideas in order to understand our world and the meanings of life.

Linguistics: Learn about the languages of the world, including their histories, similarities, and differences.



#### Vocabulary

Fill	in the blanks wit	h the corre	ct words fron	the box.	
			profession relations	s politics similarities	
1.	International		<u>:</u>		
	in this major lear	n about the	relationships l	etween the wo	y sometimes don't. Students orld's countries, especially their and economics.
2		:			
					and services. Students will also ideas of the business.
3.		Work	:		
	Prepare for learn to				rnment offices. Students will
Ab	out You				
	cuss the followin ir answers.	g questions	with a partn	er. As you tall	k, make notes about some o
1. '	What did you learn	in high sch	ool?		
	What didn't you le		about?		
3.	What should you le	earn?			
Nov	w discuss how the	ese things a	ffected (or are	affecting) you	ur choice of a university majo

#### Extension Can you guess?

- A guessing game may be played that continues on the theme of university majors. However, you may want to modify or extend this exercise to other topics, based on what would interest and profit the students. If students have spoken enough about majors for today, they can still practice describing people by what they do, either for professions or for famous individuals.
- Decide the focus of the activity: major, profession, or individual. Assign students to small groups of three to five students. In each group, students are to think of a particular major or other topic. They are to take turns describing it solely in terms of what they do. When the answer has been guessed correctly, students should spend some time discussing the answer.

#### D Grammar

#### Infinitives of purpose; in order to

infinitives of purpose			
usage	examples		
An infinitive (to + verb) often states the purpose of an action.	They went to Yale to study political science. To improve your grades, you should study every day.		
In order to is another common way to express purpose. It sounds a bit more formal.	They went to Yale in order to study political science. In order to improve your grades, you should study every day.		
In order not to is the correct way to express a negative purpose.	In order not to wake up my roommate, I left the apartment quietly.		

#### Grammar Practice

Fill in the blanks with the correct phrases from the box. Add commas where necessary.

to pay tuition this semester	in order to think about my future	in order not to fail the test
1. I decided to take a year off		
2		I applied for a student loan.
3.	I will study until mid	dnight every night this week.
	•	les infiniteires ef montes de
	about what you did last week. l	Jse infinitives of purpose to
Now write three sentences a	about what you did last week. l	Jse infinitives of purpose to
Now write three sentences a	about what you did last week. l	Jse infinitives of purpose to

#### Use the Language

#### Describing a major

Choose a university major to write about. It could be your major or just one you are interested in. Write a short description of the major. Then, with a partner, discuss the majors you each wrote about.

Name of Major:		_	
Short Description: _			

#### **Grammar**

- Ask students to tell you something they did earlier today or yesterday.
- Ask why they did it.
- Based on the answer, identify the purpose and rephrase the sentence using an infinitive.
- For example:
  - Student: I ate breakfast.
  - Teacher: Why?
  - Student: Because I was hungry.
  - Teacher: So your purpose was to avoid hunger. You ate breakfast to avoid hunger. (Note: avoid is in the

vocabulary of Lesson 1.)

- Now read through the table with the students. Have students repeat the example sentences aloud.
- When finished, try the same basic question you started with; ask students to tell you what they did yesterday and why, using the kind of structure shown in the table.

#### Teacher's Note Step-by-Step

Students who are comfortable talking about reasons with because may find it difficult to express purpose. They will need examples and assistance from the teacher to get there. If the students' own replies don't meet the goal, the teacher can provide a couple of pre-scripted examples like the one above. Additional prompts for the teacher, such as "What did you want?" could help. For another example: "I saw a movie yesterday." "Why?" "Because I like movies?" This doesn't get us very far, but prompt: "So what did you want? You wanted to have fun. Your purpose was to have fun. So you could say I went to the movies to have fun."

#### **Grammar Practice**

- Have the students complete the first three answers individually, and then check answers as a class. Be sure to check which sentences required commas.
- Then have students complete the final three sentences based on their own ideas.
- Check the students' individual work for necessary grammar corrections.
- Have students present one of their completed sentences to the class.
  - **1.** I decided to take a year off in order to think about my future.
  - 2. To pay tuition this semester, I applied for a student loan.
  - 3. In order not to fail the test, I will study until midnight every night this week.

(Answers will vary for the additional sentences.)

#### ✓ Check the Workbook

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For further practice with infinitives of purpose, use Exercises 2 and 3 in Lesson 2 of the workbook.

# **©** Use the Language: Describing a major

- Read the directions aloud. Clarify that, in this exercise, writing should be in full sentences even though the description is short. Keep it simple but grammatically correct.
- Students will complete the writing individually.
- In pairs, have students discuss the majors they wrote about.

#### **Extension** From Purpose to Action

In this exercise, students will start with a purpose, and then talk about what they can or should do to achieve their purpose.

- Model and give an example for the students: Jim wants to make more money. To make more money, he can get a better job. To get a better job, he should write a good resume.
- Assign students to pairs.
- Tell students that they will talk about things that they want to do, but they can have fun with it. They can talk about important goals, or just any ideas that come to mind.
- Tell students to ask their partners: What do you want to do? Then respond with advice in this form: To do that, you can ... Remind students to use infinitives of purpose.
- When finished, ask students to share some of the best advice they got. If anyone had any particularly funny or surprising advice, have them share that as well.

#### **Changing Majors** Lesson 3

# Aims

- Consider the reasons for what we study
- Express ability

Voca	bu	la	ry

detail	knowledge	passion	argue
persuade	motivate	spend	legal

#### Grammar

be good/bad at; help + object + (to) verb

#### Warm Up

Ask students a few questions to get them thinking about their majors. Are you happy with your course of study? What do you enjoy about your major? Is there anything you don't enjoy about it? Do you think you are a good fit for your major? Why or why not? After a brief discussion, tell students that this lesson deals with the topic of changing majors. Ask further guestions. Why would a student decide to change his/her major? Do you think it's a good or bad idea?

# Model Conversation Track 25

- Assign students to pairs.
- Have students read through the dialogue together, with each student taking one part.
- When they've finished reading, ask students to say in their own words what Akio's problem is. (He doesn't want to study medicine.) What is he good at? (He's good at science, but he's also good at speaking.)
- Now tell students that they will listen to the dialogue and they should pay special attention to Sloan's advice.
- When finished, ask students to restate Sloan's advice. (She suggests either being a lawyer, or going into advertising or management.)
- Bring student's attention to the Brief note on "else," and practice with one example. Ask a student what he or she likes, and then ask: What else do you like? Else refers to another thing the student likes.

# **B** Vocabulary

- Go over the vocabulary words in the box as a class.
- Instruct students to write the words in the blanks to match the words to their definitions.
- Have students work individually. Then assign them to pairs to check and correct their answers. Remind them that they should seek the best answers. If more than one answer is possible, tell them to pick the one that fits the definition the best.
- Check answers as a class.

<ol> <li>persuade</li> <li>knowledge</li> </ol>	2. argue 4. motivat
<ul><li>5. spend</li><li>7. passion</li></ul>	<b>6.</b> legal <b>8.</b> detail
	<ul><li>3. knowledge</li><li>5. spend</li></ul>

### Teacher's Note Distinctions Between Similar Words

In particular, students may have trouble distinguishing between persuade and motivate. If they fail to choose as expected, you can clarify that motivate relates to getting someone to do something, while persuade includes changing their thinking.

### Lesson 3

# **Changing Majors**

#### Read the conversation. Then listen. @Took 25

Akio: I want to change majors. I think I made a mistake when I chose medicine. Help me decide on a subject.

Sloan: What are you good at?

Akio: I'm good at science; I just don't like it. I want to study something I'm good at—but something I like.

Sloan: So what else are you good at?

Akio: I'm good at speaking, I think. Arguing... I'm good at persuading people, and I like discussing ideas.

Sloan: Then what about something like law?

Akio: No, thank you! I don't want to spend hours studying boring legal texts. I want to motivate people and help them work well together, but I don't want to spend a lot of time arguing details of the law.

Sloan: Maybe you should think about business—advertising or management. You could even

work at a medical company. Then you could use your knowledge and your passion!

In this conversation, "else" means something different from medicine. What is a different major he's good at? See Lesson 5 to learn more about else.

#### Write the words next to the correct definitions.

	detail	knowledge	passion	argue
	persuade	motivate	spend	legal
1 2 3 4 5 7 8		to get someone to thin to give an opinion wit what you know to make someone war to use time or money t related to the law a strong feeling a small point	h reasons at to do something	vay

#### In Your World

With a partner, write down a few school or university subjects. What can motivate people to study these subjects? Then discuss careers these subjects can prepare you for.

Subjects	Reasons to Study	Related Careers

#### ✓ Check the Workbook

For further practice with vocabulary, use Exercise 1 in Lesson 3 of the workbook. For more reading comprehension practice and a preview of the grammar lesson, try Exercises 2 and 3.

#### C In Your World

- · Assign students to pairs.
- · Read the instructions aloud and confirm understanding.
- If students have trouble with the exercise, get them to focus on each stage one at a time. First, name some subjects. Then, talk about reasons to study them. Finally, talk about related careers. Taking it in stages simplifies the discussion and keeps it focused.
- Answers will vary for this activity.

# **Extension** Decision-Making

In the dialogue, Akio talks about his decision to major in medicine. He regrets this decision. He also talks about his decision to change his major, and the reasons. Have students discuss some of their own decisions by answering the following questions: What were some hard decisions for you to make? Do you regret any decisions? What factors did you consider when making those important decisions? Have students work in pairs or small groups.

#### Grammar

be good/bad at; help + object + (to) verb

be good/bad at + noun	be good/bad at + gerund		help + object + (to) verb
She is good at math. He's bad at photography. I'm not very good at music.	She is good at solving math problems. He's bad at taking photograp I'm not very good at singing.	hs.	My brother <b>helped me to choose</b> my major. Nobody <b>helped them pay</b> their tuition. Please <b>help her find</b> the athletic center.
Brief note		Br	ef note
To be good/bad at something means that you do it well/badly.			nore common to leave out the $to$ than to include sentences with $help + object + (to)$ verb.

#### Grammar Bractico

Put the words in order to make sentences.

- 1. very / cooking / good / am / at / I / not
- 2. professor / understand / my / me / helped / history / the war
- 3. my / at / bad / laws / is / professor / explaining
- 4. friends / her / major / helped / her / a / choose / to
- 5. us / help / our / you / project / finish / can

#### Speak to Write

Look at the images below. What might these people be good at? What should they major in? What careers should they try? Compare your ideas with a partner's.











#### G Use the Language

What are you good at?

On a separate piece of paper, write a short paragraph about something you're good at—not something related to your major. How did you become good at it? How could you use this skill in the future?

Share your paragraph with a partner

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### **D** Grammar

- Read through the table as a class and have students repeat the example sentences aloud.
- Practice a little by asking students questions. Are you good at math? Who is good at cooking? What company is good at making cars?
- Ask students: Did you ever help someone do something? What did you help someone do?
- Bring attention to the Brief notes and confirm understanding.

### 

When working with expressions such as *help him to study*, there are a couple of things to watch out for. First, be careful of word order. Though the *to* can be omitted, it should not be misplaced as in *I helped to him study*. If students make this error, clarify that nothing should come between *to* and its verb (*study*). Second, make sure students understand that *him* is the object of *help*, not the subject of *study*. So students must avoid constructions like *I helped he studied*.

#### Grammar Practice

- Assign students to pairs.
- Read the instructions and have students work with their partners to complete the exercise. The students will have to put the words in order.
- When ready, check answers as a class.

- **1.** I am not very good at cooking.
- 2. My history professor helped me understand the war.
- 3. My professor is bad at explaining laws.
- **4.** Her friends helped her to choose a major.
- 5. You can help us finish our project.

#### ✓ Check the Workbook

For further practice with *good at* and *bad at*, use Exercise 4 in Lesson 3 of the workbook.

# Speak to Write

- Assign students to pairs.
- Read the instructions and confirm understanding.
- Ensure that students are using complete sentences in their discussion of the pictures.

# **©** Use the Language: What are you good at?

- Explain to students that they will write about themselves. Tell them to write about something that they are good at. It should be something that is not related to their majors. Read the instructions aloud and confirm understanding.
- Read the instructions aloud and confirm understanding. Tell students to write by themselves.
- When they have finished writing, they can discuss their answers with a partner.

#### **Extension** If Wishes were Fishes

Have students discuss things that they wish they were good at. First have students each brainstorm a list of three answers to the question: What do you want to be good at? They should write down their three ideas before speaking with classmates. Then assign students to small groups to discuss their ideas. Each student should say the things he or she wants to be good at. Partners should ask questions such as: Why? What would you do? How would it change your life? etc.

#### What would you rather study? Lesson 4

# Aims

- Express preferences when faced with options
- Discuss study alternatives

#### Vocabulary

travel and tourism forestry African-American history graphic design finance programming hospitality management interior design

#### Grammar

Would rather

#### Warm Up

Get the students to think about making choices. Familiarize them with the words choose, choice, and should. Ask them the following questions: If you had to choose between living at home with your parents or living alone, what would you choose? Is this an easy choice or a difficult choice? What is something you chose to do recently? etc.

#### Teacher's Note A Covert Lesson

In the warm-up, it's not necessary to explain the language that is being used or to say how it relates to the lesson that follows, unless students have specific questions. This merely serves as a seque into the lesson and subtly demonstrates a few extra language points that will not be explicitly discussed later.

# A Model Conversation Track 26

- Assign students to pairs.
- Have students read through the dialogue together, with each student taking one part.
- Now tells students that they will listen to the dialogue and they should pay special attention to what Asefeh is trying to decide.
- Ask students which majors Asefeh is considering. Why is she unsure about computer programming? What do you think she should do? Briefly elicit some opinions from the students about what Asefeh should do.
- Bring student's attention to the Brief notes and confirm understanding.

#### **3** Vocabulary: Some majors

- Assign students to pairs, and allow them to work together to match the pictures to the majors they represent.
- · Check answers together as a class.
  - a. interior design
  - **b.** finance
  - c. programming
  - d. graphic design
  - e. forestry
  - f. African-American history
  - g. travel and tourism
  - h. hospitality management

### ✓ Check the Workbook

For further practice with the vocabulary, use Exercise 1 in Lesson 4 of the workbook.

#### About You

• Working with the same partner from the previous exercise, have students discuss the questions while noting their answers in the space provided.

#### Lesson 4

#### What would you rather study?

Read the conversation. Then listen. @Track 26

With a time, "by" means at or before

Asefeh: I have to choose my major by the end of this semester, and I still don't know what's

Aren't you doing well in your math classes? Asefeh: I am, but I do better in engineering.

Troy: Then, you should study engineering. You'd be able to get a really good job after college.

Asefeh: It sounds like a good idea, but I'm not sure. Would I rather study mechanical engineering or computer science?

Computer science? Are you thinking of that too?

Asefeh: Yeah. I had to do some programming for my laboratory work. I learned it quickly, and I really liked it. But if I choose that, I have to study for another semester to catch up with the students in the computer science department.

"Catch up with" means to reach the same point as. Here, it means to learn as much as (the students in the computer science department).

#### Vocabulary: Some majors

travel and tourism finance

Write the majors under the correct pictures.

















Look at the majors in part B and answer the following questions. Discuss your answers and reasons for them with a partner.

Which of these majors..

- 1. ...would you be good at? Why?
- 2. ...would you be bad at? Why?
- 3. ...would you like the best? Why?

- As students discuss their answers, prompt them to be sure they give adequate consideration to the reasons why.
- For further conversation, prompt students to discuss whether their answers to question 1 and 3 are the same. Are they good at the majors that they like best? If their answers are different, then what would they choose?
- Conclude with a survey of the class to find the most common answers and any unique answers to the questions.

# Teacher's Note Prompting

- In many activities, different pairs of students will proceed at different speeds. To prompt some students for further discussion, it is not necessary to interrupt the progress of the whole class. The teacher must circulate among the groups.
- When giving on-the-spot correction for a student's spoken error, this is an opportunity to also prompt that student with ideas for additional follow-up conversation.
- Meanwhile, the students who tend to fall silent or who seem to finish discussions quickly will need more frequent prompting until they pick up the idea of how to continue more independently.
- To achieve this, it is good to ask a student a question that he or she can't answer without further discussion with a partner, such as: Has your partner travelled much? (for travel and tourism) or Is your partner good at saving money? (for discussion related to finance).

#### would rathe

	would rather + verb			
comparing two options	would rather + verb + than	I would rather write an essay than take a test. He'd rather study Latin than Greek.		
questions	Would S rather + verb + or?	<b>Would</b> you <b>rather go</b> to the museum <b>or</b> see a play?		
using context	We can use would rather with only one option when we know the other option.	A: Do you want to eat in the dining hall? B: No, I'd rather eat off campus.		
would rather not	S would rather not + verb.	We would rather not attend a lecture early in the morning. ( = We don't want to)		
ratiler not		the morning. ( = we don't want to)		

Fill in the blanks with the correct words from the box

	or	would	rather	not	than
1. She's cha	nging her m	najor because sh	e	rath	er learn chemistry.
2. I think I'd	l rather take	a break for on	e semester		study this fall.
3. Would yo	ou	g	et the easiest jo	b or the one t	hat pays best?
4. Would th	ey rather gi	ve their present	tation this Tues	day	Wednesday?
5. I would rather go to an expensive university.					ry.
Use the Language					
Would you	rather?				

Work together in groups of two to four students. Write several Would you rather...? questions. Offer two good choices or two bad choices, and ask your classmates to choose. You can use the pictures below for ideas













# Extension A Tough Choice

Assign students to write a paragraph as homework on the following topic: Is it better to study a major that you like, or to study at a famous university? Make it clear that they must choose. Another way to phrase the guestion is Which is more important, what you study or where you study?

#### Grammar

- Briefly go over the table for would rather structures.
- Have students repeat the example sentences aloud.
- Use some of the example sentences as models for a few practice questions to ask: Would you rather go to a park or see a movie? Would you rather eat an apple or an orange? Would you like to see the dentist today, or would you rather not?"

### Teacher's Note Negative Choices and Sensitive Topics

Many native English speakers are familiar with the game of "Would you rather?" It is often funny to propose two terrible options to choose from, when obviously we would rather choose neither. Students may find this confusing at first, but it can be fun once they get the idea of it. But when crafting your own example sentences, be careful not to choose topics that are too sensitive. For example, it could be funny to ask the following: Would you rather lose your car or lose all your computer data? Even someone who has lost a car is unlikely to be offended. But questions relating to disability, sickness, or worse, could genuinely upset a student who may have had a negative experience. For example, Would you rather lose your sight or hearing? may seem interesting, but if a student has recently had a child or sibling born with a disability, it will immediately become apparent that this question is in poor

#### Grammar Practice

- Tell students to fill in the blanks with the correct words from the hox
- Have students work on the questions individually.
- When ready, check answers as a class.

1. would 2. than 3. rather 4. or 5. not	
---	--

#### ✓ Check the Workbook

For further practice with the grammar, use Exercises 2, 3, and 4 in Lesson 4 of the workbook.

# Use the Language: Would you rather...?

- Assign students to groups of two to four.
- Read the instructions aloud.
- Clarify that the first task is to brainstorm and write questions together, not to answer or discuss the guestions in depth.
- As students are working, go around to ensure that they are meeting the goals, writing good complete guestions, and that the questions represent a dilemma. Questions that oppose an obviously good option to an obviously bad option miss the point (Would you rather drink water or poison?).
- When they have completed their questions, assign students to new pairs and have them discuss their questions with the new partners.
- When finished, have students share some of their questions with the class as a whole and report some of their partners' answers

### **Extension** Options and Choices

Assign students to write a short report on a time when they had to make a choice. What were their options, and what did they choose? Tell them to support their answers with reasons.

#### **Communicating Your Choice** Lesson 5

#### Aims

- Communicate about choices
- Use comparative and superlative adverbs
- Express more about alternatives

#### Vocabulary

related finally switch therapy practical generous support trust

#### Grammar

other and another; else

#### Warm Up

Get the students to think about practical choices that they have made. Ask them why they made the choice they made. Ask them how their parents or friends felt about their choices. To start off the discussion, you can draw upon personal experience to model how they should answer.

# 

- Assign students to pairs.
- Have students read through the dialogue together, with each student taking one part.
- · When they've finished reading, ask students what Jeremy has decided to do and how his mom feels about it.
- Now tell students that they will listen to the dialogue and they should listen for pronunciation and word stress.
- When finished, prompt students with a couple of questions relating to new vocabulary, such as: Is it more practical to eat soup with a spoon or a fork? and Who do you trust?

# **Vocabulary: Feelings**

- Instruct students to work on the vocabulary questions individually, using the words in bold from the reading to fill in the blanks.
- · When ready, check answers together as a class.



- 1. related 4. finally
- 2. switch
- 3. generous 5. practical 6. trust
- 7. therapy
- 8. support

#### ✓ Check the Workbook

For further practice with vocabulary, use Exercise 1 in Lesson 5 of the workbook. For some intonation practice, try Exercise 2 in Lesson 5.

# **Quick Review**

- Bring students' attention to the table. Tell students to notice the differences between comparative and superlative adverbs. Demonstrate the pattern in the left column of the table, which has already been completed: easily, more easily, most easily. Give some example sentences so students can see how they are used:
  - "I easily catch a fish."
  - "I more easily cook the fish."
  - "I most easily eat the fish."

# Lesson 5

#### **Communicating Your Choice**

#### Read the conversation. Then listen. @IGGE 27

Mom: I'm glad you like your new roommate. What else is happening with you?

Jeremy: Actually, I have some big news about school, I finally made the decision to switch to

another major—from psychology to music therapy

Mom: What?

Jeremy: I know. It's surprising, right?

Mom: Why the change? You chose psychology as a major two years ago. I thought you wanted to be a counselor. Isn't music just a hobby?

Jeremy: I'm interested in both counseling and music. And they're related—both are ways to get people to express themselves. But music therapists can get jobs more easily than psych majors, so it's a practical choice.

Mom: Jeremy..

Jeremy: And their work often pays better. But most importantly, I love music. That can motivate me to work harder at becoming a great music therapist. Mom: I guess... if it's something you love, you should do it.

Jeremy: You don't seem happy about this, but it's generous of you to support me anyway. Trust me—this is a

#### Vocabulary: Feelings

#### Write each bold word or phrase from part A next to the correct definition.

having a relationship; connected
to change from one to another
giving a lot; being very helpful
in the end; after a long time
really useful; in a way that considers results
to believe that someone is honest or correct
help for a person who is sick or has a problem
to say or show that you agree with someone or something

#### **Quick Review**

Fill in the table with the correct forms of each adverb.

Adverb	easily	well	hard		
Comparative	more easily			more importantly	
Superlative	most easily	best			earliest

Talk to a partner about things you do well and things you'd like to do better. How could vou do them better?

- Have students complete the table by filling in the missing adverbs.
- When ready, check answers together as a class.
- Wrap up the section by challenging students to come up with some sentences of their own.

Adverbs: importantly, early

Comparatives: better, harder, earlier Superlatives: hardest, most importantly

#### About You

- Read the instructions and confirm understanding.
- Have students work in pairs. Monitor the students' conversations to ensure that they speak enough on the topic of things they'd like to do better and how they could do so.
- When students are finished speaking to their partners, bring the class together to review a few of the things that they would like to do better.

#### Teacher's Note Correcting One-sided Pair Work

When reviewing a conversation, try not to let one partner do all the talking for both members of the pair. If the second speaker merely agrees with what the first one said, then get them to restate their opinion more fully, prompt for more information, or even ask a question that draws out more than what they originally said.

### Grammar

### other and another; else

Another contains the article an. This should remind you to use it only with singular nouns

other and another	
Other is often used with plural nouns. Another is only used with singular nouns.	Else is used after the question words how, what, where, who, and why to mean "more," "other," or "different."
At our company, M.B.A. graduates earn more than <b>other</b> employees.  I want to move out of my room and go to <b>another</b> dormitory.	What else is new with you? A: Katie is coming to the party. B: Good. Who else is coming? I don't like this table. Where else can we sit?

