

New Dynamic English

Level 3: Modules 5 & 6

Instructor's Guide

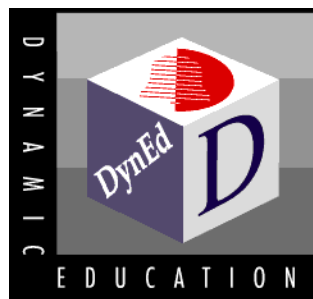


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Scope and Sequence, Module 5

Module 5, Unit	Main Learning Points	Comments
1. On a Trip A Paris Vacation Today's Activities Florence and Beyond Question Practice w/SR Focus Exercises	<ul style="list-style-type: none"> • Past, present, future events and experience • Present Perfect tense (<i>she has had..., they have kept in touch, she has never been...</i>) • Duration (<i>been, for, since</i>) • Future time and Modals (<i>be going to, will, may, look forward to V(ing)</i>) • Conditional (<i>she would do the writing, if they go together, it could be...</i>) • <i>already, yet, ever</i> • <i>Yes/No</i> and <i>Wh</i>-question formation with Present Perfect and Past tenses. 	<ul style="list-style-type: none"> • In the context of a trip to Europe, this Unit introduces the Present Perfect tense. • Students focus on the difference between the past tense to express a singular event and the present perfect to express a state or experience.
2. Energy Sources Our Energy Needs What about the Future? Questions Focus Exercises	<ul style="list-style-type: none"> • Cause/Effect (<i>As the supply decreases, the price will increase. Oil spills cause...</i>) • Classification (<i>such as, some of the ways we get energy, fossil fuels include coal, oil...</i>) • Conditionals (<i>if the temperature rises, if it gets into the environment...etc.</i>) • Degrees of Certainty (<i>will increase, can convert, there may even be..</i>) • Noun phrases (<i>many kinds of wildlife, the energy of falling water</i>) • Passive voice (<i>is converted, are produced, must be limited, is used, are being cut</i>) • Purpose (<i>We need energy for heat. We need energy to run our factories</i>). 	<ul style="list-style-type: none"