### Grammar Practice

### Fill in the blanks with other, another, or else

1.	I'm studying literature this semester, but I may switch to major.
2.	I know you're good at math. What are you good at?
3.	Cristina knows all the people in her yoga class.
4.	Who is graduating next semester?
5.	I need pen—this one isn't working.
6.	Our university has a bigger business library than schools.
7.	Would you like cup of coffee?
8.	Are there any international students in our department?
9.	Practicing a foreign language is hard, but how can you learn?

### G Use the Language

### Writing home

Write a short email to a friend or family member to tell him or her about a school subject that you don't like. Explain why, and then explain what you'd like to study instead.


# Extension Fast, Faster, Fastest

- Have students work in small groups. Groups of three would be best, but two to four will do.
- Ask students to take turns challenging one another by making a simple sentence with an adverb such as *fast*. For example: *Dogs run fast*.
- The next student in the group must respond with a comparative adverb: *Horses run faster.*
- The next student should use a superlative: Cheetahs run the fastest.
- Students may discuss and even debate one another's sentences until they are ready to move on to the next challenge.

# **Grammar**

- Briefly go over the table. Explain how *other* and *another* are used. Also explain how *else* is used after *wh* question words.
- Have students repeat the example sentences aloud.
- Tell students that you would like them to practice with a few more sentences. The teacher will make a simple statement, and the students should ask a question with other, another, or else. State the sentence: I have a history textbook. This should lead to the following questions: Do you have another textbook? or What else do you have? etc.

# Teacher's Note Parts of Speech

If students confuse other/another with else, clarify that other/another should be used as adjectives before a noun, or as nouns. For example, for noun use consider: I put one book next to the other, and I saw one movie today, and tomorrow I'll see another.

# Grammar Practice

- Have students work in pairs for this exercise.
- Tell them to work together to complete the blanks with *other, another,* or *else.*
- When ready, check answers as a class.
- For further practice with the language, get the students to come up with some sentences of their own.

	1. another	<b>2.</b> else	3. other
Key	<b>4.</b> else	5. another	<b>6.</b> other
	7. another	8. other	9. else

# ✓ Check the Workbook

For further practice with *other, another,* and *else,* use Exercise 3 in Lesson 5 of the workbook. For a review of comparative and superlative adjectives, try Exercise 4 in Lesson 5.

# **G** Use the Language: Writing home

- Students will work independently to write a complete email before getting feedback on their writing.
- Read the instructions aloud and confirm understanding.
- Give students sufficient time to complete their emails. As they are writing, spot check and offer a few corrections but do not correct all errors at this time.
- When students are finished, assign them to pairs.
- Have students trade their books with one another. Instruct them to make corrections to any errors they can find.
- Finally, have students ask one another a few follow-up questions about what they've written. As they are doing this, you can give final corrections to their written work.

# Extension Total Makeover

- Assign students to small groups.
- Instruct students to each come up with five things they are unsatisfied with.
- Students should then tell their partners about the items in their list and answer questions about what else they would like instead. For example: I want another car. → What kind of car do you want?, I don't like my home. → Where else do you want to live?, etc.
- If students need additional writing homework, have them to choose one of the ideas from their discussion and write about it more fully in a short essay.

# **Unit 5: Active Review**

# A Short Article: More Students Changing Majors

- Assign students to groups of three to four and have them take turns reading sentences aloud until they complete the article.
- Instruct students to answer the three questions together that follow the article.
- Check answers together as a class.
- Ask whether students have any questions about what they've read and answer their questions.
  - 1. They change their majors more often today than they did in the past.
  - 2. A student finds another major he or she likes more.
  - **3.** They find out what they are really good at by studying an elective course.

# **B** Discussion

- With the same partners, instruct students to discuss the questions with further follow-up questions.
- Assist with prompts to help them keep the conversation going and ensure that all members of a group are participating.
- As a class, ask students to review what they said to their partners about their opinions on changing majors.

# **©** Reminder: Some Module 3 Goals in Unit 5

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

# **Active Review**

### A Short Article

Read the article and answer the questions.

### **More Students Changing Majors**

College students change their majors more often now than they did in the past. You may be surprised when you find out how often: in America today, 80% of students change their major once or more. A deeper look into the trend should persuade us to worry less when a friend or family member plans to change majors.

Students generally change majors for positive reasons. A student rarely changes majors just because he or she is unhappy. Changes are most common after a student finds another subject he or she likes more. Students often switch majors when they take an interesting elective and find out they are very good at it. They discover a new talent that makes them feel better about themselves.



"I was afraid to change my major, but now

The decision to change majors isn't easy, and it can be expensive. But even when many people around the country are worried about money, students change majors because they would rather study an interesting subject than one with better job opportunities. Responding to a recent survey, the most popular reason students gave for changing majors was "to avoid starting a career that will make me unhappy later in life." Parents may worry about their children losing opportunities

for better jobs after graduation, but future happiness is also important.

- 1. What do students do more today than they did in the past?
- 2. What is a common reason for changing majors?
- 3. How do some students find out what they are really good at?

Discuss the following questions with two or three other students.

- 1. What do you think about changing majors?
- 2. Do you think it's okay for a student to switch majors three or more times?
- 3. What would you say to friends, family, or a professor to explain why you want to change your major? Role-play this conversation with your partners.

### Reminder

Some Module 3 Goals in Unit 5

Put a check mark (√) next to the things you can do.

/ <del>////////////////////////////////////</del>	Ask and answer simple questions about school,	likes,	and o	dislikes

\_\_\_ Explain why you like or dislike something

 Write about yourself (for example, information about your school) using simple language

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# **Fluency**

### Read to Write

You're helping choose the majors for a new university that will open in a few years. Read through the list of recommended majors and the notes on each one. For the majors that have no notes (computer science and English), write your own. Then write in other majors that you would like to consider including in your program.

Name of Major	lame of Major Notes	
Philosophy	Philosophy continues to bring in students at the best colleges.	
Finance	Graduates who succeed in finance often give a lot of money to the university, and they can make our school look better.	
Computer Science		
Psychology	In surveys, many students said they selected this major because it is "interesting."	
Dance	We need very talented students to make this a successful department. Scholarship money is available to help students afford our program.	
History	istory History is not a very popular major nowadays, but many students study it as a minor, or as an elective while studying other majors.	
English		
Agriculture Fewer students are studying this recently, but the opportunities for graduates are getting better every year. With good promotion, we can make a successful department.		
Additional Majors You Want to Consider		

### B Listen to Write

Listen to a short lecture with advice about majors that universities should offer. Take notes on a separate piece of paper. Use the advice and your notes to help you think about the majors on the list above, and add more majors to your list if possible.

# C Now Speak

Work with a partner. Compare your preferences. Discuss your reasons and try to persuade your partner to agree. Continue until you can agree on a final list, including 4 to 6 selected majors.

When you are done, discuss these questions:

- 1. Was it easy to agree with your partner on your list of majors? If not, how did one partner persuade the other?
- 2. In general, are you good at arguing and persuading people? Do you enjoy it? Why or why not?
- 3. Is it harder for you to argue in English? If not, why not? If so, how can you improve?

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# **Fluency**

# A Read to Write

- Students will work individually at this stage. They will help design a curriculum for a new university.
- Read the instructions aloud and confirm understanding.
- Instruct students to read through the descriptions of several majors. They should then fill in the missing descriptions for Computer Science and English. Finally, they should add some ideas of their own. They should include some majors of own that should be considered for the university's curriculum.

# **B** Listen to Write **→** Track 28

- Tell students that they will now listen to a lecture that may change their minds about which majors to offer.
- Read the instructions and ensure comprehension.
- Be sure all students are ready to take notes. Prepare notepaper for those that need it.
- Remind students that notes do not need to be in full sentences.
   They can write key words and phrases that they hear. They can also abbreviate words. Give some examples to help them.
- Play the audio once, and allow some additional time for students to take notes on some majors they would like to add or remove from the list.

# Sample notes:

- Business is popular attracts many students
- Many students switch to business
- Busi. students also switch to other majors or leave univ.
- Few students enroll in fine arts but they don't change majors often
- More nursing majors quit after 1st yr than any other major
- Psychology students study longer than nursing majors but hard for them to find jobs

# **G** Now Speak

- Have students work in pairs.
- Tell them to compare their preferences. Students must discuss and debate until they can persuade each other and agree to a complete curriculum together.
- When all pairs have completed this task, have them share their decisions and their reasoning for their final lists with the class.
- To wrap up this activity, have them discuss the final three discussion questions about persuading and arguing.

# **Unit 6 Overview:**

# **Transferring**

# **Lesson 1:** Looking for a School

Aims: - Read a university brochure

- Describe where things are

Vocabulary: Words used to talk about schools

**Grammar:** Adverbs of place

# **Lesson 2: Changing Schools**

Aims: - Read about a student's problems

- Ask for and giving advice

Vocabulary: Fields of study

Grammar: had better (not) and let's

# **Lesson 3: Researching Options**

Aims: - Read a university homepage

- Discuss important features of schools

Vocabulary: Phrases found on a university website

**Grammar:** First conditional; have + object + to verb

# Lesson 4: Visiting a Campus

Aims: - Discuss choosing a school

- Give facts or opinions when unsure

**Vocabulary:** Vocabulary needed to choose a school

Grammar: think + (that) clause

# Lesson 5: Going Abroad to Study

Aims: - Talk about plans to study abroad

- Give advice

Vocabulary: Vocabulary associated with studying abroad

**Grammar:** keep/continue + gerund; why not and why don't

# Some Module 3 Goals in Unit 6

- Ask and answer simple questions about school, likes and dislikes.
- Understand short, simple texts containing familiar vocabulary, including international words.
- Describe plans and alternatives.

### Lesson 1 **Looking for a School**

- Read a university brochure
- Describe where things are

# Vocabulary

healthcare environment conveniences enroll access satisfaction downtown credit transfer get into

# Grammar

Adverbs of place

# Warm Up

Assign students to groups of 3-4. Ask them to brainstorm some of the differences between life in school and at university. Some differences might include: more freedom at university, more choice of what to study at university, more expensive costs at university, etc.

# \* Unit 6 · Transferring \*

Read the brochure. Then read the sentences and write T for true or F for false.

# Lesson 1

# **Looking for a School**

# Authentic Text: A university brochure

# A Small-Town University with Big-City Conveniences



town with all the conveniences of a major urban center. A safe and welcoming environment for students from around the world.

- You are never far away from shopping, healthcare and entertainment: only a five-mi
- entertainment: only a five-minute walk from campus to downtown Only a short bus or train trip to the nearby city and easy access to an international airport Campus is located beside a very
- large nature park perfect for outdoor sports in all seasons Not far away (only 30 km) from the Kleisan Department for
- Research 50 km east of Magren Mountain for skiers and snowboarders



ces are next to the school gym and library.

- Choose from 1-, 2-, or 4-bedroom apartments or single dormitory rooms
- Meal plan for three campus
   restaurants

### Why should you be here?

- Why should you be here?

  We are 50 km to the north of a city that offers jobs in technology for students and graduates.

  We rank in the top 10 for student swho find full-time jobs in less than six months after graduation.

  You can easily transfer credits from other colleges and universities.

  We have a reputation for high-quality education.

You won't find that anywhere else! Enroll now and get into the program of your choice!

- 1. The university is in a big city
- 2. It is near downtown.
- 3. There's a nature park on campus.
- 4. It is close to a mountain.
- 5. Campus residences are close to the gym.
- 6. The university is 50 km east of an area with jobs in technology.

# Vocabulary

Match the word or phrase on the left to the correct definition on the right.

- 1. environment a. the center of a city
- conveniences •
   enroll •
- b. permission to use somethingc. a happy feeling; a feeling that something is right or good
- 4. healthcare d. things that make life easier
- e. all the things that are around a person 5. access
- 6. satisfaction • f. a unit of study as part of a degree or course
- 7. downtown g. to register as a student at a school
- 8. credit • h. medical help
- 9. transfer i. to be accepted into a program
- 10. get into • j. to move from one place to another

Label the compass with directions: north, south, east, and west. Then talk with a partner:

What is around your school campus? What is north, south, east, and west of you?



# Teacher's Note University life in the USA and UK

Let students know that in the US and the UK it is common for young people to move away from their hometowns to a different city in order to study at university. Even if there is a good university in or near their hometown, people will often move and study elsewhere.

# A Authentic Text: A university brochure

- Transition by telling students they will read a text associated with university education.
- · Go over the text together as a class. Explain any unfamiliar terms or concepts.
- In pairs, ask students to read the sentences and write T for true or F for false. Then check as a class.
- Ask students if they think they would like to study at a university like this.

≥ 1. F	<b>2.</b> T	<b>3.</b> F
<b>≚ 4.</b> F	<b>5.</b> T	<b>6.</b> ⊤

# Vocabulary

- Ask students to find and mark the vocabulary in the text. This will help them understand the meanings better in context.
- Tell students to work individually to match the words to the definitions. Check in pairs and then as a class.
- Drill the pronunciation of the words, paying attention to word stress

### Grammar

### Adverbs of place

### adverbs of place

Like many prepositions, an adverb of place tells us where an action happens or its location. Adverbs of place are different from prepositions because they do not have to be followed by nouns. They usually come after the main verb or its object.

I looked **around**, but I couldn't find my books. I have to go **back** to tell my teacher. The teacher always welcomes us **inside**. I searched everywhere.
They built a school nearby.
We will look outside.

### Grammar Practice

### Read the sentences and circle the correct answers.

- 1. I like this apartment because there's a park (nearby / outside).
- 2. We had some free time, so we walked ( around / everywhere ).
- 3. Let's sit (outside / next to) for lunch today.
- 4. Teresa is going shopping, but she'll come (inside / back) in time for dinner.
- 5. Why don't we sit ( here / out ), next to the window?
- 6. Please close the window before you go ( out / across from ).
- 7. Downtown is so crowded. There are people (everywhere / in )!
- 8. Please put your things right ( under / there ).
- 9. To get to campus, walk two blocks ( north / around ).

### F Use the Language

### Describing a campus









**3.** g

**7.** a

Work with a partner. Do not tell your partner which picture you chose. Describe the campus. Your partner will guess which picture you are describing. After he or she does, discuss why you chose that picture.

**2**. d

**6.** c

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**4**. h

	<b>9.</b> ]	10.	ı

# G In Your World ► Setup / Demo

Ask students to quickly complete the compass. Check pronunciation as you check the answers. If you have a strong class, you might want to introduce the concept of *northeast*, *southeast*, *southwest*, *and northwest*.

# **▶** Activity

Elicit one or two things that are around your school campus and write them on the board. If you are not on a campus, then ask for one or two things in relation to your location. Elicit where they are in terms of north, south, etc. You might need to clarify where north is in relation to your classroom. Ask students to do the activity in pairs.

# **▶** Feedback

Recap by asking students some of the things they mentioned and their location. Ask the class if they agree on their location.

# **Extension** Reading a Map

If you have the facilities, show a map of the local area to students for them to check the locations of the things they mentioned. Also, use the map to explain how to read a map. If possible, provide different maps and have students figure out the locations of places on the map.

# **D** Grammar

- Go over the table, explaining what an adverb of place is and what it does. Explain how adverbs of place are different from prepositions because they do not have to be followed by nouns. They usually come after the main verb or its object.
- After going over the table, provide some more examples and then elicit some example sentences from the students.

# Grammar Practice

- Do number 1 as a class.
- Have students to choose the correct adverbs individually. Then have them check in pairs.
- When ready, check answers as a class. If students disagree about an answer, encourage them to justify their answers before giving the correct one.

	<b>1.</b> nearby	2. around	3. outside
Key	4. back	5. here	<b>6.</b> out
_	7. everywhere	8. there	9. north

# ✓ Check the Workbook

For further practice with adverbs of place, use Exercise 1 in Lesson 1, Unit 6 of the workbook.

# Use the Language: Describing a campus

- Explain to students that they are going to describe one of the photos.
- Give students a few minutes to prepare and make notes if they wish.
- Assign students to pairs. They should take turns describing the image that they chose, while their partners guess which one they are describing.
- When they have finished, students should talk about why they chose that image.
- If some students finish quickly, have them change partners and ask them to describe their images again.
- As a class, find out which photo was described the most. Have the students share some of their descriptions with the rest of the class.

# **Lesson 2** Changing Schools

# Aims

- Read about a student's problems
- Ask for and give advice

### Vocabulary

statistics TESOL environmental science warning physical therapy fail intense limited

# Grammar

had better (not) and let's

# Warm Up

Ask students if they have ever had to change school or university. Ask for some reasons and write them on the board. If students are reluctant to talk, help them get started by talking about your own experiences with changing school or university. List the reasons for changing schools on the board. Some potential reasons for changing schools could be the following: moving home, problems with classmates, not being interested in the offered classes, etc.

# 

- Transition by telling students that they are going to listen to a conversation between two students about changing schools.
- Ask students to listen and decide why the student wants to change schools.
- Play the audio and listen to the conversation as a class.
- Play the audio again and ask students to read the text at the same time. Check the reason why the student wants to change schools. Why isn't Martina happy at her school? (It offers limited programs, so it's hard for her to stay motivated.) How will Leo help her? (They will have a look at some websites together.)
- Go over the phrase in the Brief note. Provide further sample sentences. Ask some volunteers to come up with their own examples.

# **B** Vocabulary **⊙** Track 30

- Go over the words with the class. Assign student to pairs to practice saying the words together. Have students work in pairs to match the words to the definitions.
- Then play the audio for students to listen to and repeat. Ask them to underline the stressed syllables in each word. Elicit where the word stress falls and practice out loud as a class.

**1.** c **2.** b **3.** d **4.** a sta<u>ti</u>stics, <u>TE</u>SOL, en<u>vi</u>ron<u>men</u>tal <u>sc</u>ience, <u>phy</u>sical <u>the</u>rapy, <u>war</u>ning, <u>fail</u>, in<u>tense</u>, <u>li</u>mited

# **C** In Your World

- In pairs, students should discuss the following questions: Why did you choose your program of study? Imagine you have to change schools. Where would you like to go? Why?
- Allot sufficient time for the students to have a good discussion.
- Wrap up the activity by having a few students share their opinions.

# Lesson 2

# Changing Schools



### Model Conversation

Read the conversation. Then listen. © 1005.29

Leo: Hi, Martina. How are your classes?

Martina: I'm really not happy here. I'm thinking of changing schools.

Leo: That's a big decision. Why aren't you happy?

Martina: They offer limited programs here—mostly law or fine arts. I'm just not interested. It's so hard to stay motivated, and I don't want to fail. I want to study physical therapy.

Well, you'd better do some research on other schools.

Martina: It's so intense—I get stressed out. I don't know where to start!

Leo: That's okay. I can help you. Let's have a look at some websites together.

Martina: Thanks so much, Leo. You are such a good friend. But right now you'd better get to class. You've already had a few warnings

you'd better get to class. You've already had a few warnings about being late, right? Let's meet in the library after lunch.

Leo: I'll see you then.

To "have a look" means to read or see something.

### Vocabulary

### Study the words and phrases. Then practice saying them with a partner.









statistics

Match the words with the correct definitions.

- 1. warning • a. not much; not many
- a. fail
   b. to not be successful at something; to not finish a class because of low grades
- 3. intense c. advice to be careful about something
- . limited d. stressful

Listen to the words again. Underline the stressed syllable in each word. Then practice saying the words out loud.  $\odot$ 

statistics TESOL environmental science physical therapy warning fail intense limited

### In Your World

# Discuss these questions with a partner.

- Why did you choose your program of study?
- Imagine you have to change schools.
   Where would you like to go? Why?

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# **D** Grammar

- Briefly go over the table with the information about *had better* and *let's*. Explain the differences between the two. Explain how *had better* is used for suggestions and warnings. *Let's* is used for suggestions and proposals.
- Make sure to go over the Brief notes.
- After going over the table, point out to students that to is not used after either let's or had better.

# Teacher's Note Pronunciation: had better

As mentioned in the Brief note at the top of the page, the abbreviated form of had better (you'd better) is more commonly used. This means you should use this form yourself and present it first to your students for them to practice. It is tempting to stress the had so students are aware of it, but it will be more helpful to use the form that is more commonly used in English conversation.

### had better (not) and let's

In had better, the short form of had is usually used: You had better → You'd better. In informal conversation, peop sometimes leave out had: You better..

had better (not) + verb for suggestions and warnings
about things that someone should do. This is a strong way of making a suggestio

Use had better to talk about things that someone should do. This is a strong way of making a It has the meaning that there might be a negative result if the person does not do the action.

- The teacher is getting angry. You had better stop talking so much in class. He might fail that class. He'd better get a tutor.
- This is a dangerous road. You'd better not drive so fast. He has an early class tomorrow. He'd better not stay out late tonight.

Use let's to make suggestions or proposals to someone. It is a contraction of "let us" Let's meet in the library after lunch. Let's have a look at some websites.

### **Grammar Practice**

You can use had better in a question form: Hadn't we better warn him about the test? But it's more common to use should in questions.

### Write sentences using the given verbs and words or phrases from part D.

		•	•
1.	Classes start tomorrow, so we	(go) to bed earl	y.
2.	Your mother called and left a message. You	(c	all) her back.
3.	You and I have a lot of work to do.	(meet) at	the library this evening.
4.	My sister might fail French. She	(hire) a tutor.	
5.	(not work) on our project	tonight. We can do	it this weekend.
6.	I want to sleep well tonight, so I	(not drink) a	ny more coffee.
7.	Professor Samuel can probably help us.	(talk)	to her after class.
Q	Vou	oforo docidina to ch	ango schools

# Use the Language

# Getting advice

Read each student's situation. Work with a partner. Choose to be one of the students, and explain your problems. Your partner will ask questions to get more information and will give you advice and suggestions.



My father wanted me to study engineering so I can get a good job. That's why I applied to this school. But I really don't understand my courses, so I'm not doing well. I'm worried about failing. I don't want to study here. I guess I should talk to my parents about it, but I'm afraid to.



Cynthia: I'm in my first semester, and I'm lonely here. All my friends went to the local college in our town, but I came to this big school. I only go home about once a month, so I miss my friends. People here aren't friendly. I spend all my time by myself in the dorm. I like the classes, and my grades are good, but I want to make some friends.



My university courses may not help me reach my goals. I should be working on my business—I buy and sell software. My business makes money, and I want to spend more time making it grow. Will a degree in programming help me run my business better? I'm not

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# Grammar Practice

- Do number 1 together as a class.
- Have students work individually to complete the sentences. Then have them check in pairs.
- Check the answers together as a class.
- Sometimes, more than one answer is possible. For example, in number 3, students could choose either We had better or Let's. Accept either answer but point out that We had better is a stronger suggestion, and Let's is friendlier.

- 1. 'd better go
- 3. Let's meet / We'd better
- 5. Let's not work
- 7. Let's talk
- 2. 'd better call
- 4. 'd better hire
- 6. 'd better not drink
- 8. had better do

# ✓ Check the Workbook

For further practice of let's and had better, use Exercises 2 and 3 in Lesson 2 of the workbook.

# Use The Language: Getting advice

- Explain to students that they are going to do a role-play.
- Give students a few minutes to read through the different descriptions and choose a student they would like to be.
- Encourage students to think of more details about their chosen student.
- Assign students to pairs. One student describes his or her problem while the other one listens and asks questions to get more information. The second student then gives some advice. They then swap roles and repeat the procedure.
- If time permits, have some pairs present their role-plays to the rest of the class.
- Wrap up the section by finding out what the students thought was the best piece of advice they heard.

# Extension Writing Advice in an Email

Ask students to write their advice for homework. They could use the text in Exercise 3 in Lesson 2 of the workbook as a model for their writing.

# Lesson 3

# **Researching Options**

# Aims

- Read a university homepage
- Discuss important features of schools

# Vocabulary

inspire life sciences humanities faculty discover assistance continuing education experience

# Grammar

First conditional; have + object + to verb

# Warm Up

Ask students what information can be found on a school or university's website. Go online and look at the homepage for the institution where you teach with your students. Ask if they think it is a good homepage, whether they use it or not, and if they think it is easy to navigate.

# A Authentic Text: A university's homepage

- Transition by telling students that they will read the homepage of a university.
- Ask students to read the text and talk in pairs about if they think it is a good homepage or not. Also, ask why they think it's a good homepage or not.
- As a class, go over the information provided on the web page.

# Vocabulary

- Have students work individually to complete the sentences with words from the box.
- Most of the words appear in the text. However, you might need to help students with the words that do not appear within the
- Have students check their answers in pairs. Then go over everything as a class.

- 1. humanities
- 2. continuing education
- 3. life sciences
- 4. discovered
- **5.** experience
- 6. faculty
- 7. inspires
- 8. assistance

# ✓ Check the Workbook

For further practice with vocabulary, use Exercise 1 in Lesson 3 of the workbook.

# **Comprehension**

- Direct students to the letters on the left of the homepage text.
- Assign students to pairs to answer the questions.
- Check answers as a class and answer any questions the students may have.

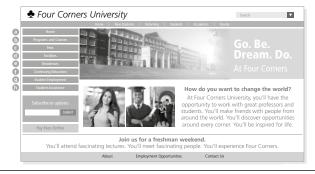
Key	<b>1.</b> h	<b>2.</b> c <b>5.</b> f	<b>3.</b> g
		J	<b>0.</b> C

# Lesson 3

# **Researching Options**

# Authentic Text: A university's homepa

### Read the website.



Fill in the blanks with the correct words and phrases from the box. Change the form if

	inspire faculty	life sciences assistance	humanities discover	experience continuing education
		guages are part of the _ nd want to study part-tim		·
3.	Biology, chemistry	 , and environmental stud _ department.	lies are in the	
4.	I couldn't decide o	on a major at first, but the	en I	a passion for art history.
5.	Many people trave	el abroad in order to	ne	ew things.
6.	Professors are mer	mbers of the		
7	When choosing a	maine ité mand to think	ala a utuula at	
	writeri choosing a	major, it's good to think	about what	you.
	-	act an advisor for		you.
8. <b>C</b> o	Students can conta			·
Co Lo	Students can contain omprehension ok at part A and	act an advisor for	s. What should	·
8. Co Lo	omprehension ok at part A and are a student with	act an advisor for	s. What should	you click if you
8. Co Lo	omprehension ok at part A and are a student with	act an advisor for write the correct letter a problem?	s. What should y  4. want to ask	you click if you
Co Lo: 1. 2.	omprehension ok at part A and are a student with want to know how	act an advisor for write the correct letter a problem?	s. What should y 4. want to ask 5. are an older	you click if you a question about a major?

# Teacher's Note Fees

Tell students that there are a number of synonyms for fees: charges, costs, and payments. The word fee is usually used for professional advice or services, for example legal fees, medical fees, or in this case, educational fees.

# **Extension** What should you click if you...?

Have students find a homepage of another school or university. Tell them to come up with definition-style questions similar to the ones in part C. Have them label the pertinent parts with letters. Go around and help students with any issues. Have them work in pairs to ask and answer the questions on the homepages.

First conditional; have + object + to verb

first	
A first conditional is an <i>if</i> sentence that express clause in the simple present tense and result cla	es something that will be true in the future. It has an <i>if</i> use in the future tense.
if clause (simple present) + result (will + verb)	If it rains tonight, she will stay home. If I transfer to another university, I'll be happier.
result (will + verb) + if clause (simple present)	She will stay home if it rains tonight. I'll be happier if I transfer to another university.
have + o	
	to give details about things that the subject has.

Match the two columns to make sentences.

1. If there isn't a pool on campus. •

- 2. I have too many books
- 3. I'll transfer to another school •
- 4. If you want to get good grades, •
- 5. You'll get sick 6. She has an opportunity 7. If he doesn't get a scholarship, •
- . a. if you don't get some rest.
- . b. you will need to study harder.
- c. I'll have to go swimming at the one downtown.
- . d. he'll have to work and save money for school.
  - e. if I can't find classes I like here.
  - . f. to transfer to another school.
  - q. to read this semester.

# F Use the Language

What's important to you?

What are the five most important factors to consider when you choose a school or university?

1.	
2.	
3.	
4.	
5.	



Compare your list with a partner's and give reasons for your answers. Are your lists similar or very different? Try to decide together on the most important factor for students to consider.

Then discuss these questions:

- 1. How did you learn about your school?
- 2. What factors did you research before you decided to attend your school?

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# 

- Go over the table, highlighting the structure of the first conditional.
- Give more examples that are relevant to your students. For example, If I open the window, it will get cold.
- Elicit more examples by giving the beginning of a sentence and asking students to complete it. For example, If I study hard... or I will be happy if ...
- Use the Brief note to show that we can start a first-conditional sentence with either the if clause or the result clause. However, if we start with the if clause, we need a comma after it.
- Briefly go over the section about have + object + to verb. Elicit some more sentences; for example, We have lots of homework to do

# Grammar Practice

- Do number 1 as an example with the class.
- Have students work individually to connect the two columns.
- Check in pairs and then as a class.

Se Se	<b>1.</b> c <b>5.</b> a	<b>2.</b> g	<b>3.</b> e	<b>4.</b> b
¥	<b>5.</b> a	<b>6.</b> f	<b>7.</b> d	

# Use The Language: What's important to you?

- Give students a few moments to write five things that are important when choosing a university or school. Go around the room and help with ideas if necessary.
- If students have already started university or studied at university in the past, ask them to try to remember what was important in
- Assign students to pairs. Ask them to compare their ideas and see how similar they are.
- In the same pairs, have students answer the two discussion questions. How did you learn about your school? What factors did you research before you decided to attend your school?
- Wrap up the activity by finding out what the students think the most important factor is.

# **Lesson 4 Visiting a Campus**

# Aims

- Discuss choosing a school
- Give facts or opinions when unsure

### Vocabulary

make an inquiry find out browse wander surrounding community sit in on recruiter visit

### Grammai

think + (that) clause

# Warm Up

Ask students to think about the first time they visited their school campus. Ask them the following questions: How was the experience? What did you think about the campus when they visited? Did the campus influence your decision to attend the school?, etc.

# 

- Transition by telling students that they are going to listen to a conversation about visiting a campus.
- Make sure to go over the two Brief notes and make sure students understand them.
- In pairs, have students read the conversation, with each student taking on a role each.
- Play the audio for students to read and listen to the conversation. Ask comprehension questions to check for understanding.

# **B** Vocabulary

- Read through the sentences with the students. Provide more examples using the target vocabulary if necessary.
- Have students work individually to put a check mark next to the options they think are important.
- Assign students to pairs to check their answers.
- Ask the same pairs to work together to decide which three options are the most important.
- During feedback, see if the class can agree on the most important things to do. Ask the class if there is anything else prospective students should do.

Key

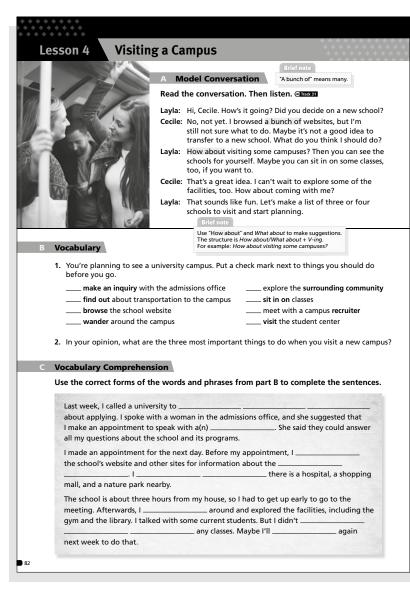
- Things to do before visiting a campus: make an inquiry with the admissions office, find out about transportation to the campus, browse the school website.
- 2. Answers will vary.

# **©** Vocabulary Comprehension

- Tell students to work individually to read the text and fill in the blanks with phrases from part B. Remind students that they might need to change the tenses of some of the phrases to make them fit in the sentences.
- Check in pairs and then as a class.

(e)

- 1. make an inquiry
- 3. browsed
- 5. found out
- 7. sit in on
- 2. campus recruiter
- 4. surrounding community
- 6. wandered
- 8. visit



# Teacher's Note Providing Answers on the Board

While you can check the answers orally, many students will appreciate seeing the answers written on the board or on a handout. This will give them the chance to check their answers in their own time as well as check spelling, punctuation, and any grammatical points.

# Grammar

- Briefly go over the table to introduce the structure *think* + (*that*) clause.
- Go over the Brief note. Tell students that in spoken language we are likely to drop *that*, but it is more common in written language.
- Provide more examples that the students can relate to. For example, if they have an exam coming up soon, say: I think (that) we should have extra homework to help prepare for the test. What do you think?

### D Grammar

# think + (that) clause

think + (that) clause	
Use this structure to give opinions or to give facts	that you are unsure about.
I think (that) you have to study harder. My father doesn't think (that) I need to change schools. What do you think (that) I should do? I think (that) you'd better visit some campuses.	Brief note Including or leaving out the word that does not change the meaning.

# **Grammar Practice**

Fill in the blanks with the correct forms of the words from the box.

	wander	think	get	that	find out
1.	He doesn't have a car. I		he	walks to sch	ool.
2.	My sister likes to study. I th	ink		she'll go	to a good university.
3.	Tony thinks I should		more	about the u	niversity before transferring.
4.	I don't think she'll need to	work if she _			a scholarship next year.
5.	I think we should		_ around	campus and	look at the facilities.

### Use the Language

# Schools in my area

Go online and research two local colleges or two famous ones. Use the information you find to fill in the chart.

School 1:	School 2:
Location:	Location:
Size (number of students):	Size (number of students):
Common majors:	Common majors:
Facilities:	Facilities:
Surrounding community:	Surrounding community:

Discuss the schools with a partner. Talk about how to prepare to go to each of them. Which college or university interests you more? Why?

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# **Grammar Practice**

- Do number 1 as an example together with the class.
- Have students work individually to complete the rest of the sentences.
- Check in pairs and as a class.
- Pay attention to pronunciation and correct forms during feedback.

>	1. think	2. that	3. find out	
¥	4. gets	<b>5.</b> wander		

# ✓ Check the Workbook

For further practice of *think* + (*that*) clause, use Exercises 2 and 3 in Lesson 4 of the workbook.

# Use the Language: Schools in my area

- Read the directions and go through the table to make sure students understand all of the vocabulary.
- Students should use the Internet to carry out research into two local or famous schools. Give students the freedom to decide on their choices.
- Make sure students complete the information in the tables as they carry out their research.
- Have the students discuss the schools in pairs.
- If you don't have the facilities in school to do this, ask students to do it for homework.

# **Extension** Give a Presentation

Ask students to report to the class on what they found from their research. If you have a large class, assign students to groups of about 4 or 5 and have them present their research to each other.

# **Lesson 5 Going Abroad to Study**

# **Aims**

- Talk about plans to study abroad
- Give advice

# Vocabulary

visa culture budget take ... off insurance embassy exchange program combine

# Grammar

keep/continue + gerund; why not and why don't

# Warm Up

Ask students if they have ever thought about going abroad to study. Assign students to groups and give them a few minutes to think of advantages and disadvantages to studying abroad. Collect their ideas and put them on the board. Have a show of hands to see who would like to study abroad and who wouldn't. Have them express why or why not.

# 

- Transition by telling students that they are going to listen to two people talking about studying abroad.
- Ask students to read through the conversation in pairs.
- Play the audio for students to read and listen to the conversation.
- Ask questions to check for comprehension. What does Yuka suggest to Martin? (taking a semester off / to go abroad to study for a semester) What could he learn? (a new language and culture), etc.

# **B** Vocabulary

- Go over the words in the box. Give any further explanations if necessary.
- Ask students to find and underline/circle the vocabulary words in the text.
- Tell students to work individually to fill in the blanks with the correct words from the box.
- Check in pairs and then as a class.

Key

- 1. culture
- **2.** visa
- 3. exchange program

6. combine

- **4.** budget **5.** take, off
- **7.** insurance **8.** embassy

# C In Your World

- Assign students to pairs to discuss the questions.
- Tell them to have a discussion about studying abroad.
- As a class, find out which country is the most popular destination for studying abroad.

# Quick Review

- Tell students to review the Brief notes within this module. Tell them to find the answers for the three phrases.
- Have students work in pairs to quickly flip through their book to find the answers.
- Go over the answers as a class.

(e)

1. a bunch of

2. have a look

3. catch up with

# Lesson 5

# **Going Abroad to Study**

### Model Conversation

Read the conversation. Then listen. @Track 32

Martin: I'm not happy with any of the schools I looked at. I think I'll just keep going to this one.

Yuka: Why not take a semester off? It'll give you some time to think about what you want to do.

Martin: I'd like to travel, but I'd probably better finish my studies.

Yuka: Why don't you combine those ideas? Go abroad to study for a semester. There are lots of good exchange programs. You could learn a new language and culture, and still finish your studies.

visa culture budget take ... off insurance embassy exchange program combine

Martin: That's not a bad idea. But it means I have to continue researching and thinking about a budget.

Yuka: I'll talk to my cousin in London. He studied in Canada, so he might have some suggestions.

Martin: The Canadian embassy is near my place, too. Maybe I'll go in and ask some questions about visas and insurance and stuff.



"...and stuff" is an informal way of saying et cetera (etc.).

### **B** Vocabulary

Fill in the blanks with the correct words from the box.

		-		•	
	1. Befor	re visiting a new country,	you should lear	n a little about i	ts
	2. To stu	udy in a foreign country,	you need a stude	ent	
		is applying to a(n) ntina.			so that she can study in
	4. It's in	nportant to make a(n)		_ so that you d	on't spend too much money
	5. My p	rofessor is going to	6	year	to write a book.
	6. When	n you put things togethe	r, you	them	
	7. Stude	ents at universities need	health		
	8. Some	students register with t	heir country's		when they study abroad.
С	In Your	World			
	Discuss 1	the questions with a pa	rtner.		
	Imagine you go?		study. You can <u>c</u>	o to any counti	y in the world. Where wou
D	Quick R	teview			
	Look ba	ck at the brief notes in	this module. Wh	nat word or ph	rase means
	<b>1.</b> "m	any"?			
	<b>2.</b> "to	read or see something"	?		
		reach the same point as			
		•			

# Teacher's Note Competition in Class

You might like to add a competitive element to this part of the class by having a race to find out which pair is the first. Introducing competition can certainly be useful for a lot of students, but make sure it is just for fun and doesn't create a bad atmosphere. Also, make sure that "losing" teams don't feel left out.

# **Grammar**

- Go over the grammar structures in the table. Focus on keep/ continue + gerund first.
- Explain the structure and provide students with additional examples if necessary.
- Elicit some examples from the students.
- Now look at why don't + subject + verb...? and why not + verb...?
- Stress to students that these phrases are used to make suggestions.
- Provide extra practice by giving students a problem and asking for advice. For example: T: I can't sleep at night. S: Why don't you stop drinking coffee?

keep/continue + geru	ind; why not and why	don't	in writing o	r formal speaking.
keep/continuum	ue + gerund about an action that	why don't + verb.		why not + verb?
you continue to do, ofte	en to reach a specific goal.	Use these ph	rases to ma	ke suggestions.
If you want to get good grades, you have to <b>keep working</b> hard. I can't find a good job,	If you want to get good grades, you have to continue working hard. I can't find a good	Why don't yo combine thos Why doesn't transfer her	se ideas? she	Why not combine those ideas? Why not transfer her credits?
but I'll keep looking.	job, but I'll continue looking.			

You can also use continue with an infinitive: If you continue to study hard, your grades will get better.

# Underline the errors and rewrite the sentences correctly.

- 1. Dana wants to continue volunteer at the clinic to get experience for medical school.
- 2. Keep to researching English schools overseas.
- 3. Why don't you going to Montreal? You can keep learn English and French there.
- 4. I make a budget every month, but I keep to spend too much money.
- 5. Most schools continue to offering scholarships to students if they keep their grades high.

# Use the Language

### Which university is best?

Read about the universities. Choose the one you think is best. On a separate piece of paper, write











It's more common to use keep + gerund in conversation and continue + gerund

- Reasonable tuition and fees
- Opportunities to work on campus
- Many programs and courses
- Exciting student life Small, friendly town
- Expensive tuition, but excellent reputation · Well-known for business
- and international studies
- · Opportunities to become an intern at a big company
- Free tuition, but hard to get in
- Few programs and courses, but great reputation
- Excellent art and theater
- programs
   Near a big city

Find a partner. Discuss your opinions. Then rank the schools from 1 to 3.

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# **Grammar Practice**

- Do number 1 as a class.
- Students should then work individually to identify and correct the mistakes.
- Check in pairs and then as a class.

# Correct sentences:

- 1. volunteer: Dana wants to continue volunteering at the clinic to get experience for medical school.
- 2. Keep to: Keep researching English schools overseas.
- 3. going, learn: Why don't you go to Montreal? You can keep learning English and French there.
- 4. to spending: I make a budget every month, but I keep spending too much money.
- **5.** offering: Most schools continue to offer scholarships to students if they keep their grades high.

# ✓ Check the Workbook

For further practice with why not and why don't, use Exercise 3 in Lesson 5 of the workbook.

# © Use the Language: Which university is best?

- Give students a few minutes to read through the information.
- Ask students to decide which university is the best.
- Stress that there is no correct answer, it is all about opinion.
- In pairs, have students compare their opinions. They should also rank the universities from 1-3.
- As a class, find out which university is the most popular and why.

# **Extension** The Best University

Ask students to provide similar information for local or national universities. Which university do they think is the best one? Have groups of three or four create short profiles similar to the ones in part G. Then have them rank the universities. Discuss the rankings together as a class.

# **Unit 6: Active Review**

# A News Report Track 33

- Tell students that they are going to listen to a news report. Before they listen, tell them to read through the text. Ask students to guickly read to find out what the research was on and if they are surprised about the findings. Tell students not to worry about the blanks for now.
- Then have students listen and complete the missing information. Check in pairs and then as a class.
  - **1.** Education
- 2. enrolling
- 3. degree

- 4. failing
- **5.** limited
- 6. combine
- 8. continue 7. satisfaction
- 9. transfer credits

### Questions:

- 1. Only 60 percent of full-time students at 4-year colleges complete their degree.
- 2. Some schools limit the chances for changing majors. Some schools don't recognize credits from other schools. (Answers may vary.)

# Teacher's Note Reading First

It's useful for students to read the text first in a fill-in-theblank listening passage because they will understand the text more as they listen to it. It will also help them to focus on the missing information.

# Check the Workbook

For further practice with reading use Exercise 2 in the Unit Review of the workbook.

# Speaking

- Assign students to pairs and ask them to discuss the questions. If you have the facilities, allow them to do some online research. If you don't have the facilities, ask them to do their research for homework and then go over this in the next class.
- Collate the different answers on the board and give feedback.

# **Extension** Around the World

As an extension of the research students did for the Speaking section, have students do more research on facts and statistics from some other English-speaking or other countries around the world. If it is too challenging to do the research, provide students with some pre-researched facts as a handout. Ask pairs to present on each country and have a general discussion about the topic as a class.

# Reminder: Some Module 3 Goals in Unit 6

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

# **Active Review**

### net's Old Apartment

Listen to the news report and fill in the blanks. Then answer the questions. @Task\$33

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	The US Department of has new research. It says that only 60 percent of students seeking an undergraduate degree at an American college or university finish their study program in six years.
	The report looks only at full-time students a four-year college or university for the first time in 2008.  According to the researchers, 60 percent of these students completed their program by 2014.
	Why do many students keep to graduate?  It might be because they have chances to change their majors. Some schools allow students to change or their majors, while others don't allow this. Some researchers think
	that if changing majors becomes easier, more students will graduate. In other words, if students can find with their subject, they will studying. Also, some students change schools during their studies. If their new school doesn't let them from their old school, they will take longer to graduate and may not finish.
1.	What did the researchers find out?
2.	List two reasons why students might fail to graduate.
•	
	eaking
W	ork with a partner, doing research online if necessary. Discuss the questions.
	How long do people usually stay at college or university in your country?
	What other options are there for students in your country?
3.	What are some other reasons why a college student might not graduate?

Some Module 3 Goals in Unit 6

	<ul> <li>Understand short, simple texts containing familiar vocabulary, including international words</li> </ul>
	Describe past activities, events, and personal experiences
////////	Describe plans and alternatives

# Communication

### A Warm Up: Brainstorming

Imagine you are a college or university recruiter. Prepare some interesting information about your university to share with students. (This can include real information about your school and/or your own ideas.)

### School Information Fair

Work with a partner to role-play a conversation at a school information fair. One of you will be a recruiter, and the other will be a student. Decide on your roles and read the descriptions carefully. Then role-play the conversation.



### A. Recruiter

You are trying to interest good students in attending your school. Decide what type of school you work for. What information will you give the student, and what questions will you ask to find out if he or she is a good match for your school? Try to persuade the student to choose your school.



# B. Possible Student

You are at an information fair trying to decide what college or university to attend. Decide on the type of school you are looking for. What questions will you ask the recruiter to help you decide if the school is right for you?

### C Write about it.

Think about your role-play. Write a short email to your partner about your conversation.

- If you were the recruiter, invite the student to visit the campus and explain what he or she should do there.
- If you were the student, thank the recruiter for his or her time. Tell the recruiter if you are interested in the university or not, and give reasons.

\_\_\_\_

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# Communication

# A Warm Up: Brainstorming

- Tell students that they are going to do a role-play of a university recruiter and a prospective student.
- Give students some time to come up with some interesting information about the university they are representing. Encourage them to go through the notes from the last few units as a reference if they need it.

# **School Information Fair**

- Check that students are aware of what a school information fair is. It is an opportunity for students to meet and speak with recruiters from lots of universities at the same time. There is a lot of pressure on the recruiters to make their university sound better than the other ones at the fair.
- Assign students to pairs. The pairs decide which person is going to be a recruiter and which one is going to be the student. Give them time to read through their role-play cards and prepare their ideas.
- When students are ready, they should role-play the conversations.
- If some students finish earlier than the rest of the class, encourage them to swap roles.
- Go around the class and give help when necessary.

# **G** Write about it

- Students should write a short email to their partner from their role-play.
- Go around the room and help students as necessary.
- If there isn't enough time, assign the writing for homework.

# Module 3: Review

# **A** Vocabulary

Ask students to think back and remember the vocabulary that they learned in Module 3. Assign students to pairs. Make sure that all the students are working together. Ask students to fill in the blanks from memory. If they have trouble remembering, give them some hints to guide them to the possible answers.

(Answers will vary. Sample answers provided.)

- **1.** computer science, hospitality management, African-American history, marine biology
- 2. north, south, northeast, southwest
- 3. around, inside, everywhere, nearby
- 4. best, harder, most quickly
- 5. experienced, intense, stressful, practical, limited
- 6. take off, combine, wander, find out, inspire

# **B** Grammar

Students should flip through the module as they complete this exercise. However, the answers will not always match the exact details from the dialogue. However, they should show understanding of the language covered in the module.

	<b>1.</b> had	<ol><li>arriving</li></ol>	<b>3.</b> apply
	4. look	<ol><li>to travel</li></ol>	<ol><li>another</li></ol>
9	<b>7.</b> better	8. Would	9. Why not
	10. studying	<b>11.</b> that	<b>12.</b> spending
	<b>13.</b> persuading	<b>14.</b> else	<b>15.</b> back

# Module 3 Review

# A Vocabulary

# Remember and write...

- ...four university majors.
   ...four directions on a compass.
   ...four adverbs of place.
   ...three comparative or superlative adverbs.
- 5. ...five adjectives you learned recently.
- 6. ...five verbs you learned recently.

# B Grammar

### Look back at the module. Circle the correct answers.

- 1. Class starts in ten minutes. We ( are / have / had ) better hurry.
- 2. Ryan keeps (arrive / arriving / to arrive) late to work.
- 3. If you (apply / applied / will apply ) to that college, you'll get in.
- 4. Let's (look / to look / looking) into available apartments in this area.
- 5. Zoey is taking a semester off in order ( travel / traveling / to travel ) this fall.
- 6. Would you like (other / more / another) bowl of soup?
- 7. I dance fairly well, but my sister dances ( more well / better / best ) than me.
- 8. ( Are / Would / Do ) you rather have Chinese or Italian food for dinner?
- 9. ( Why not / Why don't / What about ) visit the campus this weekend?
- 10. Should I continue ( study / studied / studying ) here, or should I transfer?
- 11. I think ( how / that / if ) there are great opportunities in the medical field.
- 12. How about (spend / to spend / spending) the evening downtown?
- 13. Ian is very good at ( persuade / persuading / to persuade ) people.
- 14. What ( other / another / else ) should we ask the recruiter?
- 15. I left my phone at home, so I had to go ( around / back / here ) and get it.

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### C Pros and Cons

Work with a partner. Think about the pros and cons of studying abroad. Complete the chart below. Try to write at least three things in each box. Compare your chart with that of another pair.

Pros of studying abroad	Cons of studying abroad

### D Some Advice

What advice do you have for a student who is trying to decide on a school and major? Discuss your advice with a partner.

Now write your name in the blank below. Read the letter. Then write a response on a separate piece of paper.

Dear .

I need some advice. At the moment, I'm studying interior design, but there's too much reading and not enough designing. I'd rather do creative things instead of just reading about them. I'm thinking about changing majors. But if I change my major now, I'll have to start another program from the beginning. I don't want to waste time.



Another option might be to keep the same major but change schools. But I don't want to change schools. I like this one. It's a prestigious school with an amazing faculty. The campus is beautiful, the facilities are great, and the surrounding area has so many conveniences. But I don't like studying interior design here. Do you think I should consider another school?

Let me know what you think.

Andv

### E Debate

Before you debate, you think about a topic and decide your opinion. When you debate, you argue and try to persuade people to agree with you.

Read the statements below and decide on your opinion. Then form a small group and debate one of the statements. One person speaks at a time. When that person is finished, another person has an opportunity to speak. Continue until everyone talks. Can you persuade your group members to agree with you?

- 1. If you get a college degree, you will have a better life.
- 2. Going to a university near your home is better than going to a university in another city.
- 3. The government should help students pay their tuition

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# **©** Pros and Cons

- Check that students understand the meaning of pros and cons.
   Explain that they mean the advantages and disadvantages of something.
- Assign students to pairs to brainstorm the advantages and disadvantages to studying abroad.
- If students need help, let them check back in their books.
- Assign pairs into groups of four. Each pair should compare their ideas with the other pair.
- As a class, make a list on the board and go over all the advantages and disadvantages.

# Some Advice

- Tell students that they are going to read a short letter asking for advice about school and studying. Give students a few minutes to read the text.
- Make sure students understand the problem.
- Have students write a reply to the letter. Go around the room and offer help if needed. Encourage students to look back at their notes if they need to.
- This could be done for homework if you don't have enough time in class.

# Debate

- Tell students that they are going to have a debate. Before starting, it is a good idea to lay down some rules. Remind everyone to listen to others and not to interrupt. Tell them it is okay to disagree, but they should remain polite and respectful. Everyone will get a chance to talk and share their views.
- Assign students to groups of about five. Students read the topics and decide which one they would like to debate. Give students a few minutes to think of their ideas. Encourage them to make notes to help them remember key points and vocabulary.
- Before they start, the group should decide what order the members are going to speak in. This will help keep the debate from descending into chaos.
- When they are ready, let them start. If one group finishes quickly, invite them to debate another question.
- As a class, go over their debates. Ask if anybody changed their opinions due to the information they heard from others.

# **Extension** Debating Further Topics

Provide students with additional debate topics to debate. Assign the preparation part for homework and have students debate in the next class. A good topic to debate could be the following: *All college students should do a semester abroad*.

# A Break from School



# Module 4 Overview:

# A Break from School

# **Module 4 Goals**

- Talk about plans for your next holiday
- Check written sentences for mistakes (for example, subject-verb agreement or article agreement)
- Correctly use simple phrases you have learned for specific situations
- Understand short, simple texts on familiar subjects
- Summarize simple stories you have read, relying on the language used in the story
- Understand simple texts, emails, and letters
- Identify changes in the general topic of a discussion that is conducted slowly and clearly
- Ask and give opinions; agree and disagree

# Warm Up

- Before students enter the classroom, write the title for the new module on the board: A Break from School.
- When the students arrive, draw their attention to the board.
   Explain that options for taking a break from school will be discussed.
- Assign students to pairs or groups of three.
- Ask students to talk with their partner(s) about things students
  may choose to do if they take a break from school. You may
  model a short example conversation with a student. Avoid
  making the conversation too structured at this point. The goal
  is simply to warm up and get the students thinking about the
  topic. There will be opportunities to have more structured
  speaking time later.
- Ask 2-3 partners to share a little bit about their discussion with the class. Write any keywords or phrases on the board.

# **Extension** My Pictures

- Ask students to go on their phones and find photos from a trip to their hometown or a traveling experience. They may search the Internet for photos if they do not have any saved on their phone.
- Have students discuss the trips home or elsewhere with a partner as they share photos with one another.
- If anyone is comfortable sharing the information with the whole class, encourage them to do so.

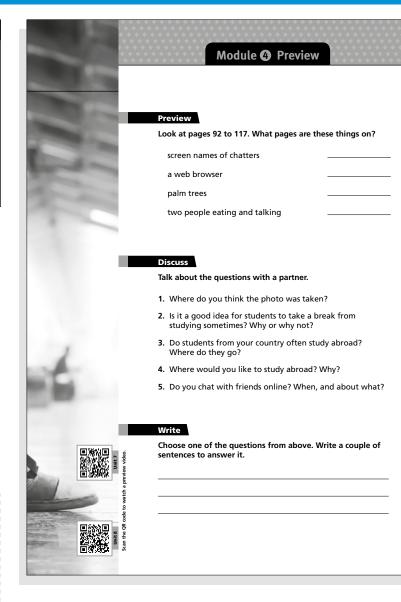
# **Preview**

- Read the first item on the list (screen names of chatters). As a class, find the page that has the screen names of chatters (p. 98 and/or 112).
- Assign students to pairs and ask them to find the remaining three items. Monitor to ensure students are looking together.
- Recap by asking students to tell you where each item is.



# **Discuss**

- Read the instructions aloud to the class. Ask students to discuss questions 1 through 5 with a partner or in a small group (your choice).
- Go around the classroom, checking the progress of students and answering any questions.
- Have a few volunteers share their answers aloud with the class.
- · Answers will vary for this section.



# Write

- Tell students to choose one question from the activity above to write about.
- Before they begin writing, ask them to write a few notes. Go around the room, discuss the notes they have written, and give writing suggestions or any grammatical help before they start.
- After they have completed their writing, call on some students to share their answers with the rest of the class.

# Teacher's Note Starting a New Module

Time off is a popular topic for all students as it is very relatable. Students should be excited to learn the points covered in this module. Be sure to remind them throughout the module how they can apply all the language points to their own personal lives on a regular basis.

# **Unit 7 Overview:**

# **Time Off**

# Lesson 1: Taking a Semester Off

Aims: - Discuss options and goals for students

- Ask and answer questions about experiences

Vocabulary: Pros and Cons

**Grammar:** Present perfect; *still*, *never*, and *yet* 

# Lesson 2: An Email Home

Aims: - Understand and discuss problems and advice

- Review and learn more irregular past participles

Vocabulary: Decisions; irregular past participles

**Grammar:** Simple past vs. present perfect; few vs. a few; none

# **Lesson 3: Going Home**

Aims: - Understand and practice time expressions

- Discuss activities to do while on a break from school

**Vocabulary:** Hometown plans

**Grammar:** Time expressions with the present perfect; empty it

# Lesson 4: Go traveling!

- Talk about different ways to go traveling Aims:

- Have conversations about tourism, food, and

Vocabulary: Travel

**Grammar:** ever, never, and always; while and during

# Lesson 5: Part-time Job

Aims: - Have conversations using vocabulary and phrases

about jobs

- Ask and answer questions about the duration of

time spent on something

**Vocabulary:** Working Conditions and Work Skills

**Grammar:** How long questions with the present perfect; so far

# Some Module 4 Goals in Unit 7

- Talk about plans for your next holiday

- Correctly use simple phrases you have learned for specific situations

- Check written sentences for mistakes (for example, subject-verb agreement or article agreement)

### **Taking a Semester Off Lesson 1**

# Aims

- Discuss options and goals for students
- Ask and answer questions about experiences

# Vocabulary

whole pros and cons waste possibility homeless bloa earn figure out

# Grammar

Present perfect; still, never, and yet

# Warm Up

- Write "Take (Time) Off" on the board. Ask students if they are familiar with this phrasal verb and elicit explanations. Erase time and write a day. Erase a day and write a week. Erase a week and write a month, etc. Ask students what all these words have in common: They are words that mean a period of time.
- Erase a month and write a semester. Elicit the definition of semester. Explain that taking a semester off means to take a break and do something other than study over the course of one college term.

# \* Unit 7 · Time Off \*

# Lesson 1

Model Conversation

Read the conversation. Then listen. @Track 34 Anna: Have you decided on a college to transfer to yet?

# **Taking a Semester Off**

and blogs, but I still haven't found a program I like

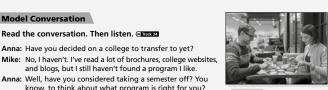
know, to think about what program is right for you? Mike: No, I've never thought about that. What could I do if I took time off?

cousin volunteered at a center for the homeless last year,

Anna: Well, have you considered taking a semester off? You

Anna: Why not do some volunteer work or go traveling? My

figure out your plans at the same time.



"Backpack" can be a noun or a verb. The gerund form of the verb is ofter used with go: go backpacking.

and one of my friends went backpacking in Thailand. Mike: Thailand? I've never been to Asia. Hmm. Maybe. But if I take time off, I'll waste a whole semester. My parents might not like that.

Anna: Then you could stay in town and look for a job. You could earn some money and

Mike: That's a possibility, too. I guess every option has pros and cons. I'll need to think

about it some more.

"Pros" means good points, and "cons" means bad points.

# oulary

# Match the words and phrases from the box to the correct definitions.

	a. whole e. earn	<ul><li>b. pros and cons</li><li>f. homeless</li></ul>	<ul><li>c. waste</li><li>g. figure out</li></ul>	<ul><li>d. possibility</li><li>h. blog</li></ul>
3 4 5 6 7 8		to get (something) in expeople who do not have the good points and baccomplete; all of (someth to understand somethin something that might be a personal website about ouse too much of some	a place to live I points of somethi ing) g or solve a proble e done or might ha t someone's opinion	ng m by thinking ppen; an option ons, experiences, etc.
In Y	our World			

Imagine that a friend of yours is considering taking time off from school or work. You want to give your friend some advice. Make a list of pros and cons below. Then discuss your list with a partner.

Pros	Cons

Considering your list, what advice would you give your friend?

• Explain that in Lesson 1, we will look more into what this means and what options students have.

# Model Conversation Track 34

- Tell students that the model conversation is between two friends, Anna and Mike, who are discussing Mike's options during his semester off and advice from Anna.
- Assign pairs. Give each student the role of either Anna or Mike. If time allows, have students read the conversation several times: The first time reciting it while reading it, the second time with eve contact, and the third time with eve contact and gestures. Encourage them to read as naturally as possible and alternate
- During this time, go around the room, making note of any errors in pronunciation or intonation.
- Write on the board any common errors that you hear from the students. Clarify correct pronunciation or intonation and have students repeat the word/phrase correctly.
- Play the audio and listen to the conversation as a class.
- Ask students questions to check for comprehension. What does Anna suggest to Mike? (to do some volunteer work or go traveling) Where did Anna's cousin go traveling? (Thailand), etc.

# Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Ask instruction-check questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief one-word answers, such as: You will match the word to its what? (Its definition).
- Give students 5-7 minutes to complete the matching exercise.

### **D** Grammar

# Present perfect; still, never, and yet

Yet is used in negative statements and questions in the present perfect.

	present perfect							
The present perfect is often used to talk about experiences: things that happened (or didn't happen) at an unspecific time in the past. To form the present perfect, use havelhas + past participle. For regular verbs, the past participle is the same as the simple past form: have talked, etc. The past participles of irregular verbs must be memorized.								
statements		I have read /	l've rea	d a lot of b	ologs.			
negative statements	I have not / haven't cooked dinner yet.							
questions and short answers			d taking a	semester off?		Yes, I have. / N	lo, I <b>haven't</b> .	
adverb		meaning		place	in sentence	example		nple
still	unti	l now		before ha	ave/has	I still haven't found a program I lik		l a program I like.
never	not	once		after hav	e/has	I've never been to Asia.		Asia.
yet	at a	ny time befor	e now	end of se	ntence	Have you decided on a school yet?		
				nmon irreg	ular past partici	ples		
be – been fall – fallen run – run	fin	gin – begun id – found y – said	buy – go – g		choose – chose hear – heard sell – sold	en	do – done leave – left sleep – slept	eat – eaten read – read think – thought

### Grammar Practice

### Read the conversation and circle the correct answers.

- 1. Woman: I have ( never / yet ) been away from home. Any advice for going to college?
- 2. Man: You'll need a place to live. Have you found an apartment ( yet / never )?
- 3. Woman: That's true. No, I ( have / haven't ).
- 4. Man: Why not look on the Internet? There are a lot of sites for student apartments. And ( have / has ) you bought books for your classes?
- 5. Woman: Yes, I (have / haven't).
- 6. Man: Good. Have you (talking / talked) to your counselor about possible majors?
- 7. Woman: No, I haven't thought about that ( still / yet ).

### Use the Language

### Things I've done

Make a list of five interesting things you've done. Then list five things you've never done but want to do someday.

ľve	I've never, but I want to someday

Discuss your lists with a partner. Give details about things you've done. Then talk about what you want to do, when do you want to do, and why.

• Write 1.\_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ 7.\_\_ 8.\_\_ on the board and call students up to write the correct letter next to each number. Check answers.

>	<b>1.</b> e <b>5.</b> g	<b>2.</b> f	<b>3.</b> b	<b>4.</b> a
¥	<b>5.</b> g	<b>6.</b> d	<b>7.</b> h	<b>8.</b> c

• Check comprehension of the vocabulary by asking questions that will receive either a yes/no or one word answer, such as: Is 'waste' a positive or negative word? (Negative), Which word can you find online? (A blog). Have students answer these questions together as a class.

# **©** In Your World

- Remind students what pros and cons mean.
- Ask for students to come up with ideas for the advice to give to their friend.
- Allow students time to complete this activity individually, and then have them compare their charts with a partner.
- Ask students what advice they would give their friends considering their lists.

# **Extension** Negative Nancy

- Assign pairs of students two roles: one student (A) should be the Advice Giver, and the other (B) should be Negative Nancy
- Have Student A give advice to Student B using the information from their chart in exercise C.
- Student B should disagree with Student A as much as possible and explain why they don't want to or can't take the advice.
- Have them switch roles.

# **D** Grammar

- Briefly go over the table, practicing the example sentences.
- Ask students to go back to the model conversation and circle all the examples of present perfect that they can find. Have them underline *still*, *never*, and *yet*. Share with a partner, and then compile the list on the board for all students to see.
- Write all common irregular past participles on the chart on the board and give students 10 minutes to memorize as much as they can.
- Divide students into two teams. Each team should stand up in a line facing the board. The leader of each line can have a whiteboard marker. When you read the base form of the verb, the line leaders should race to see who can write the past participle of the base verb first. Then the line leaders go to the end of the line and the second students race each other. Repeat until each person from each team has a chance to race someone from the other team. Keep track of points so you can name a winning team at the end of the game.

# Teacher's Note Memorizing Irregular Past Participles

The only way for students to speak and write correctly in English is to memorize irregular past participles. Making it fun and competitive with games like the one suggested above will help the students enjoy the process of memorizing, which is usually dreaded by most students.

# Grammar Practice

- Do number 1 together as a class.
- Then ask students to circle the answers individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.

<b>S</b>	<b>1.</b> never <b>5.</b> have	<b>2.</b> yet	3. haven't	4. have
¥	<b>5.</b> have	<b>6.</b> talked	<b>7.</b> yet	

# ✓ Check the Workbook

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For further practice, use Exercise 4 and 5 in Lesson 1 of the workbook.

# **Extension** Present Perfect Song Lyrics

Print out the lyrics for "I still haven't found what I'm looking for" by U2. Have students listen to the song. They can underline all examples of present perfect and circle all the times they hear the word *still*. Discuss answers as a class.

# Use the Language: Things I've done

- Read the instructions aloud to the class. Tell students to make two lists.
- The first one should be on five things they've never done. The second list should be on five things they've never done but want to do someday.
- Have students complete the chart individually and then share responses with a partner.
- Have students share a few responses together with the rest of the class.

# Extension Guidance from Friends

Have students share a few of the things they have never done but want to do. See if anyone in the class has done these things. Pair up students together so that students who have experienced certain things can give advice to students who have never done them. Have students share the advice given to them. Repeat this process a few times so students can experience natural, authentic conversations about topics they are truly interested in.

### Lesson 2 **An Email Home**

# Aims

- Understand and discuss problems and advice
- Review and learn more irregular past participles

# Vocabulary

advisor uncertain make up one's mind get on one's nerves stay put adjust (to)

# Grammar

Simple past vs. present perfect; few vs. a few; none (of)

# Warm Up

Set the timer for 30 seconds. Tell students that they have 30 seconds to skim the email and get as much information as possible about it. Ready, set, go! Have students share predictions based on a guick skim of the email with the class.

# A Authentic Text: An email

- Read the two comprehension questions aloud to the class: Who has Lucy spoken to? What did she ask them?
- Have students scan the email to answer the questions. Have them also make note of whether the predictions they came up with during the warm-up activity were correct or not.
- Ask students to share answers with a partner and then choose a few students to share their answers aloud with the class.
- Read the Brief note about more and more unhappy and come up with other examples of the expression more and more + adjective. Share examples with the class.

# Extension Response from Mom/Dad

There are two options for this activity, depending on if you want the students to practice writing or speaking:

- Option 1: Have students pretend to be Lucy's mom or dad and respond to her email.
- Option 2: Have students role-play a phone conversation between Lucy and one of her parents to follow up the email.

# Comprehension

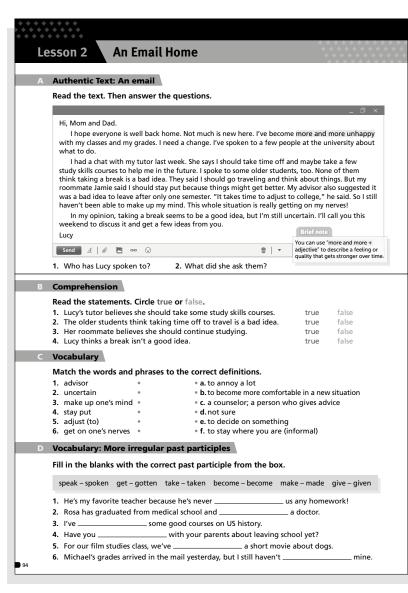
- Read instructions aloud with the class. Be sure that students are clear that they are to re-read the email for more detail and answer the True/False questions. If necessary, complete number 1 together as a class. Otherwise, have students complete 1-4 individually and then have them check answers with a partner.
- Once students have checked answers with a partner, write 1. , 2. , 3. , 4. on the board. Call up volunteers to fill in each blank with true or false. Go over the answers with the class.

3. true

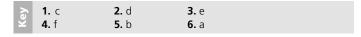
1. true 2. false 4. false

# Vocabulary

- Read each word and have the students repeat. Check and correct pronunciation.
- Give students five minutes to complete the matching assignment.
- Write 1.\_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ on the board and call students up to write the correct letter next to each number. Check answers together as a class.



 Check answers together as a class. Ask questions that will receive either a yes/no or one word answer, such as Is 'get on one's nerves' a positive or negative phrase? (Negative) Does 'uncertain' mean sure about something? (No). Have students answer these questions out loud together as a class.



# ✓ Check the Workbook

For further practice with the vocabulary, direct students to Exercise 1 in Lesson 2 in the workbook.

# D Vocabulary: More irregular past participles

- Read each word along with its past participle. Check and correct pronunciation. Give 10 minutes for students to memorize this set and review the past participles from Lesson 1.
- Repeat the game from Lesson 1, using past participles from Lesson 1 and Lesson 2 together. (Refer to the previous lesson for directions on how to play the game.)
- Then have students fill in the blanks. Give them 5-7 minutes to complete the exercise.
- Write 1.\_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ on the board and call students up to write the correct word next to each number. Check answers.

1. given

2. become

3. taken 6. gotten

4. spoken 5. made

### Grammar

# Simple past vs. present perfect; few vs. a few; none (of)

		present perfect		
			the past. Use the present perfect to then the specific time is unknown	
I <b>had</b> a chat with my t I <b>saw</b> a student advise		I've done a lot of re I've spoken to a fe	esearch. w people at the university.	
few v	s. a few	none of + pro	noun or (determiner +) noun	
Few and a few come Few means "not man a few means "some"	y" (negative), and	or a singular or plural n	be followed by of and then a pronoun oun. Use a singular verb if the noun or d a plural verb if it is plural.	
I'd like to help you, but I have <b>few</b> ideas.		None of the food / None of it is good.	None of the people / None of them are eating.	

### Grammar Practice

### Circle the correct answers.

- 1. Have you (spoke / spoken) to your advisor about your schedule yet?
- 2. My sister still ( didn't visit / hasn't visited ) me at school.
- 3. We ( have taken / took ) two exams this month.
- 4. (Did they see / Have they seen) a movie last night?
- 5. Nick ( was never / has never been ) to Australia, but he'd like to go.
- 6. I've adjusted to living on campus well. I've had (few / a few ) problems
- 7. They canceled the class because ( few / a few ) students wanted to take it.
- 8. Will you drop by my office, please? I have (few / a few) things to discuss with you.
- 9. ( None of / A few of ) the students were late. Everybody was here on time.
- 10. None of the pizza ( was / were ) left—you ate it all!
- 11. None of the students ( is / are ) listening to the lecture.

# Use the Language

### Giving advice

- Here or on a separate piece of paper, write a short note to a partner about a problem you've had at school. Explain the problem, name at least two people you've spoken to about it, and summarize their advice.
- 2. Exchange notes with your partner.
  - Check your partner's note for any mistakes.
  - Read the note and decide which advice is the best. If neither is good, come up with your own advice.
  - Write a reply to your partner, giving your opinion...
- 3. Read the reply to your note. Do you agree with your partner's advice? Why or why not?

# **Grammar**

 Use timelines on the board to compare simple past vs. present perfect with examples. Draw timelines similar to the ones below on the board.

# **Simple Past**



I <u>had</u> a chat with my tutor last week. I <u>saw</u> a student advisor on Monday.

# **Present Perfect**



I've done a lot of research.

<u>I've spoken</u> to a few people at the university. (havelhas + past participle)

- Read the descriptions comparing the two grammar points to the class and ask questions to ensure that the students comprehend the difference between the two tenses and when to use them.
- Go over the descriptions and examples of few vs. a few and none of + pronoun or (determiner +) noun, practicing the example sentences.
- Elicit some examples for each grammar point and write them on the board for later reference.

# 

Timelines can be a very helpful tool for visual learners to understand complex grammar. In this lesson, you may choose to present a few additional examples of simple past vs. present perfect to the class as timelines in order to reinforce the students' understanding of the grammar points.

# **Grammar Practice**

- Read the instructions aloud to the class. Do number 1 together as a class.
- Ask students to fill in the blanks individually or in pairs.
- Write 1.\_\_ 2. \_\_ 3. \_\_ 4. \_\_ 5. \_\_ 6. \_\_ 7.\_\_ 8. \_\_ 9. \_\_ 10. \_\_
   11.\_\_ on the board and call students up to write the correct
   answers.
- Check answers together as a class.

λi	<ol> <li>spoken</li> <li>Did they see</li> </ol>	<ul><li>2. hasn't visited</li><li>5. has never been</li></ul>	<ul><li>3. have taken/took</li><li>6. a few</li></ul>
Ke	<b>7.</b> few <b>10.</b> was	<b>8.</b> a few <b>11.</b> are	9. None of
	IU. was	II. are	

# **G** Use the Language: Giving advice

- Tell students that they are going to be discussing a problem they've had at school and advice to solve the problem. Ask students for some suggestions of popular problems that people may have at school. List them on the board.
- Before students begin, spend some time to clearly explain the instructions and check for comprehension.
- Have students complete part 1 individually and then complete parts 2 and 3 with a partner.
- Go around the room to give assistance and make corrections when necessary.
- As a class, go over the replies. Do they agree with their partners' advice? Why or why not?

# Extension Advice Column

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- After their work has been checked for errors, have students neatly write or type up their problem and advice separately.
   Make copies of each and have students piece them together like a section of a newspaper.
- Be sure that they are speaking naturally in English to each other as they design the column and tape or glue the pieces together as a group. Create a title for the page and make copies for each student to take home.

### **Going Home** Lesson 3

# Aims

- Understand and practice time expressions
- Discuss activities to do while on a break from school

# Vocabulary

busy dying (to) almost especially catch up (with) mention beach lazy

# Grammar

Time expressions with present perfect; empty it

# Warm Up

Explain that the title of this lesson is Going Home. Ask students to try to make the title into a full sentence about Lesson 3. \_\_ is going home from \_\_\_ (B)\_\_\_\_. With a partner, have them try to come up with words that could go into blanks A and B and discuss with the class. (A: a student, the guy, Tommy, etc. B: college, university, school, etc.) Ask students what they do when they go back home.

# Model Conversation Track 35

- Transition by telling the students that the model conversation is between two friends, Tommy and Fiona, who are talking about Tommy's plans to take a six-month break from college to go back home.
- Play the audio and listen to the conversation as a class, stopping after each sentence and having students repeat the audio, mimicking the intonation.
- Write the following phrases on the board:
  - It's beautiful outside today, isn't it?
  - You're taking a semester off, right?
- Assign pairs. Give each student the role of either Tommy or Fiona. If time allows, have students read the conversation several times: the first time reciting it while reading it; the second time with eye contact; and the third time with eye contact and gestures. Encourage them to read as naturally as possible. Have them also exchange roles.
- Ask students questions to check for comprehension. Why is Tommy in such a good mood? (He's finished his final exams. He is going home for six months.) Who is he dying to see? (His little brother.) etc.

# Teacher's Note Upwards and Downwards Intonation

- To explain different kinds of intonation, use the two sentences from the conversation that you wrote on the board earlier. (It's beautiful outside today, isn't it? and You're taking a semester off, right?)
- To help visual learners understand different types of intonation, draw an arrow going down over "isn't it?" and going up over "right?" Explain that in tag questions, we already know the answer. "Isn't it?" is a tag question, so the intonation goes downwards.
- When Fiona asks Tommy about him taking a semester off, she is asking "right?" to confirm that she is correct. She doesn't necessarily know the answer is correct. In cases like this, the intonation goes upwards.
- Have the students repeat after you a few times. Compare the differences in upwards and downwards intonation.

# **Vocabulary** Track 36

• Have students listen to the words. Have them repeat the words out loud

### Lesson 3 **Going Home**

A person's "mood" is how he or she feels right now. You can describe someone's mood with be in a(n) + adjective + mood Read the conversation. Then listen. Has Tommy made any decisions? @ITAGE 35

Tommy: It's beautiful outside today, isn't it?

Fiona: Yeah! And it's nice to see you in such a good mood.

Tommy: I really am. I've finished my final exams, and soon I'm going home for six months.

Fiona: Oh I forgot—you're taking a compart of the six months. Fiona: Oh, I forgot—you're taking a semester off, right? You mentioned that a while ago
Tommy: Yeah, I haven't been to my hometown in almost a year. I'm dying to see everyone,
especially my little brother. He's eight.

Fiona: That's great. But what are you going to do for six months?

Tommy: I'll be busy. I'm going to teach my brother to play baseball, and I'll work at my parents' restaurant.

Fiona: Will you have any time to relax and be lazy?

Tommy: Sure. I haven't seen my high school friends since we graduated, so it'll be great to catch up with them, too. We'll spend lots of time at the beach.

Sounds like a good plan.



# Vocabulary

Listen to the words. Repeat. Then write the words next to the correct definitions.

b	usy	dying (to)	almost	especially	catch up (with)	mention	beach	lazy
			D	efinition			Wo	rd(s)
1. wa	nting	or looking fo	rward to do	oing somethir	ng very much (inforn	nal)		
<b>2.</b> mc	re tha	an usual or mo	ore than ot	ners				
<b>3.</b> an	3. an area of land next to the sea or a lake							
<b>4</b> . to	4. to talk to someone you have not seen for a long time							
<b>5.</b> ha	5. having many things to do; active							
<b>6.</b> no	6. not wanting to work hard or be active							
7. a l	7. a little less than; nearly							
<b>8.</b> to	bring	(something) u	ıp; to talk a	bout, usually	briefly			

Fill in the blanks with the correct words and phrases from part B.

- 1. Linda loves all kinds of exercise, \_\_\_\_\_ \_ hiking
- 2. Your family sounds so interesting. I'm \_\_\_ to meet them
- \_\_\_ on Saturday, let's go to the beach.
- 4. My roommate is really \_ \_! He never cleans or does the dishes.
- 5. Kim's cell phone is old—she's had it for \_ \_ five years.
- 6. An old friend of mine is in town, so we're meeting for dinner to

Imagine that you are taking a break from school and spending it in your hometown. What are some things that you would like to do during this time? Think of three things that you would like to do and share your answers with a partner.

- Explain to the students that they will fill in the chart with words from the hox
- Have students complete the assignment in pairs.
- Write 1-8 on the board and call students up to write the correct word next to each number. Check answers together.

- **1.** dying (to)
- 4. catch up (with)
- 2. especially 5. busy
- 3. beach 6. lazy

- 7. almost
- 8. mention

# **C** Vocabulary Comprehension

- Read instructions to the class and complete number 1 together as a class
- Put students into pairs. Have them work on this exercise together.
- Write 1-6 on the board and call students up to write the correct words next to the numbers. Check answers as a class.



- 1. especially
- 2. dying to
- 3. busy

- 4. lazy
- 5. almost
- 6. catch up

# About You

- Facilitate a class discussion about things that the students do when they are on a break in their hometown. List a few activities on the board for later reference.
- Have students list three things that they would like to do next time they are on a break in their hometown. Have them share their answers with a partner.
- Go around the room during pair work, to assist students when necessary.

### Grammai

Time expressions with the present perfect; empty it

For and in have the same meaning here, but we use in only in negative sentences. In positive sentences, both are okay.

time expressions with the present perfect					
You can use since, for, and in with the present perfe	ect to talk about how long ago something began.				
since + event / point in time	since + clause				
I haven't seen my friends since graduation. We've lived here since January.	I haven't seen my friends since we graduated. He's been my best friend since I was 5.				
present perfect + for + period of time	present perfect + in + period of time				
I haven't been to my hometown for almost a year. She's thought about it for several weeks.	I haven't been to my hometown in almost a year. He hasn't bought new clothes in a long time.				

empty <i>it</i>						
Some sentences h	Some sentences have an empty it subject. It is "empty" because it doesn't replace a noun.					
weather	It's sunny today. It'll rain tomorrow. time It's 4:15. It's almost noon.					
day/date	day/date It's Friday. It's April 10. distance It's 200 km to my hometown.					
adj. + infinitive It's nice to meet you. (=To meet you is nice.) It will be great to see them.						

### **Grammar Practice**

Put the words in order to make sentences.

- 1. have / six / played / the piano / months / I / for
- 2. three / English / studied / for / I / years / have
- 3. in / I / weeks / haven't / two / TV / watched
- 4. him / known / I've / was / since / young / I
- 5. 2016 / worked / since / he / library / in / the / has

# Use the Language

It's been...

Complete the sentences with information that is true for you

I haven't eaten ice cream	
I haven't watched a great movie	
I haven't been to a zoo	

Write two more sentences about things you have or haven't done and how long it has been since you did them.

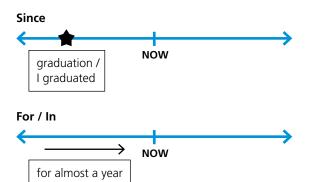
Discuss your sentences you wrote with another student. Are you sad you haven't done these things for a while? Why haven't you done them?

# **Extension** Hometown Postcards

- Have students create a postcard sent from their hometown to a friend from college. They should include the three activities they wrote about in part D, About You.
- However, plans did not work out 100% as planned. Have the students follow these directions:
  - First activity: It worked out exactly as planned.
  - Second activity: It happened, but a little differently than originally planned.
  - Third activity: It had to be cancelled, but they did something even better instead.

# **Grammar**

 Use timelines on the board to compare since vs. for/in with examples: Draw timelines similar to the ones below on the board.



- Read the descriptions comparing the two grammar points to the class and ask questions to ensure that the students comprehend the differences between them and when to use them.
- Go over the descriptions and examples of empty *it*, practicing the example sentences.
- Elicit some examples of each and write them on the board for later reference.

# Grammar Practice

- Read the instructions aloud to the class. Do number 1 together as a class.
- Ask students to put the words in order to make sentences. Have them work individually or in pairs.
- Call on students to come up to the board to write the correct answers.
- Check answers together as a class.
  - 1. I have played the piano for six months.
  - 2. I have studied English for three years.
  - 3. I haven't watched TV in two weeks.
  - 4. I've known him since I was young.
  - 5. He has worked in the library since 2016.

# ✓ Check the Workbook

Have students do Exercises 2 and 4 in Lesson 3 of the workbook for additional practice.

# Use the Language: It's been...

- Have students complete the sentences in the green box individually. Then, tell them to write two more additional sentences about things they have or haven't done and how long it has been since they did them.
- Go around the room to assist students as they write their responses individually.
- Once the students have completed the first two parts, tell them
  to have a discussion with a partner about the sentences they
  wrote. Be sure they are clear about the instructions. They should
  be sharing feelings about possible regret and giving reasons as
  to why they haven't done certain things.
- Go around and give help to facilitate discussions. If students are comfortable, they may share their responses aloud with the class at the end

# **Extension** Correct Kelly Clarkson

- Print out the song lyrics for Kelly Clarkson's song "Since U Been Gone." Have them circle the word 'since.'
- Play the song once or twice.
- Assign partners. Have students rewrite the chorus of the song so that it makes sense grammatically. (Since you've been gone, I can breathe for the first time. I I can breathe for the first time since you've been gone.)

# Lesson 4 Go traveling!

# - Talk about different ways to go traveling - Practice ever, never, always, while, and during to discuss experiences - Have conversations about tourism, food, and activities Vocabulary sailing climbing sightseeing litter planting dolphins post help out Grammar

# Warm Up

Ask students to discuss in pairs their favorite way to travel. Do they prefer adventurous vacations, relaxing vacations, or volunteer work while traveling? What have they experienced in the past? Share a few responses aloud with the class.

# A Authentic Text: An online chat

ever, never, and always; while and during

- Transition by telling the students that the online chat is between two friends, Damian and Jules, discussing Jules' upcoming vacation. Ask students to skim the chat to find out what kind of vacation Jules wants to take. Then, share the answers aloud. (She wants to go on an adventure in the US. She likes the idea of doing something good for nature.)
- Before allowing students to scan the chat for the answers, choose a few volunteers to read sentences 1-8 aloud to the class. Have the students try to predict which ones will be true.
- Now that sentences 1-8 have been read aloud, have students scan the chat for the answers and answer them individually. Tell them to check the true sentences. They can compare answers with a partner when they are finished.
- Put 1.\_\_ 2. \_\_ 3.\_\_ 4.\_\_ 5.\_\_ 6.\_\_ 7.\_\_ 8.\_\_ on the board and have volunteers come up to put check marks next to the numbers that are true. Check the answers as a whole class.

Key	1. ☑ 4 7. ☑	2 5 8. ☑	3 6
	/. <u>U</u>	0. 🖸	

# Teacher's Note Scanning

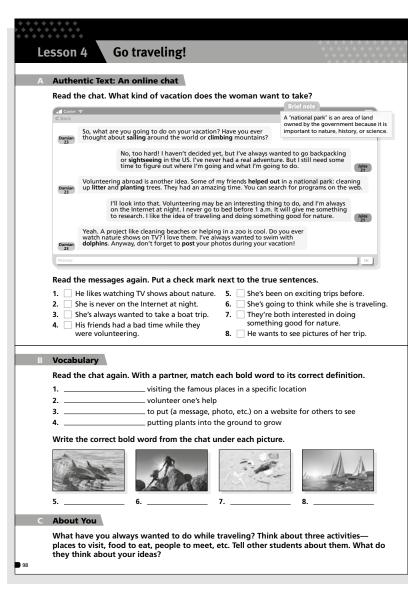
Scanning is a very helpful tool for reading comprehension. Scanning is most effective if students follow a specific process:

- Read the title and make predictions.
- Skim to get the gist of the article.
- Read and understand comprehension questions.
- Finally, scan the article to find specific information asked in the comprehension questions.

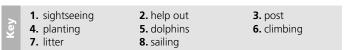
Following this process helps the students get a clearer and more time-efficient understanding of the article, rather than simply reading an article slowly and then trying to answer questions following the article.

# Vocabulary

- Read all the words in bold from the online chat and have the students repeat them. Check and correct pronunciation.
- Read the instructions for numbers 1-4. Ensure that students understand that they are to match the words from the online chat to their definitions in this exercise.
- Then read the instructions for numbers **5-8**. Tell students to write the correct bold word under each picture.



- Give students a few minutes to complete the exercise individually or with a partner.
- Call students up to write the correct word next to each number.
   Check answers as a class.
- Check comprehension by asking questions that will receive either a yes/no or one word answer, such as "Is *litter* a positive or negative word? (*Negative*) "Do dolphins live on land or in the sea?" (*In the sea*). Have students answer these questions out loud together as a class.



# ✓ Check the Workbook

For additional practice with vocabulary, direct students to complete Exercise 1 of Lesson 4 in the workbook.

# **G** About You

- Put students into groups of 3-4 to discuss three activities they've always wanted to do while traveling. See if any students have similar dreams and travel goals. Go around the room while the students are talking to take note of what you hear for a class discussion and feedback afterwards.
- Go over their ideas as a class. What do the students want to do?
   Do they have similar travel plans?

### D Grammar

ever, never, and always; while and during

Use ever only in questions and negative statements.

simple present with ever / never / always	present perfect with ever / never / always			
You can use ever, never, and always with the present perfect to talk about people's past experiences. We also use them with the simple present to talk about people's lives now.				
Do you <b>ever</b> watch nature shows on TV? I <b>never</b> go to bed before midnight. She is <b>always</b> on the Internet at night.	Have you ever thought about sailing? I've never had a real adventure. She has always wanted to travel.			
during + noun	while + clause			
Both during and while communicate that something is happening at the same time as another thing. The preposition during is followed by a noun, but the conjunction while is followed by a clause (subject + verb).				
What do you enjoy doing during your time off? Post your photos during your vacation!	I'll figure out what I want while I'm traveling. Please write to me while you're abroad.			

In the present perfect, ever, never, and always come before the past participle.

### Grammar Practice

### Circle the correct words to complete the short conversations.

- A: Do you (ever / never / while) eat lunch on campus?
   B: Yes, I do. I usually eat outside (during / always / while) I do my homework
- A: Have you (during / ever / while ) had a job?
   B: Yes, I have. I worked in a bookstore (ever / while / during) the summer.
- 3. A: Have you ( while / during / ever ) been to New York? B: No, I've ( always / ever / never ) been there. But I'd love to go.
- 4. A: Do you ever fall asleep ( while / during / never ) you're in class? B: No, I've never fallen asleep ( while / during / ever ) a class.
- A: I've (ever / never / always) gone sailing. Have you?
   B: Yes, once. My family rented a boat (while / during / ever ) a trip to California.
- 6. A: What would you like to do ( while / during / always ) you're in Japan? B: I've ( ever / always / never ) wanted to climb Mt. Fuji.

### Use the Language

### Find out about your classmates.

Do some research on your classmates. First, choose a topic. Then, on a separate piece of paper, write a questionnaire (a list of questions) to ask the other students in your class. The topic could be on places in town, unusual foods, visiting tourist sites, dangerous activities, or your own idea. Make all of the questions yes/no questions.

Find out three students' information. Then write a paragraph about each of the students you interviewed.



# Extension Travel Agency

- Set up the desks or chairs in such a way that it resembles a travel agency. Choose three or four students to be the travel agents, and pair up the rest of the students into groups of two or four. It would be helpful to have the students who had similar ideas in part C, work together.
- Have each group approach a travel agent with ideas of what kind of trip they would like to take. Have the travel agents give the groups suggestions about places to go and activities to do that would best suit their interests.
- Continue alternating roles between students, so that all students have an opportunity to act as a travel agent as well as a prospective traveler looking to book a trip.

# Grammar

- Read the explanations for each grammar point, practicing the example sentences.
- Have students go back to the online chat in part A. Tell them to circle any examples they find of ever, never, always, during, or while.
- Go over their answers with the whole class.

# Grammar Practice

- Do number **1** together as a class.
- Ask students to circle the correct words. Remind them that they should refer back to the grammar table if they are having any difficulties.
- Go around the classroom, checking progress and clarifying any issues as the students complete this activity individually.

- When they have completed the activity, they can check their answers first with a partner.
- Check answers as a class by having volunteers come up to the board to write down the correct answers.

1. A: ever B: while

**3.** A: ever B: never **5.** A: never B: during

2. A: ever B: during

**4.** A: while B: during **6.** A: while B: always

# Teacher's Note Paragraph Writing

In part F, students will have to write paragraphs about three different students. Before the exercise, give the students some tips on paragraph writing. Let them know what specific items need to be included in a good paragraph. (Complete sentences, 4-5 sentences, proper punctuation, etc.)

# Use the Language: Find out about your classmates.

- Write on the board:
  - places in town
  - unusual foods
  - visiting tourist sites
  - dangerous activities
  - your own ideas
- Explain or elicit what a questionnaire is, and give examples to the class about why some people use/answer questionnaires and where you may find them.
- Tell students that they may pick one of these topics listed on the board, or their own topic of choice, and create a questionnaire about it
- Give 10 minutes for students to create this individually. Their questions should be yes/no questions.
- Once students have completed creating their questionnaires, they should question three classmates.
- When students are done interviewing one another, assign new partners until all students have asked and answered three questionnaires.
- Finally, assign students the task of creating a paragraph for each questionnaire they received. In total, they should submit a total of three paragraphs (one per questionnaire). Remind students about the tips you gave on paragraph writing.
- Go around the room as students write their paragraphs, making suggestions and giving corrections as needed.
- If time permits, have students check each other's work and give each other suggestions on their paragraphs before they submit the final paragraphs to you for assessment.

# **Extension** Survey Monkeys

Have students go online and put their survey on SurveyMonkey.com. (They will have to sign up for the service first.)

If it is not possible to sign up for free on the site, encourage students to post their surveys on social media or share with friends and family in person. Have students collect results for one week. After a week, assign a project for students to analyze and share the results of their survey with their classmates in the form of a presentation.

# Lesson 5

# **Part-time Job**

# Aims

- Have conversations using vocabulary and phrases about jobs
- Ask and answer questions about the duration of time spent on something

### **Vocabulary** leadership advancement customer service IT skills organization wages

# Grammar

How long questions with the present perfect; so far

# Warm Up

Direct students to the title of the lesson, the image in part A, and the Brief notes. Tell them not to read or look at anything else. Have them predict what the conversation will be about. After students share their predictions, tell them they will learn about experiences with part-time jobs. Share any personal stories about part-time work. Elicit any personal experiences from the students.

# Model Conversation Track 37

- Explain that the conversation is between two friends, Brenda and A.C., who are discussing A.C.'s new part-time job.
- Play the audio and listen to the conversation as a class, stopping after each sentence and having students repeat the audio, mimicking the intonation.
- Write the following words on the board, and practice pronunciation and intonation a couple times:
  - temporary job
  - higher-level job
- Assign pairs. Give each student the role of either Brenda or A.C. If time allows, have students read the conversation several times: the first time reciting it while reading it; the second time with eye contact; and the third time with eye contact and gestures. Encourage them to read as naturally as possible and exchange
- Ask students how long A.C. has had the position. (3 weeks) Ask students what skill A.C. has that helped him get hired. (IT skills)

# Vocabulary

- Read each word from the box and have the students repeat. Check and correct pronunciation.
- Ask instruction-check questions to ensure that students understand the task being assigned. These questions should receive yes/no or brief one-word answers, such as: How many words need to go in each box? (4) and Do the words have to be only from the box? (No)
- Give students 10 minutes to do this activity with a partner. Remind students that they can also use words from previous units and their own ideas as well.
- Draw the box on the board and have students come up to put the words in the correct boxes.

	Working Conditions	Work Skills	
Ney	advancement customer service wages	leadership organization IT skills	
	etc.	etc.	

# Lesson 5

# Part-time Job

### Read the conversation. Then listen. @Track 37

Brenda: Oh, A.C.—nice to see you! How long have you worked here? Since school finished. So, since December. I'm taking next semester off, so I wanted a temporary job.

Brenda: What's it like?

A.C.: Well, the hours and the wages aren't bad, and I like the work so far.

**Brenda:** You're a friendly guy, so I'm sure you're good at customer service. Have they made you the boss yet?

Haha. No, but I get some good tips. And they've made me assistant manager.

Brenda: Congratulations! How long have you had that position?

Three weeks. The manager doesn't know much about computers, so I think he chose me for my IT skills.

Brenda: So far, it sounds great. Are you going to quit when you go customers give when an employe does a good job of helping them. back to school?

I might stay. The company provides chances for advance I'm learning about organization and leadership. Maybe I'll get a higher-level job with this company after graduation.

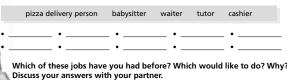
A "tip" is extra money that

### Vocabulary

List four items for each category below. Use words from part B, words from previous units, and your own ideas. Share your answers with a partner.

advancement	leadership	customer se	rvice	organization	IT skills	wages
Working Conditions			Work	Skills		

Below are some common jobs that college students do. Work with a partner. Write down other common jobs that students do.



# ✓ Check the Workbook

For additional practice with vocabulary, direct students to complete Exercises 1-3 of Lesson 5 in the workbook.

# **G** About You

- Explain the instructions and have students work with a partner to come up with other common jobs that students do.
- Go around the room to help answer questions and check students' writing.
- After students have come up with other common jobs, have them discuss the questions about the jobs that they have had before.
- As a class, have volunteers share their experiences about the jobs that they have had in the past. Also have them share which jobs they would like to do and why they would like to do them.

# Extension Job Interview

- Have students choose one of the jobs that they wrote down in part C. They will interview for this job with a partner.
- When the interview is complete, the partner will choose whether or not to hire them and let you know why. Then
- If you choose to make this a more structured activity, then write some key words and phrases that they could use during the interview on the board for reference, and have the students take notes before they start the interview.

### Grammar

How long questions with the present perfect; so far

Look back at lesson 3 of this unit to review time expressions used in answers to these questions.

How long + present perfect questions

Use how long + present perfect to ask about the period of time something has lasted, from the beginning until now. The answer often uses since or for.

A: How long have you worked there? B: Since school finished. / For three weeks.

so far

So far means "up until now." We use it when we expect an action to continue. It usually comes at the beginning or the end of a sentence.

I like the work so far. / So far, I like the work. It sounds great so far. / So far, it sounds great.

### Grammar Practice

Put the words in order to make sentences.

Like yet, so far talks about the time before now, but yet is only used in negatives and questions; so far can be used in any kind of sentence.

1. long / he / has / how / games / computer / played

2. lived / you / long / have / how / there

3. has / she / the / been / assistant manager / long / how

4. I / so / my / love / far / new / job

# Read to Write

Read the journal entry about a video game. Underline the uses of the present perfect.

I got a new game last week. It's called *Monster Dungeon*. It's the coolest game I've ever played! The graphics are so real, and the fighting moves are extremely fast and natural. I don't know how much time I've spent playing so far, but I should reach level 50 tomorrow.

My friend Kyle is coming over tomorrow to play with me. It'll be great to see him again. I haven't seen him for about three months. He's been away at school. I told him about the game, and he said he's never played a game like it. It'll be great to catch up with him.

### **G** Use the Language

Write about one of the activities. Then share your answers with other students and ask them about theirs.



Option 1: Choose a TV program you watch a lot. Write a few sentences about what has happened on the show recently, or since it started. What do you like about it?



Option 2: Describe a book or comic you're reading these days. Write a few sentences about how long you've read it, what's happened so far, and why you like it.



Option 3: Choose a video game you play a lot. Write a few sentences about how long you've played it, what's happened so far (best level, score, etc.), and why you like it.

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# **D** Grammar

- Read the explanations for each grammar point, practicing the example sentences.
- Have students go back to the Model Conversation in part A to circle any examples of how long, since, for, and so far. Have them share their findings with a partner, and then together with the whole class.

# **Grammar Practice**

- Do number 1 together as a class.
- Ask students to put the words in the correct order. Remind them that they should look back at the grammar table if need be.
- Go around the classroom, checking progress and clarifying any confusion as the students complete this exercise individually.
- When they have completed putting the words in order, have them check their answers with a partner.
- Ask volunteers to come up to the board to write down the correct answers.

1. How long has he played computer games?

2. How long have you lived there?

3. How long has she been the assistant manager?

**4.** I love my new job so far.

# **Read to Write**

- Ask students to raise their hands if they love to play video games. Have the ones who play video games share their favorite games to play and the reasons they like them with the class.
- Tell students to work in pairs to find as many examples of present perfect in the text as they can. Then, they can check and compare their answers with another pair of students.
- As a class, go over their results and write their answers on the board



I've ever played!, I've spent playing, I haven't seen him, He's been away, He's never played

# **Extension** Journal Entry

- Assign students to create a journal entry similar to the one in part F. The topic should be a new gift they've received that they are excited about. Have them insert at least five examples of present perfect into the journal entry.
- When they have completed the assignment, they may switch journal entries with a partner and try to find the examples of present perfect that are hidden within the entries
- Once they have found the examples, they can check with the writer of the journal entry to see if they are correct.
- Finally, facilitate a conversation between the students about the gift they received and why they enjoy it so much.

# **G** Use the Language

- Read the instructions to the class and be sure that students understand that they are to choose only one of the options to write about.
- Go around the room to help give suggestions and make corrections when necessary.
- As the students complete their writing, assign them a partner who has also already finished to share and discuss their answers with.
- To wrap up this activity, call on some volunteers to sum up and share conversations that they have particularly enjoyed with the rest of the class.

# **Unit 7: Active Review**

# A Semester Off Track 38

Ask the students what the title of the conversation is and what is going on in the photo. Have students skim through the conversation before they listen. As they listen to the conversation, they should fill in the blanks. Pause at the end of each sentence. When ready, have students check answers in pairs first and then together as a class. Ask some questions to check that students have understood the conversation.

1. yet
2. so far
3. None
4. mentioned
5. How long
6. Since
7. possibilities
8. made up
9. while
10. ever
11. last summer
13. never
14. during

# **Check Your Options**

Tell students to imagine that they are in Billy's situation. Tell them to research different travel opportunities for young people taking a year off from school. Give students some time to check the Internet for travel options. Have them take notes on the page. Go around the room to check their progress and give help when necessary.

# **©** Write and Talk

Give students pieces of paper, or have them use their own. On the board, show the beginning of a conversation between Billy and Marni. Assign students to pairs, and tell them to follow your example and continue writing the conversation. They should write a conversation Billy and Marni might have after Billy has researched his options. Have a few pairs read their conversation aloud to the group. Discuss the outcome of the conversations.

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# Reminder: Some Module 4 Goals in Unit 7

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

# **Active Review** Listen to the conversation and fill in the blanks with the words that you hear. @mack38 Marni: Have you decided on your courses for next semester \_ No, I haven't. I'm taking next semester off. I don't like my major, so I've beer \_ I haven't found one I like. looking for another program, But of them are very interesting. Marni: Really? You've never this. have you felt this way? the semester started, so for almost four months. I've done some research on other \_ Marni: Great. Have you \_ your mind yet? Billy: No, I'm still uncertain. I might get a part-time job. Or maybe I'll move back home \_\_\_ I think about my future. \_\_\_ thought about going traveling? My Marni: Have you friend did that He did some backpacking and , and helped clean up a beach. No. I've thought about that. Sounds really interesting. I'll research it \_ \_ the semester break **Check Your Options** Imagine that you are in Billy's situation. Research different travel opportunities for young people taking a year off from school. Make notes on the ones you like best. Billy's research notes: Work with a partner. On a separate piece of paper, write a conversation Billy and Marni might have after Billy has researched his options. Then role-play your conversation. Some Module 4 Goals in Unit 7 Put a check mark (√) next to the things you can do. Talk about plans for your next holiday Correctly use simple phrases you have learned for specific situations \_ Check written sentences for mistakes (for example, subject-verb agreement or article agreement)

# **Fluency**

### A Listen to Speak

Listen to an advisor asking a student some questions. Fill out the student's information on the form as you listen.

Student Information Questionnaire					
Name:					
Work: Yes No	Traveling: Yes No No				
Details:	Details:				

### D. Weite to Consol

The advisor also has to ask questions about the topics below. Write questions that the advisor can ask to find out details about a student's interests and experiences.

Living at home
• Studying abroad
Volunteering
Other activities:

Now prepare a form for those topics. It can be similar to the one above.

# Now Speak

Role-play a conversation between an advisor and a student. Partner A is the advisor. Partner B is the student.

- Partner A ask your questions from activity B and fill out your form. Partner B should use true
  information in his or her answers, if possible. Get more details by asking follow-up questions.
- 2. Partner A give your opinion about what you think partner B should do if he or she takes time off.
- 3. Switch roles and role-play again.

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# **Fluency**

# A Listen to Speak Track 39

Tell students that they will listen to an advisor asking a student some questions. As they listen, students should fill out the student's information on the form. Before they start, go over the parts of the form so that students will know what they should look out for.

Name: Rick Work: Yes

Details:

- He has good IT skills.
- He worked in a computer store part-time last year.
- He worked there for almost 6 months.
- He really liked it and learned a lot about customer service, and the pay was good.
- He works as a cook in a restaurant on campus now.
- He doesn't like it because he can't talk to people.
- He doesn't earn much money now.

Traveling: No

Details:

- He has never traveled abroad.
- He's never even been out of this state.
- He would like to visit Europe, especially France or Switzerland.
- He would like to go backpacking in those countries.

# Write to Speak

- Ask students to work individually and fill in the blanks in part B.
   Tell students to write questions that the advisor can ask to find out details about the additional topics. Go around the classroom to monitor students' work and assist when needed.
- Assign students to pairs to check each other's questions and prepare a form that is similar to the one in part A.

# **©** Now Speak

- Tell students that they will be role-playing a conversation between a student and an advisor.
- Have students read through each the directions and ask questions to ensure that students are clear about the task being assigned.
- Allow students to work on the task together as you walk around the classroom checking progress and answering questions as they come up.
- Have a few students perform their conversation for the class. Give feedback on their role-plays.

# **Unit 8 Overview:**

# **Studying Abroad**

# Lesson 1: Canada or the USA?

Aims: - Practice asking for and giving opinions, and

agreeing

- Develop fluent use of intensifiers

Vocabulary: Words used to talk about places Grammar: whether and if

# Lesson 2: US City Guides

Aims: - Discuss likes, dislikes, and opinions about cities

Vocabulary: Cities and city events

**Grammar:** Comparative and superlative adjectives: more/most,

less/least; both A and B

# Lesson 3: Which language center?

Aims: - Speak fluently about daily life at a language school

or university

- Use less, fewer, and (not) as ... as to make

comparisons

**Vocabulary:** Words related to travel and language study **Grammar:** Comparing using less, fewer, and (not) as... as...

# Lesson 4: Study Spanish abroad.

Aims: - Speak fluently about studying

- Use specific phrases to show agreement

Vocabulary: Studying a language

can and could for possibility; phrases for agreement **Grammar:** 

# Lesson 5: Let's chat.

Aims: - Read and understand short social network posts

- Develop fluent use of either, neither, and both

- Use too and enough with adjectives

**Vocabulary:** Living abroad

Grammar: either, neither, and both; too and enough with adjectives

# Some Module 4 Goals in Unit 8

- Understand short, simple texts, or familiar subjects
- Identify changes in the general topic of a slow and clear discussion
- Ask for and give opinions; agree and disagree

### Canada or the USA? Lesson 1

- Practice asking for and giving opinions, and agreeing
- Develop fluent use of intensifiers

# Vocabulary

nightlife main seriously be a fan of freezing extremely suitable thoroughly

# Grammar

whether and if

# Warm Up

Ask students to think of places where people study English abroad. List the places on the board. Ask for reasons that people choose those places and write some of the reasons on the board. Depending on your class, ask students about their experiences studying abroad: Have you ever studied abroad? Where did you go? Why did you go there? Where would you like to go? etc.

# \* Unit 8 · Studying Abroad \*

# Lesson 1

# Canada or the USA?

Read the conversation. Then listen. @Track 40

Anika: What do you think about studying abroad, Albert? Albert: I think it's a fun way to learn about new cultures, people, and food. Why?

Anika: Well, I'm seriously thinking about doing it. But I'm not sure whether I should go to Canada or the US. I can go to Toronto or San Diego. But both cities might be great.

What's your opinion about Canada?

Albert: Well, I don't think you'll like the snow and the freezing temperatures, Anika. I'm sure

you would rather be in San Diego, enjoying the sunny beaches and the nightlife. You're right. I don't like the cold. But I'm also not a fan of hot and humid weather. Also, I'm not sure if I want to go for a year or a semester. A year seems like an

extremely long time.

Albert: I don't agree. You need a year to really get to know a place. Have you decided if you want to live with a homestay family or in a dorm? Having a suitable place to live is the main thing you need to have a good time studying abroad.

Anika: Yeah, I agree. I haven't thought about it.

Albert: Well, in my opinion, staying with a family is great if you want to study, but a dorm is better for making friends. I think a dorm is much

better. But you should research things thoroughly before you decide.



"Toronto" is a Canadian city in the province of Ontario, and "San Diego" is an American city in the state of California.

# Vocabulary

# Match the words and phrases to the correct definitions.

	<ul><li>a. main</li><li>e. freezing</li></ul>	<ul><li>b. seriously</li><li>f. extremely</li></ul>	<b>c.</b> nightlife <b>g.</b> suitable	<ul><li>d. be a fan of</li><li>h. thoroughly</li></ul>
	<ol> <li>the most important</li> <li>activities and kinds of or that happen at night</li> <li>completely or perfectly</li> <li>very; greatly</li> </ol>	entertainment ——	<ul><li>6. very cold</li><li>7. involving a lot</li><li>8. an expression</li></ul>	one or something of thought; sincerely used to show that a person g very much
С	Comprehension			
C				
C	Listen and read the con What three decisions do			
<u> </u>	Listen and read the con- What three decisions do	es Anika need to r	nake? What are A	nika's options? ⊚™ de 40
<u> </u>	Listen and read the con What three decisions do Decision 1:	es Anika need to r	nake? What are A	nika's options? ©Track 40
	Listen and read the com What three decisions do Decision 1:	es Anika need to r	nake? What are A Options:	nika's options? @Track40  or or
	Listen and read the com What three decisions do Decision 1:	es Anika need to r	nake? What are A Options:	nika's options? @Track40  or or
	Listen and read the con What three decisions do Decision 1:	es Anika need to r	nake? What are A Options:	unika's options? ©Track40
	Listen and read the con What three decisions do Decision 1:	es Anika need to r	nake? What are A Options: Options: Options:	or or

# Model Conversation Track 40

- Transition by telling students they will read and listen to a conversation between two students talking about studying abroad. Tell them one person, Anika, has been thinking about doing it, and she is asking Albert for his opinion.
- Assign students to pairs and ask them to read the conversation together.
- Play the audio and listen to the conversation as a class.
- Review the content of the conversation by asking students questions about it. What is Anika considering? (Studying abroad.) What two cities can she go to? (Toronto or San Diego.) What does Albert think about studying abroad? (He thinks it's a fun way to learn.) Does Albert think Anika will like Toronto? (No.) Why not? (It's snowy and cold.) How long does Albert think Anika should stay abroad for? (A year.) According to Albert, what are homestays good for? (Studying.) What does he say dorms are good for? (Making friends.)
- Ask students if they have any questions about what they've read and heard.

# Vocabulary

- Go over the words in the box. Read each word and ask students to repeat.
- Assign students to pairs. Tell them to match the numbered definitions with the words from the box. As students work, monitor and give assistance.
- Go over the answers as a class.
- Ask students to try to use the words in sentences or give any synonyms for the words they know.



**2.** c **3.** h **4.** f **5.** q **6.** e **7.** b **8.** d

### Grammar

### whether and if

When the two choices are to do something or not do it, you can use or not or leave out or not: I don't know if/whether I'll study abroad. I don't know if/whether I'll study abroad or not.

whether (option 1 or option 2)	
We can use whether/if or to talk a	about two options or possibilities.
not?   selection   selection	I'm not sure if I want to go for a year <b>or</b> a semester. Have you decided if you want to live with a family <b>or</b> in a student dorm?

Use phrases such as I don't know to show you are not sure which option to choose.

### **Grammar Practice**

# Put the words in order to make sentences. Answers may vary.

- 1. Europe / I want to / I / America / if / or / can't decide / study in
- 2. whether / one semester / for / do you know / you will / or / a year / study
- 3. I want to / the dorms / live in / I don't know / with a homestay / if / or
- 4. doesn't know / study in / he'll / Sam / whether / China / or / Japan
- 5. study abroad / next year / she'll / if / or not / hasn't decided / Maria

# **G** Use the Language

### Whether or not

- Write a list of three decisions (real or made-up) you need to make. They can be about school, friends, going out, which university or subject to choose, or another subject. Each decision needs two options.
- Work with other students. Tell them about the decisions you need to make. Listen to their opinions and let them know if you agree or not. Make sure everyone gives reasons for their opinions.



Decision	Option 1	Option 2

Did you get any help with your decisions? Tell the class about your decisions and your partners' opinions.

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# Comprehension Track 40

- Ask students to look at the conversation again. Tell them that
   Anika is trying to decide three things. Ask them to find and
   write the three decisions she needs to make and the options
   that she has. Help them with the first one if students aren't sure:
   Decision: <u>Study abroad?</u> Options: <u>Toronto</u> or <u>San Diego</u>
- Assign students to pairs. Tell them to write the decisions and options down. Play the audio again if necessary.

Decision 1: Study abroad? Options: Toronto or San Diego Options: a semester or a year Decision 3: Where to live? Options: homestay or dorm

# About You

- Assign students to pairs. Tell them to discuss each of the decisions and say what they would choose. What advice would they give Anika? Why?
- Go around the room and monitor to ensure each person in each pair has a chance to talk about each of the three decisions.

# **Grammar**

- Briefly go over the table, practicing the exchanges. Explain that *if* and *whether* can be used to show two choices.
- Draw students' attention to the Brief note above the grammar table. Explain that sometimes the two choices are just to do something or not do that same thing. In these cases, the second choice doesn't need to be mentioned: I'm not sure whether that restaurant is good. Or not can also be added in these cases: I don't know whether it's good or not.
- Practice more by thinking of a few real-life situations, making clauses, and using them with I don't know. For example, the

two options could be *go out* and *stay home*. Then students can make a sentence like *I don't know whether to go out or stay home*.

# Teacher's Note Interrogative Clauses

Using *if*- and *whether*-clauses may be a big step up for some. If students ask about grammar, explain that *whether* and *if* can be followed by a clause (subject and verb) to form something that functions as a noun. This is called an interrogative clause.

# Grammar Practice

- Tell students that they are going to put words in the correct order to make sentences.
- Do number 1 together as a class.
- Then ask students to work individually and write all the sentences in the correct word order. Remind them to refer to the chart as necessary.
- Monitor students as they work, helping those who are stuck and making sure everyone is on track.
- When ready, check answers as a class.
  - 1. I can't decide if I want to study in Europe or America.
  - 2. Do you know whether you will study for a year or one semester?
  - **3.** I don't know if I want to live in the dorms or with a homestay.
  - **4.** Sam doesn't know whether he'll study in China or Japan.
  - **5.** Maria hasn't decided if she'll study abroad next year.

# ✓ Check the Workbook

For further practice with sentences that use *if* or *whether*, use Exercise 3 in Lesson 1 of the workbook.

# **©** Use the Language: Whether or not

- Tell students to think of some things they need to decide on. Elicit examples and write them on the board. Tell students that the decisions can be about anything, real or made-up. Write some examples on the board to get started:
  - have salad or pasta for lunch
  - stay in or go out tonight
- buy an expensive new phone or a cheaper, older one
- Emphasize that students can use real-life decisions or make them up.
- Ask students to work alone first. Tell them to write their decisions and two options for each decision in the table on page 105. Tell them they may use the examples on the board if they can't think of anything else. Monitor to ensure that each student writes three decisions with two options each.
- Very quickly model an example: I don't know if I want to have salad or pasta for lunch. Have a few students say this or a sentence like it.
- Assign students to pairs. Tell them to say their sentences and ask for their partner's opinion. Tell the partners to give their opinion and a reason for it.
- Wrap up the activity by asking each student to share their decisions with the class. Ask them what suggestions they got from their partners.

# **Extension** Planning to Study Abroad

Tell students they are going to take the role of Anika from the model conversation. They can choose two possible countries different from the ones in the model conversation. They may also choose possible majors or other details if they wish. Assign students to pairs. Tell them to make the same three decisions Anika had to make, using advice from their partner. Finally, have students share their decisions with the rest of the class.

# **Lesson 2 US City Guides**

# Aims

- Develop fluent use of comparatives and superlatives
- Discuss likes, dislikes, and opinions about cities

# Vocabulary

high-tech historic fell in love year-round festivals green

# Grammar

Comparative and superlative adjectives: more/most, less/least; both A and B

# Warm Up

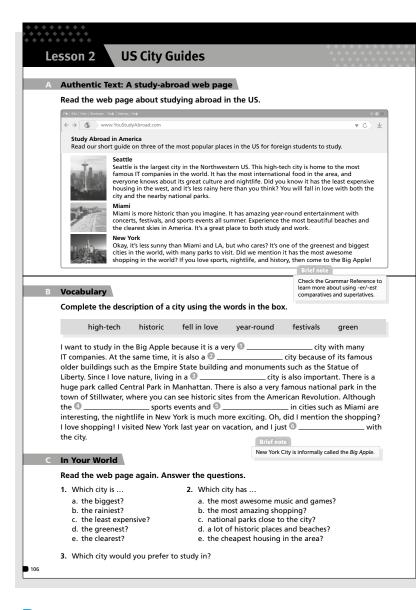
- Ask students to describe the good things about their city, or the nearest big city. What would be good for students who want to go there to study abroad? Write some of the things students mention on the board. Ask specific questions if students are short on ideas: Is there a lot of green space? How is the transportation? Are there libraries, coffee shops, and other places to study or meet? Are there restaurants and other nightlife?, etc.
- The warm-up could be a good time to pre-teach some of the vocabulary that will appear in this lesson, such as *nightlife* or *high-tech*.

# Teacher's Note Background Information on the Cities

- Seattle is on the west coast of the United States. It has a
  population of more than 600,000 people and is generally
  known for being rainy. Despite being far north, it does not
  experience extreme winters.
- Miami is on the southern tip of Florida in the United States.
   About 5 million people live in Miami and the surrounding areas. It is known for its beaches and warm weather.
- New York City is on the east coast of the United States. It
  has more than 8 million people. It is the most populous city
  in the United States and one of the most visited places by
  foreign tourists.

# A Authentic Text: A study-abroad web page

- Transition by telling students that they will read part of a web page that describes cities where students often study abroad.
- Ask students to read the article by themselves silently and mark any words, phrases, or sentences that they don't understand.
- Assign students to pairs. Ask the pairs to read the article aloud together by taking turns reading sentences, paragraphs, or however you or they divide the reading. Tell them to work with their partner to work out the parts they didn't understand.
- Monitor to correct pronunciation and intonation on the spot. If students still are not sure about some of the difficult parts, give assistance
- Bring the class back together. Ask students if there are any parts they don't understand, or write on the board some of the parts that were difficult.
- Briefly review the information about Seattle, Miami, and New York by asking students comprehension questions. Ask about the weather, activities, and environment in each city.



# **B** Vocabulary

- Go over the words in the box. Read each word and ask students to repeat. Ask students to explain in their own words what each vocabulary word means, to provide an example sentence, or to say a synonym.
- Assign students to pairs. Tell them to read the description and fill in the blanks with what they think the appropriate words are. As students work, go around and give assistance.
- Call the class back together and go over the answers as a class.

>	1. high-tech	2. historic	3. green	
¥	<b>4.</b> year-round	5. festivals	<b>6.</b> fell in love	

# C In Your World

- Tell students to look back at the reading. Tell them to use the information in the reading to answer the questions.
- Assign students to pairs. Tell them to work together to answer each superlative question. Monitor to make sure students are getting the correct answers.
- When students finish, tell them to discuss the question about which city they would prefer to study in.
- Go over the answers as a whole class. Then ask students to report which city they would visit and which city their partner wants to visit

1. a. New York b. Seattle c. Seattle d. New York e. Miami	<ul><li>2. a. New York</li><li>b. New York</li><li>c. Seattle</li><li>d. Miami</li><li>e. Seattle</li></ul>
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### Comparative and superlative adjectives: more/most, less/least; both A and B

comparative adjectives superlative adjectives (A is less/more + adjective than B) (A is the least/most + adjective)					
Comparatives compare two things. Superlatives describe the greatest or lowest degree.  Less is a comparative. It means the opposite of more.  The least is a superlative. It means the opposite of most.					
Miami is more historic than you imagine. It's less rainy here than you think. It's less sunny than Miami or Los Angeles. That state has the least cloudy skies in America.					

When you use both A and B, remember that A and B must be the same type or part of speech (noun, verb, infinitive, etc.).

You will fall in love with **both** the city **and** the nearby national parks. It offers a great place **both** to study **and** to work.

### Grammar Practice

### Underline the error in each sentence. Write the correction.

- 1. I like both Canada the USA.
- 2. I disagree. This country is least dangerous than America.
- 3. I think Rio is most beautiful city in the world.
- 4. In my opinion, Brazil is the more exciting country in South America.
- 5. My city more interesting than LA.
- 6. This city is more quiet New York.
- 7. Vancouver is the last rainy city in Canada.
- 8. Washington is less expensiver than Dallas.
- 9. I think you'll enjoy both the nature or the history.
- 10. It is a great place both to relax and goes sightseeing.

# Use the Language

Although more quiet...than is correct, quiete than is also acceptable. The usage of quieter. than is more common in American English.

# Rate your city

Complete the chart below. Score your city from 1 star (bad) to 4 stars (great). Then write some reasons. Discuss your scores with a group and agree on a group score

Your city's rating	Reasons
	1.
	2.
	3.
	4.

Then compare your city to two other cities. These can be in your country or in another country. Decide which city is best and explain why. Tell the class about your decision. Do they agree with you?

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# **Extension** Cities in Your Country

- With the students' help, make a list of five to ten cities from the country you are in.
- Assign students to pairs or small groups, and ask them to write comparative and superlative sentences about the list of
- Monitor to help students come up with ideas about adjectives to use. This is a good opportunity to engage in real conversation if you are not familiar with some of the cities that are being discussed.
- Ask each group to present their sentences. See if the information given by all the groups is similar.

# **D** Grammar

- Briefly go over the table, practicing the sentences.
- Because the material should be review for many students, you may be able to elicit the rules about comparatives and superlatives. If not, explain that we put less or more before a longer adjective when we compare two things (e.g. Moscow is more expensive than London). Explain that a similar rule applies to superlatives, but we use least rather than less, and most rather than more. Emphasize that in most cases we also have to add the before the adjective.
- Go over the second table, about both. Explain that we use both A and B to talk about two things at the same time. Remind students, as the table states, that in this formula, A and B should have the same part of speech.
- Practice some more by making further comparisons. Focus on longer adjectives, such as comfortable, expensive, beautiful, exciting, relaxing, etc.

# Teacher's Note Simple Comparative/Superlative Rules

If students need to be reminded of the rules of comparative/ superlative forms and spellings, be careful not to use too much time. Also, be aware of some irregularities. Present simple rules or point students to a reliable reference. Point out that there always tends to be exceptions that need to be remembered, such as fun, which, despite being one syllable, is never changed to funner or funnest. Rather than explaining all these intricacies, encourage students not to concern themselves too much over it and simply learn as they go.

# Grammar Practice

- Tell students that each sentence has a mistake and they have to find all the mistakes and correct them by crossing out part of the sentence and rewriting it correctly in the blank.
- Do number 1 together as a class (the → and the).
- Then ask students to correct the sentences individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.

1. the  $\rightarrow$  and the

3. most → the most

**5.**  $\frac{1}{1}$  more

7. <del>last</del> → least

9. or  $\rightarrow$  and

2. <del>least</del> → less

4. more → most

**6.** <del>quiet</del> → quiet than

8. expensiver → expensive

**10.** <del>goes</del> → go

# ✓ Check the Workbook

For further practice with less/least, more/most, and both, use Exercise 2 in Lesson 2 of the workbook.

# Use the Language: Rate your city

- Think of a city that you are familiar with (your hometown or another city you used to live in), and tell students a little about it. Rate it on the board using the four-star system as in the book. Write some reasons (Good nightlife, Housing is not expensive,
- Tell students that they are going to work alone and then as a group. When they work alone, they'll rate their current city. Then they'll compare their ratings in groups.
- Let students work individually. Tell them to follow the model you wrote on the board but to come up with their own ratings and reasons for their current city.
- Have students discuss their ratings in groups and ask them to compare their ratings. Tell them to agree on a group score.
- Then, still in groups, students should move on to the second step and compare their city, the city they rated, with two other cities.
- Monitor to make sure students are coming up with appropriate reasons and maintaining fluent discussion.
- Bring the class back together. Try to average the class's ratings of your current city, or get a general idea of what the ratings were and the most common reasons. Then ask students what other cities they compared theirs with.

# **Extension** Urban Renewal

- Tell students that many cities have had to make improvements in order to attract more residents, tourists, and companies. Things like amusement parks, famous buildings/landmarks, museums, etc. are often added for this
- Put students in groups, and ask them to come up with one idea to improve their city. Tell the groups to prepare to present their idea in detail.
- Ask each group to present their ideas and give the specifics about what the improvement is and why it would be beneficial.

### Lesson 3 Which language center?

# Aims

- Speak fluently about daily life at a language school or university
- Use less, fewer, and (not) as ... as to make comparisons

# **Vocabulary**

modern entry requirement affordable traffic cultural events comfortable survey

Comparing using less, fewer, and (not) as... as...

# Warm Up

Ask students to list some of the famous universities in their area, well-known language schools, or any type of educational institution they would like to compare. Write the categories Location, Accommodations, Activities, and others you choose on the board. Ask students to help you fill in the information as much as you can for four or five well-known institutions.

# Authentic Text: A language school's web page

- Transition by telling students that they will read part of a web page that compares two English language schools.
- Ask students to read the article by themselves silently, and mark any words, phrases, or sentences that they don't understand.
- Assign students to pairs. Ask the pairs to read the article aloud together by taking turns reading sentences or paragraphs. Tell them to work with their partner to try and work out the parts they don't understand.
- Monitor to correct pronunciation and intonation on the spot. If students still are not sure about some of the difficult parts, give assistance.
- Bring the class back together. Ask students if there are any parts they don't understand, or write on the board some of the parts that were difficult for them.
- Write New York College and Springville Center on the board. Elicit the information from the reading (entry requirements, campus, accommodations, etc) and note key words under the corresponding school.

# **B** Vocabulary

- Go over the words in the box. Read each word and ask students to repeat. Ask students to explain in their own words what each vocabulary word means, to provide an example sentence, or to say a synonym.
- Assign students to pairs. Tell them to read each sentence and fill in the blank with what they think the appropriate word is. As students work, monitor and give assistance.
- Call the class back together and go over the answers as a class.
- Affordable may be a difficult word to grasp for certain preintermediate students. Explain that this means cheap enough that normal people can buy it / pay for it. If necessary, explain that the standard of what is affordable might be different for different people. For example, one person might consider a \$15 meal affordable, while others might find this too high for a normal meal.

- 1. affordable
- 2. modern
- 3. comfortable
- 4. cultural events
- **5.** survey
- 6. entry requirement
- 7. traffic

### Which language center? Lesson 3

# Authentic Text: A language school's web page

Read the web page about language schools



New York College (NYC) Springville Center (SC)



We asked international students about the most important factors to consider when choosing a place to study English abroad. We compared two top English schools in Springville and New York. Here are the

SC is as easy as NYC to get into. Both colleges need an intermediate level of English (TOEFL iBT scores of 80+).

NYC has fewer students in each class (15) than SC (18), but NYC is the bigger college (NYC 400 / SC 175). SC feels less crowded than NYC when walking around the area.

SC campus has fewer buildings than NYC. Also, SC is a much older college, so the buildings are less modern than the high-tech ones on NYC's campus.

Students say NYC dorms are as comfortable and new as SC's, but fewer NYC students live on campus. That's because many live with homestay families who live 5 km and farther from the college.

The facilities at NYC, such as the library, IT center, and classrooms, are as good as the at SC. But NYC campus has a new fitness center and some of the tastiest and most affordable restaurants nearby.

Location
SC Offers a beautiful green campus 20 km
away from the nearest city. That means it has
less noise and traffic than NYC. It's a great
place for quiet study, but NYC has better
nightlife and cultural events.

Activities
SC has fewer evening events than NYC.
However, SC has many different social clu
for students to meet and chat with othe students. Both places scored high in our survey for sports activities and cultural events.

### Vocabulary

Fill in the blanks with the correct words and phrases from the box.

modern	entry requirement	affordable	traffic	cultural events	comfortable	survey	
1. Studen	ts do not have a lot o	f money, so tl	hey often	look for	pla	aces to e	
2. One good thing about living in the city is the technology.							
3. The new classroom desks are wider and much more than the tiny old of							
4. I enjoy and pe	going to ople.	becau	use I like	to learn about di	fferent cultures	, countr	
<b>5</b> . The	5. The asks for students' opinions on their campus, classes, and teachers						
6. Passing	6. Passing this exam is a(n) for this high school.						
<b>7</b> . The	in N	ew York is he	avy. It ca	n take a long time	e to travel by c	ar.	

Work with a partner. Discuss which campus you would prefer to study at. Which factors are most important to you?

# C In Your World

# ▶ Setup / Demo

Model the interaction of this activity by asking a student which campus (New York College or Springville Center) they would prefer to study at. You may need to write a model exchange on the board, such as the following: A: Which campus would you prefer to study at? B: I would prefer Springville for several different reasons., etc.

# Activity

Assign students to pairs. Tell them to ask each other which campus they would prefer. Encourage students to go into detail. Monitor to ensure accurate use of the target language.

# ▶ Feedback

Wrap up the activity by asking students to share which campus their partner said they would prefer to study at.

# **Extension** My Ivy League

Ask students to help you make a list of the most popular universities in the country or the world. As a class or in groups, have students research the universities that they have come up with and rank the universities according to their preference. Go over each group's rankings as a class.

### O Grammar

Comparing using less, fewer, and (not) as... as...

less + adjective / uncountable noun fewer + countable noun				
less + adjective / uncountable noun	rewer + countable noun			
Less is used to compare adjectives and uncountable nouns. Fewer is used to compare countable nouns. Both words mean the opposite of more.				
SC feels less crowded than NYC. It has less noise and traffic than the city university.  NYC has fewer students in each class than SC. Fewer NYC students live on campus.				
You can use as + adjective + as to say two things are the same, or not as + adjective + as to describe their differences.				
NYC dorms are as comfortable and new as SC's dorms. (=The schools' dorms are equally comfortable.) SC is not as noisy as the city college. (=SC is less noisy than the city college.)				
Brief note				

When you want to say one thing is less than anot you can either use less than or not as + adjective This show is less interesting than I thought. This show is not as interesting as I thought.

Grammar Practice

Put the words in (parentheses) in the correct order and write the sentence.

- 1. This language school (as /is /as / big) the other language school.
- 2. The classes here ( as / those / as / small / are ) at the National University.
- 3. Our campus ( fewer / places / has / green ) than the other university.
- \_\_\_\_

4. The ( are / entry / difficult / requirements / less ) at the Polytechnic University than here.

5. I think the (modern / are / facilities / less) at the other university.

### Use the Language

### The best place to study

Work with a partner. Think of an ideal university to attend. It does not have to be a real university. Fill in the table with information about your ideal university. When you are done, compare your university with another group's. Then decide which university is the best place to go.

Name of university:	Class size:	Facilities:
	Campus:	Location:
	Accommodations:	Activities:

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### **D** Grammar

- Briefly go over the table, practicing the sentences.
- Explain that *less* is used to indicate that an amount is smaller, but *fewer* is used when a number is smaller. A brief review of count vs non-count nouns might be appropriate here, depending on students' levels.
- Go over the second section of the table: as + adjective + as. Practice the sentences.
- Explain that as ... as and not as ... as can be used to show that two things are the same in some way or different in some way. Point out the Brief note, which explains that less + adjective and not as adjective as essentially mean the same thing.
- Practice more by making a few example sentences. Compare restaurants, foods, cities, celebrities, modes of transportation, sports, or anything that students may find interesting. At this stage, a brief diversion from the topic of universities and study may be welcome.

### Teacher's Note Less vs Fewer Controversy

While the rule that *less* is for non-count nouns and *fewer* is for count nouns is the standard, there are cases where this rules is not followed, often because it cannot be clearly applied. Some grammar experts may insist that phrases like *10 Items or Less* are wrong, it is best not to stress the importance of this rule too much. Some phrases may sound more natural if they go against the rule, as in *five minutes or less*. As it isn't clear whether we're counting minutes or measuring time, there is no clear decision on this phrase. For now, simply establish the rule in students' minds. Note that there will be exceptions but that they're not an issue at this stage.

### Grammar Practice

- Tell students that they are going to put phrases which use the grammar above in order to complete sentences correctly.
- Do number 1 together as a class (is as big as).
- Then ask students to complete all the sentences individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.
  - 1. This language school is as big as the other language school.
  - **2.** The classes here are as small as those at the National University.
  - **3.** Our campus has fewer green places than the other university.
  - **4.** The entry requirements are less difficult at the Polytechnic University than here.
  - **5.** I think the facilities are less modern at the other university.

### ✓ Check the Workbook

For further practice with grammar, use Exercise 2 in Lesson 3 of the workbook.

### Use the Language: The best place to study

- Tell students that they are going to work together to describe or create an ideal university. Model on the board how to fill in the table. Write a name for the university, a class size, some adjectives to describe the campus, etc.
- Assign students to groups. Tell them to discuss what they think is ideal for students and write the information in the table. Tell them it's okay to use a real university or make one up.
- Monitor for accuracy and help students come up with ideas if necessary. Note down some common mistakes in order to do error correction at the end of the activity.
- Merge groups together and ask them to compare universities. Each student should decide which one would be better for them to attend. Ask students to give their reasons.
- Toward the end of the discussion, begin writing common mistakes on the board in the form of sentences containing the mistakes. Call the class back together and ask students to correct the mistakes.
- Recap the whole activity by asking students what kind of university they created. If you want to review in detail, write some of the important information about each university on the board. Ask students which university most of the people in their group chose.

### **Extension** Advice from a Guidance Counselor

- Tell students that they are going to do a role-play between a student and a guidance counselor.
- Those taking the role of the student should pretend they're graduating from high school again. They should try to make a decision about where to go to university and whether or not to go abroad to study.
- Those taking the role of the counselor should interview the students about their interests, preferences, and plans, and make recommendations based on what they know or with some help from the Internet.
- Change roles if time allows.
- Wrap up the activity by asking students what advice they got from their guidance counselors.

### Study Spanish abroad. Lesson 4

### Aims

- Speak fluently about studying
- Use specific phrases to show agreement

### **Vocabulary**

free of charge convenient pronunciation grab download subtitles auiz skip

### Grammar

can and could for possibility; phrases for agreement

### Warm Up

- Have a short discussion with students about studying languages. Ask them if they have studied languages other than English. Ask how they usually prepare for tests. Ask if they take tests well, or feel nervous before tests. Ask them what aspects of learning languages are the most difficult or easiest for them (pronunciation, grammar, vocabulary, reading, writing, speaking, listening, or others).
- To have a more structured warm-up, survey the class and write down each student's name, how long they've been studying English, where they've studied, who they study with, and any other information you'd like to discuss.

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- Transition by telling students that they will practice a conversation in which two students decide where to study and how to prepare for a test.
- Assign students to pairs. Ask students to read the conversation aloud together. Monitor to check pronunciation and intonation.
- Play the audio and listen to the conversation as class.
- Ask students question about the dialogue to check for understanding. What did Monica find? (A website that has free Spanish news.) Where does she want to go? (To a party.) What do they have tomorrow? (An exam.) What does Lucas want to do? (Study for the test.) Why? (They need a good grade in order to study abroad.) What do they decide to do? (Study in the library.) Where and when are they going to meet? (They're going to grab dinner at 6 and then go to the library.)
- Ask students if there are any unfamiliar words. Go over them as a class.

### Vocabulary

- Tell the students that the words on the left are the bold words from the conversation. Go over the words one at a time and ask students to explain what they mean, make example sentences, or give synonyms.
- Assign students to pairs. Tell them to work together and match the words on the left with the definitions on the right. As students work, monitor and give assistance.
- Call the class back together and go over the answers as a class.
- Convenient can be a difficult word for pre-intermediate students. It generally means fast and easy and is often used to talk about a service, facility, website, machine, or other thing that makes life easier.
- In the context of the conversation, grab means to get and eat quickly. However, you may need to clarify that the word itself usually means to take quickly with your hand, but it also refers to quickly eating a meal in a restaurant or café.

>	<b>1.</b> g	<b>2.</b> b	<b>3.</b> f	<b>4.</b> h
	<b>5.</b> d	<b>6.</b> C	<b>7.</b> a	<b>8.</b> e

### Lesson 4

### Study Spanish abroad.

### Read the conversation. Then listen. @Track 41

Monica: Oh, wow! You can read the Spanish news on this website free of charge

Lucas: Really? Great! We can use that for our group project.

Monica: Yeah. Hmm. You know, it's actually a really convenient website. With this, I think we could finish early and go to the student party tonight. I really want to go

Lucas: So do I. But we have an exam tomorrow, remember? Monica: I know, but I don't want to spend all night studying.

Lucas: Well, neither do I. But we have to do well in this class if we want to study in Spain

next year. Why don't we study together? You can help me work on my pronunciation, and I can quiz

you on the vocabulary.

Monica: Oh, all right. Where do you want to meet? Lucas: The library has Wi-Fi, so we can download all the class notes and watch the lecture videos with subtitles. Want to meet there at 7:00?

Monica: Let's meet at 6:00 and grab dinner first.



"Wi-Fi" is a place that offers wireless Internet access.

### Vocabulary

Look at the bold expressions used in the conversation. Match each word or phrase with the correct definition.

- 1. free of charge 2. convenient
- a. the words of a movie, TV show, etc. shown on the screen, often in a different language
- . b. easy to do or use without much trouble
- 3. pronunciation • c. to ask questions to check someone's knowledge 4. grab
- d. to copy or move files from one device to another
  e. to not attend (an event); to miss 5. download
- 6. quiz • f. the way people make sounds to form words and sentences 7. subtitles
- g. at no cost 8. skip
- . h. to get and eat quickly

### In Your World

### Listen to the conversation again and circle true or false. @Took 41

- 1. The library has Wi-Fi. true false
- 2. They both have to take an true false exam.
- 3. Both students are going to true false the student party tonight.
- 4. They are both going to lunch. true false
- 5. The Spanish website will help true with their exam.
  - 6. Lucas thinks the website is true false really convenient.

Which of the following ways to study a foreign language do you think is the best? Rank the methods below from 1 (best) to 4 (worst).

read the news	watch a movie with subtitles
use a computer for vocab and grammar exercises	write a blog

G In Your World ⊙Track 41

### ▶ Setup / Demo

Tell students that they are going to listen to the model conversation one more time and complete a true/false activity. Then they will share their opinions about the best and worst ways to study foreign languages.

### **▶** Activity

Assign students to pairs. Play the audio one time and have students check true or false for each statement. Check answers quickly as a class. Get students to read the sentence in the conversation that shows whether the statement is true or false.

Tell students to work in pairs or small groups. Ask them to rank the four listed methods from most effective (1) to least effective (4). If you teach the word effective, this activity could also be used to review Lesson 2's grammar point (less/more + adjective). Tell them that the pairs and groups must agree on their ranking.

### **▶** Feedback

Ask each pair or group to present their ranking to the class and give reasons for their choices. Answers will vary for this part.



- 1. true 4. false
- 2. true 5. false
- 3. false false

### D Grammar

### can and could for possibility; phrases for agreement

can/can't + ba	se verb	could + base verb
We use can and could to talk	about things that a	are possible.
You can help me with my pro	nunciation.	We could finish early and go to the party. We could invite our classmates.
		for agreement
You can use so, too, and neit	her to say that you	agree with someone.
agreeing with a posi	tive sentence	agreeing with a negative sentence
A: I want to go to the party. A I'm hungry now.	B: <b>So</b> do I. B: <b>So</b> am I. (Me too.)	A: I don't want to study. A: I'm not hungry yet. B: Neither do I. B: Neither am I. (Me neither.)

Brief note

are agreeing with a statement that uses have or a modal verb, use the same verb in your response:
ave been to Canada. B: So have I.
A: I can't swim. B: Neither can I.

### Grammar Practice

Fill in the blanks with the correct words and phrases from the box. One word can be used more than once.

	could film	neither	so do	can practice	too
1. A: We	tog	jether. I think i	t'll be fun!	B:I.	Excellent idea.
2. A: I think	listening to Engl	ish music is god	od practice.	B: Me	Especially pop music.
3. A: We _	a c	lass movie in E	nglish.	B: Sounds good! You	can be the director.
4. A: I don'	t like studying ma	th.		B: Me	
5. A: I don'	t like watching fo	reign movies.		B: d subtitles.	o I. I don't like reading

### Use the Language

### How do you study?

 How do you study? For example, do you like to work in groups or by yourself? Do you study in the mornings or evenings? Write three ways you like to study and three ways you don't like to study.

Like	Don't like
1.	1.
2.	2.
3.	3.





. Tell a partner about how you study. Explain what you like and don't like while studying. Does your partner agree or disagree with you? Ask others. Did you find anybody who agrees with all the same things? Tell the class about the results.

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### **Extension** Roses and Thorns

Teach students what the four basic language skills are (reading, writing, listening, and speaking) and the three basic language systems (grammar, vocabulary, and pronunciation). Ask each student to think of a "rose" (something they enjoy or are good at) and a "thorn" (a difficulty or weakness). Tell students to write down their rose and thorn and share them with the class. Then, students can suggest their own ways to address the thorns that the class mentioned.

### **D** Grammar

- Briefly go over the table, practicing the sentences.
- Explain that can and could can both be used to state possibilities. These can also serve as suggestions (We could have pizza.) or soft commands (You can go and help him.). Also explain that can't means something isn't possible.
- Go over the second section of the table, which shows phrases for agreement with *so, too,* and *neither*. Practice the exchanges with students.
- Point out the Brief note. This concept may be rather difficult for some, but the solution is to practice and drill. You may want to write many possible structures with modals on the board and let students give you the appropriate agreeing response. For example:

Write on board: Students say:
I've never been to Poland. Neither have I.
I'm not interested in space. Neither am I.
I've watched a lot of movies. So have I.
I can swim well. So can I.

etc.

• Practice more by saying a few things you like or do, or don't like or don't do. Let students agree with you.

### Teacher's Note Difficulties with Phrases of Agreement

Don't be surprised if students find phrases of agreement challenging. There are three main difficulties you will need to confront.

- Students must be able to use the same modal in their response as the original speaker used in their sentence. This seems simple but can become tricky with be verbs and negatives.
- So do I and Me too mean the same thing. In Me too, the pronoun should always be an object pronoun rather than a subject pronoun (i.e. me not I, him not he, etc.). This might go against what students consider intuitive.
- Finally, some sentences will use subjects other than a person, which leads to confusion, as in the case of possessive pronouns being used (A: My feet hurt. B: So do mine. / Mine too.). These cases are more advanced. Explain them if you think the students can fathom the material.

### **Grammar Practice**

- Tell students that they are going to complete short conversations with agreement by filling in the blanks.
- Do number 1 together as a class (can practice, So do).
- Then ask students to fill in the blanks individually or in pairs. Remind them to refer to the chart as necessary. Also note that one of the words/phrases in the box is used twice.
- When ready, check answers as a class.

1. A: can practice B: So do
2. A: x B: too
3. A: could film B: x
4. A: x B: neither
5. A: x B: Neither

### ✓ Check the Workbook

For further practice, use Exercise 2 in Unit 8, Lesson 4 of the workbook.

### Use the Language: How do you study?

- Start off with a question about studying. How do students usually study? The examples in the book (groups vs. alone, morning vs. evening) are good examples. You might consider adding more examples like these on the board, such as memorization vs. understanding, reading vs. interactive, in a quiet place vs. a busy place, etc. Get some students' ideas for ways to study.
- Ask students to work individually and fill in the table with three ways they like to study and three ways they don't like to study.
- Assign students to pairs and make sure you change pairs once during the discussion, or simply have student mingle. Tell them to do step 2: share their study likes and dislikes with a partner, and find people who agree with their ways.
- Collect the results by writing them on the board. Write the students' likes and dislikes and find out which likes or dislikes they have in common.

### **Extension** Common Ground

- Tell students to write down four or five opinions they have. It can be things they like, don't like, believe, worry about, etc.
- Tell students to mingle and essentially play "Find Someone Who..." using their opinions. For each of their opinions, they need to find at least one person who agrees with them. Have them write down their names.
- Have students share some of their opinions, and name the people who agreed with them.

### **Lesson 5** Let's Chat

### Aims

- Read and understand short social network posts
- Develop fluent use of either, neither, and both
- Use too and enough with adjectives

### **Vocabulary**

cycling trail cruise average-sized drag gigantic magnificent locals homesick

### <u>Gr</u>ammar

either, neither, and both; too and enough with adjectives

### Warm Up

Ask the class what social media sites or apps they use most. Write the most common ones on the board and write down the number of students who use each site or app on the board. Extend the discussion by asking students why they use that site or app and who they most often interact with on it. Finally, ask if they ever make friends through social media and what they like to do on social media.

### A Authentic Text: A chatroom

- Transition by telling students that they are going to read a series of posts from a social media website. Tell them that the posts relate to the experiences of students who studied abroad.
- Ask students to read the posts by themselves silently and mark any words, phrases, or sentences that they don't understand.
- Assign students to pairs. Ask the pairs to read the posts aloud together by taking turns reading sentences, the posts, or however you or they divide the reading. Tell them to work with their partner to work out the parts they didn't understand.
- Monitor to correct wrong pronunciation and intonation on the spot. If students still are not sure about some of the difficult parts, give assistance.
- Bring the class back together. Ask students if there are any parts they don't understand, or write on the board some of the parts that were difficult.
- Elicit information contained in the reading from students. What does Andres want to do? (Study abroad.) Who gives him advice? (James, Samantha, and Ivy.) Where did James live? (In Toronto.) What does he say about it? (There is a lot to do, and it's good if you like nature.) Continue in this manner for the remaining two posts from Samantha and Ivy.
- Finally, answer the three questions below the reading as a class.

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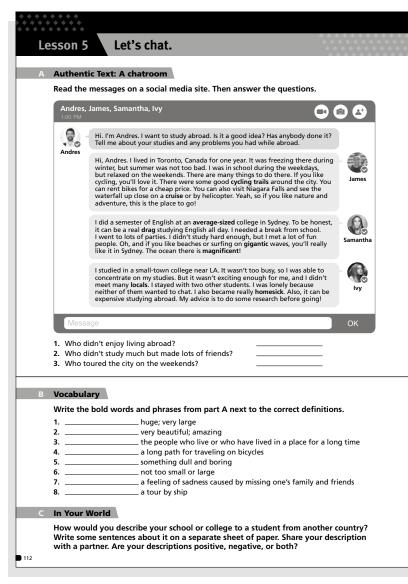
**1.** lvy

2. Samantha

3. James

### **B** Vocabulary

- Tell students that the bold words from the reading are the vocabulary words for this lesson. List the words on the board, and go over each one together. Read them and ask students to repeat. Ask students to explain what they mean, give example sentences, or think of some synonyms.
- Assign students to pairs. Tell them to work together to write each word in the appropriate blank. As students work, monitor and give assistance.
- Call the class back together and go over the answers.
- A *drag* is something that is annoying, boring, unpleasant, etc. Make sure students know that this word is informal.
- Magnificent and gigantic are both strong adjectives, which means they should not have intensifiers such as very, a little, somewhat, etc. before them, but they may be used with intensifiers such as quite or absolutely.





1. gigantic

2. magnificent

3. locals

4. cycling trail

**5.** drag

6. average-sized

7. homesick

8. cruise

### C In Your World

### ▶ Setup / Demo

Write a few sentences on the board describing the university you went to. The sentences should discuss things similar to those in the reading, i.e. weather, culture, etc. Tell students that they are going to write sentences about their university on another piece of paper. They should describe the university and its surrounding area to an international student from another country.

### **▶** Activity

Let students work individually at first and write some or all of their sentences alone. Monitor to make sure students are writing, and go around giving ideas. Then assign students to pairs and ask them to share and discuss their descriptions.

### **▶** Feedback

Do a final recap by calling the class together and asking the partners about the descriptions they heard. Were they positive, negative, or both? Encourage students to explain why they wrote in that manner.

### **Extension** Discussion Board Down the Lane

• Continue with the topic of studying abroad, or mix things up by choosing something different, such as dating, cooking, time management, etc. Give each student a piece of paper. Tell students to write a question about the topic, and pass it to the next person. Ideally, the question should be asking for advice, but it can also be about something factual, or asking for opinions.

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either neither both enough too  1. I can find everything I want in the market and the shopping mall. I like places  2. The café and restaurant are old place has Wi-Fi, so I can't use the Internet the slice hot in the movie theater. I never go there now.  4. The parks aren't safe for me. I don't want to stay there after it gets dark.	Fil	ill in the blanks with the correct words from the box.					
2. The café and restaurant are old place has Wi-Fi, so I can't use the Internet the 3. It's hot in the movie theater. I never go there now.		eith	ner neither	both	enough	too	
5. The trains and buses are cheap one is good for students to use to get to scho	2. 3. 4.	The café and restar	urant are old _ hot in the movie afe	theater. I ne _ for me. I do	place has Wi-Fi, so ver go there now on't want to stay t	o I can't use th there after it g	e Internet there.

### Use the Language

### Which city will be best?

- 1. Work in a group. Look at the cities described in Part A.
- As a group, decide which city is the best place to study. You should do a little research about the city you have chosen. Then list 3 to 4 factors/reasons for your choice.

Which city?	Factors/Reasons
	•
	•
	•
	•

Tell the class about your choice and answer any questions they might have

3. Which group presented the best ideas? Did you agree with the decisions made by each group?

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- Tell students that every time they receive a paper, they should write a reply to the original post and pass the paper again. The papers should all have circulated once around the room.
- After the students get their papers back, have them read the responses to themselves.
- Wrap up the activity by asking students if they got any good answers to their question.

### **D** Grammar

- Briefly go over the first section of the grammar table, practicing each sentence.
- Explain simply that the *either* means one out of the two, while neither means none out of these two. Finally, both means two of the two. It will be important to give examples, such as:
  - Either movie would be fun to watch.
  - Both movies would be fun to watch.
  - Neither movie is boring.
- Remind students that either and both are often used in the same situations. However, either can be used in negative statements (I didn't like either one.) where it has the same function as any but when there are only two in the group.
- Go over the second portion of the table, which deals with too
   + adjective and not + adjective + enough.
- These adverbs can also be confusing for certain students. Explain that too implies something grammatically negative. It is often used as a reason for not doing something. (It was too cold outside implies I did not go outside.) On the other hand, not ... enough means that something should have been more something. (These chicken wings are not spicy enough implies I don't like them.)

### Teacher's Note Subject-Verb Agreement

Subject-verb agreement when it comes to either and neither continues to be a challenge for many learners—even for those at advanced levels (e.g. Neither of them want to or Neither of them wants to?). Emphasize that, while for academic writing or other formal writing, these rules are important, for speaking, they don't need to be followed perfectly in most cases. Students should focus on fluency rather than following these tiny details to a tee. If students need a concrete rule, the official rule is that neither and either are always singular (Neither of them wants to). However, this rule might not be followed in speaking.

### Grammar Practice

- Tell students that they are going to use either, neither, both, enough, and too (each word that was covered in the grammar table) to complete sentences.
- Do number 1 together as a class (both).
- Then ask students to fill in the blanks individually or in pairs. Remind them to refer to the chart as necessary.
- When ready, check answers as a class.

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### ✓ Check the Workbook

For further practice with *either, neither, too,* and *enough,* use Exercise 2 in Lesson 5 of the workbook.

### Use the Language: Which city will be best?

- Tell students that they are going to work in groups to choose a good city to study abroad in. They should consider the three cities mentioned at the beginning of this lesson (Toronto, Sydney, and LA). However, if you'd like to give students more freedom, decide on a larger or different group of cities to consider.
- Write a brief model on the board, showing which city you chose and one or two factors.
- Tell students that they should research the cities on the Internet using their phones if they can, or work from what they know if phones or the Internet are not available.
- Tell students that their whole group should agree on one place.
- Assign students to groups. Tell them to follow your example on the board. They should first choose the city which they think is the best place to study, and then fill out the table with the city's name and the reasons for their decision.
- Ask each group to present the city they chose and their reasons.
- Have the groups present their choices to the whole class.
- Then discuss which group presented the strongest ideas. Ask students if anyone changed their mind after hearing what the other groups had to say.

### **Extension** Why Not...?

- As a class, create a list of decisions where there are two options (have coffee or tea, study in Australia or the UK, etc.). You can reuse some of the decisions from Lesson 1, if students look back in their books. Try to make the list have at least ten decisions.
- Assign students to pairs. Ask them to interview each other and ask about their partner's choice. The partner should give reasons.
- Wrap up the activity by asking students to report their choices. Tally the number of people who chose each option on the board for the students to see.

### **Unit 8: Active Review**

### Warm Up

Ask students to think back about two cities that have been mentioned in the unit: LA and Toronto. Based on what they know about these cities, which one would students prefer? Why? Take a poll of the students and ask for detailed opinions.

### 

- Tell students that they are going to listen to two phone conversations. James is in both conversations. In the first one, he's talking to his friend Anne who has come back from LA. In the second one, he talks to Diane, who is home on vacation from Toronto.
- Ask the students to predict what James will ask about and how Anne and Diane will respond.
- Tell students that they're going to listen to the conversation and fill in the blanks with vocabulary words from the unit. When students are ready, play the audio.
- Review some of the content from the listening to check students' understanding. Is Anne's school cheap enough for James? (Yes, it's \$1,000.) What are the entry requirements? What are they? (You just need enough money and a good TOEFL score.) What does James think of LA's weather? (He's not a fan of humid weather.) Does Diane like Toronto? (Yes, she fell in love with it.) Does she recommend it to James? (Yes.) What do they decide to do later? (Grab something to eat.), etc.

Key

Conversation 1: expensive, affordable, entry

Conversation 2: magnificent, locals, homesick, nightlife

### **B** Role-Play

- Assign students to groups of three. Tell them to choose two
  other countries and cities to study abroad in and research them
  on the Internet. One person plays Anne, one person Diane, and
  one person James. Tell students to use the dialogue as a model.
  Tell them they will perform their role-play for the class.
- Have the students work together and prepare. Give them enough time, and lend assistance where needed. Remind them that they should prepare thoroughly so they can focus on fluency when presenting.
- Have each group present their best role-play to the class.

### © Reminder: Some Module 4 Goals in Unit 8

Read each goal with the class. For each goal, ask students to look over the unit and find where they learned to do these things. Ask students if they can demonstrate some of the goals. Then have them put a check mark next to the goals they have achieved.

### **Active Review**

### USA or Canada?

Listen to James talk to his friends about studying abroad. Fill in the blanks with the words you hear.



James: Hi, Anne. Thanks for calling me

James: Yeah, Maybe, But I have a few

Anne: Well, the school I went to was

to get into that school?

money and a good TOEFL score.

James: What's it like living there?

Anne: Um... the weather is hot most of the

James: Well, I'm not a fan of humid weather

I should just go to Canada

questions before I decide. How

James: Oh. That's not too bad. Is it difficult

pretty low. You just need enough

year, and it can become very humid

in the summer. The traffic is bad, too

or waiting in traffic. Hmm... maybe

your time in LA.

Anne: Sure. Are you thinking about going there to study, too?

per semester.

Anne: The

back. I just wanted to ask you about

is it to study there?

.. It only cost about \$1,000

requirements are

nversation 1: USA?

Conversation 2: Canada?

James: Hi, Diane. This is James. So, when are you going back to study in Canada?

**Diane:** Oh, hi, James. I'm going back after summer vacation.

James: I see. I'm thinking about going to Toronto to study, too.

James: Were you ever \_\_\_\_\_? I think
I would miss my friends and family

too much.

Diane: At first, I was. But after making new

friends, I was fine.

James: That's great. What about the
and the food?

Diane: The nightlife is wonderful and there are plenty of awesome restaurants.

James: Speaking of food... Do you want to

grab something to eat later?

Diane: Sure. I'm extremely hungry!

### **B** Role-play

Read the conversations in groups of three. Then role-play the conversations again with different countries and cities. Use the Internet to learn more about the countries and cities you've chosen. What locations did your partners choose? Which one sounds most appealing to you? Share your best role-play with the class.

### C Reminder

### Some Module 4 Goals in Unit 8

Put a check mark (/) next to the things you can do.

	Understand short, simple texts on familiar subjects
//	Understand simple texts, emails, and letters
// <u></u> ,	Ask for and give opinions, agree, and disagree

### Communication

### Listen for Information

Listen to the description of a language school. Complete the information.

1.	The school is in a	city.

\_\_\_ other big cities.

3. There are a lot of \_\_\_ \_\_\_ to do on the weekend.

4. You \_

5. The temperature is almost always \_\_\_\_

7. There are a lot of group activities, such as \_ \_\_\_\_, and city tours.

8. We have 260 students total, with \_\_\_\_ \_\_\_ in each class.

9. Our campus is in the city center near \_\_\_\_\_

\_\_\_ and \_\_ \_\_\_\_ with Wi-Fi and facilities such as a 10. It is \_\_\_\_\_

\_\_\_\_\_, café, and study garden.

### **Discuss and Create**

Your group has been asked to open a new language school (or university) in your city. Discuss where your school is and what facilities it has. Compare it to other schools in vour city for international students. When you have agreed on your ideas, create a flyer, brochure, or PowerPoint presentation that describes your school.

Your school:

Other schools:

After you have created your presentation, work with another group. Show your presentation to the other group. Have them ask your group questions about your school and make suggestions. Make any necessary changes to your presentation. Then each group should present information about their school to the class.



### Communication

### A Listen for Information Track 43

- Tell students they are going to listen to a description of a language school. Tell them to fill in the blanks as they listen.
- Before you play the track, have students read through the sentences first. This will help them to get an idea about what the listening will be about and also what they will need to look out for to fill in the blanks.
- Play the audio and pause after each sentence.
- Check the answers as a class together. If there were answers that the whole class missed or got wrong, then don't give the answer yet, but play the audio one more time.
- Finally, do a final check and write the answers on the board so that every student has a chance to write the correct ones down.
  - 1. gorgeous
  - 2. crowded than
  - **3.** fun activities
  - 4. can go, historic
  - **5.** comfortable
  - **6.** 100
    - 7. sports events, festivals
    - 8. 20
    - 9. banks, shops
  - 10. small, high-tech, library

### Discuss and Create

- Tell the students that they are going to create their own language schools. Assign students to groups.
- Tell the groups to discuss what the features of their schools will be (name, location, class size, facilities, costs, etc.). Once the whole group has agreed on five or six pieces of key information, ask students to research other language schools in the same area. If possible, students should find the same information that they wrote down, but pertaining to the other schools they
- Finally, tell the students to prepare a short presentation to share their school with the rest of the class. They should create a poster, a flyer, brochure, or PowerPoint presentation of their language school. Give students ample time to prepare for their presentation.

### **©** Present

- Combine groups with one another. Have each group give their presentation to the other group.
- The other groups should ask guestions and make suggestions about the schools being presented.
- After giving the presentations in groups, tell students they may make modifications to their presentations in order to prepare for a presentation to the whole class.
- When all groups are ready, have each group present to the class. Tell them to focus on speaking fluently, not necessarily
- It may be helpful to give some tips on presentation skills before the students present on their schools.

## Module 4: Review

### **A** Vocabulary

Assign students to pairs, or do these as a whole class, making sure that all the students complete the sentences. Ask students to fill in the blanks using the words in the box. Remind them that they can look back through the whole module for help if they need to.

Λί	<b>1.</b> dying to <b>5.</b> especially	<ul><li>2. nerves</li><li>3. affordable</li><li>4. mood</li><li>6. backpacking</li><li>7. homesick</li><li>8. beach</li></ul>	
Key	<ol> <li>9. humid</li> <li>13. high-tech</li> </ol>	<b>10.</b> entry <b>11.</b> main <b>12.</b> greenest <b>14.</b> almost	

### **B** Grammar

Assign students to new pairs, or continue as a whole class. Write answers on the board and make sure that all the students fill in the blanks. Tell students to try working on the sentences without looking back in their books. If they have trouble solving the sentences, then they should look back through the book to refresh their memory. Go over the answers as a class.

	<b>1.</b> long	2. ever	<b>3.</b> for	4. since
>	5. None	<b>6.</b> few	7. during	8. whether
Key	9. most	<b>10.</b> less	<b>11.</b> Both	12. Neither
	<b>13.</b> as	<b>14.</b> fewer	<b>15.</b> too	

### Module 4 Review

Fill in the blanks with the correct words from the box.

	2						
	main mood	nerves beach	homesick humid	greenest dying to	backpacking high-tech	entry almost	especially affordable
1. I'm really eat something—I'm starving.							
2.	2. She has one coworker who really gets on her						
3.	3. The school I went to was very It only cost about \$1000 dollars per semester.						
4.	4. You're in a really good today. Is it because of this beautiful weather?						
5. I fell in love with this city right away. I love the great restaurants.							
6. I've been through Australia. The people were friendly and kind.							
7. I often feel when I am away. I miss my friends and family so much.							
8.	She doesn	n't feel we	II, so she'll ha	ive to skip oui	trip to the		_ today.
9.	9. The weather is hot most of the year, and it can become very in the summer.						
10.	The		_ requiremer	nts for the sch	ool are low.		
11.	Your major is your course of study.						
12.	. This city is one of the cities in the world. There are many trees and parks.						
13. There are a lot of companies located in and around San Francisco, such as Facebook, Microsoft, and Apple.							
14.	I've memo	orized		all the vocab	ulary. Quiz me to	see what I	know.
Grammar							
Fill in the blanks with the correct words from the box.							
••••	iii tile bio	IIINS WILI	i the confect	words Holli	tile box.		
	as less	both mo	during st neit	ever her none	few few since		r long vhether

	as both during ever less most neither no	few fewer for long ne since too whether
1.	How have you studied English?	9. New York is the international city in the world!
	Have you been to Mexico? She has lived here ten years.	10. The shopping center is crowded in the morning. I always come then.
	I haven't seen her we went to the party.	11 Miami and Seattle are great cities to study. They're awesome!
5.	of those three movies are good. They're all boring!	<b>12.</b> student wanted to talk. They were very tired.
6.	A of the students came—I think about three or four.	<b>13.</b> They're the same price. This shirt is expensive as that shirt.
	I went traveling the holidays. I'm not sure to stay or transfer next semester.	14. There are students in the class today than yesterday.  15. It's hot to study today.

### **C** Conversation

### Put the conversation in the correct order. Then listen and check. @Took 44

- 1 Hi, Alex. How was your time abroad? Has your English improved since the last time I saw you?
- \_\_\_\_ Canada? I guess if you like freezing temperatures and snow. I prefer hot and humid weather. \_\_\_\_ Well, Canada is a possibility. I've always wanted to go there. I've heard the large cities are
- modern and high-tech, but the smaller cities are greener and quiete.
- Of course! I've been overseas for four semesters, so my pronunciation and vocabulary have improved a lot.
- \_\_\_\_\_You're so lucky. I was thinking about studying abroad too. I haven't made up my mind yet.
- \_\_\_\_ Where do you want to go?
- \_\_\_\_ I see. Well, if it includes everything, I guess it's not too bad.
- \_\_\_\_ Um...it depends on where you go to study. But the average cost is about \$20,000.
- Well, me too. But I think I can adjust to the cold. And it'd be nice to live in a different place for a while. Anyway, how much does it cost to study for a year?
- \_\_\_\_ Wow. That's so expensive.
- \_\_\_\_ You should research different schools and cities to help you figure it out. That's what I did.
- Yeah, but that includes the cost for staying in the dorm and meals. It can be cheaper if you decide to stay with a homestay family.
- $\underline{^{13}}$  Maybe I'll do that tonight. Anyway, it was nice to catch up with you. Thanks for helping out.

### D Where will we study abroad?

Role-play a conversation with a friend. Imagine you are taking a semester or year off from studying. Discuss the pros and cons of going home, traveling for fun or to volunteer, and getting a job. Choose the best option for you. Tell other students about your choice and your reasons for doing it.

	Pros	Cons
Going home		
Traveling for fun		
Traveling to volunteer		
Getting a job		

### E Anna's Email

This is Anna. She finally decided to study abroad at a language school. She has been studying abroad for about a month. She has decided to write to one of her friends back home. Imagine that you are Anna. On a separate piece of paper, write an email to her friend. Make sure to write about all of the photos in your email.











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### Conversation Track 44

- Assign students to pairs or small groups. Tell them to work together to put the sentences in order as best they can.
- Monitor to make sure that everyone is working together and trying to write down the correct order.
- Once every pair or group has numbered the whole conversation, play the audio.
- Ask students if their answers were correct. If students got a lot
  of numbers wrong, don't give them the answer immediately.
   Play the audio one more time, this time pausing after each
  turn of the dialogue to give the students time to correct their
  numbered order.
- Check all the numbers as a whole class, writing the correct answers on the board so that every student has a chance to record the right ones.
- Ask questions to check for comprehension.

(ey

1, 6, 5, 2, 3, 4, 11, 8, 7, 9, 12, 10, 13

### Where will we study abroad?

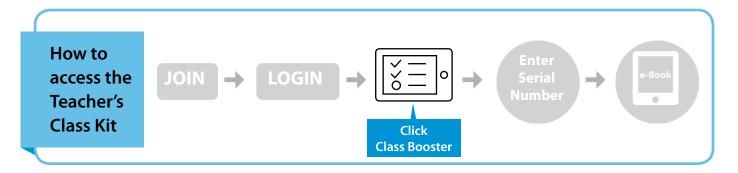
- Assign students to new pairs. Ask them to look at the options for things to do during a gap year, or year off from university.
- Write some examples of possible good and bad points (pros and cons) on the board. Only talk about the Going home option (*Pros: save money, see your old friends; Cons: have to follow parents' rules again; not that exciting*). Then students will be able to do the remaining three with just their own ideas.
- Tell the new pairs to continue discussing and writing pros and cons for each of the other gap year options.
- Monitor to offer ideas and help, and make sure that every pair is writing things down.
- Now instruct the pairs to write a conversation or memorize a conversation that they can role-play in front of the class, where two students discuss what to do during a gap year. Give students enough time to prepare their role-plays.
- Ask each pair to practice their role-play once. Then, have each pair do their role-play for the class.

### Anna's Email

- Tell students to imagine that they have been studying abroad for a month. Now they're going to write an email to a friend back home, telling them how things are going.
- Look at each picture below the instructions and make sure students understand what the pictures depict or could be referring to. (Picture 1: sightseeing / guide map; Picture 2: "The Big Apple" / New York; Picture 3: cycling trails Picture 4: city lights / nightlife; Picture 5: homesick(ness)). Many of these refer to vocabulary words from the unit, so check the meaning again with students if you believe it will be necessary or helpful.
- Give each student a sheet of paper and tell them to write their email to their friend from home. Tell them to imagine that they are Anna. Anna has decided to write to a friend back home. Tell students to make sure to write and mention something related to each of the pictures.
- Monitor students' writing and help correct mistakes as they work. In some cases, you may need to offer ideas.
- Encourage students to make it as realistic as possible.
- Call on volunteers to share their emails with the rest of the class.
- Wrap up the class by congratulating students on having finished the third book. Praise them on their hard work and participation throughout the course.



The **Teacher's Class Kit** includes interactive e-book versions of *Blueprint Student Book* and *Blueprint Workbook* that can be used in the classroom to facilitate teaching. The e-books are accessible through the Compass homepage. The *Blueprint Teacher's Guide* grants access to this tool through a serial number, which allows for one year of access to the *Teacher's Class Kit*.

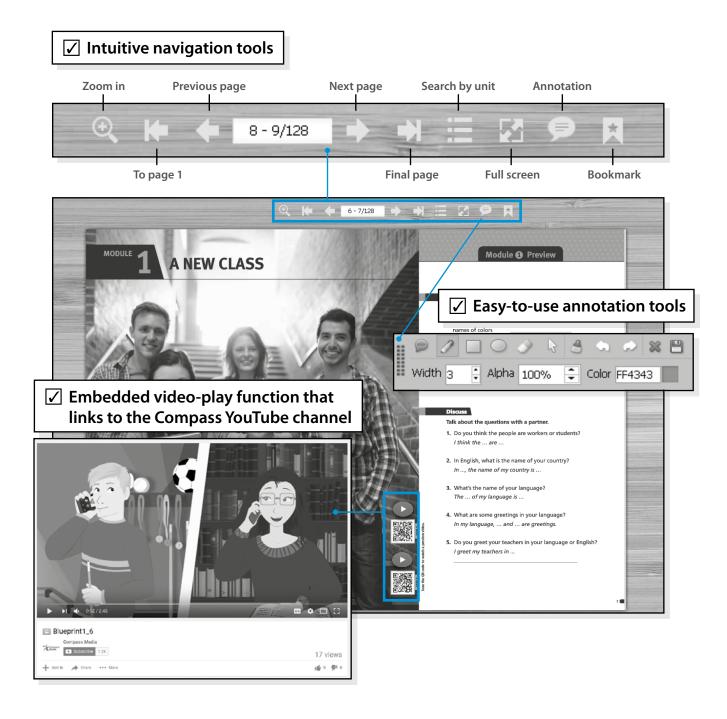


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- Interactive whiteboard
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# 6

## How to get your serial number

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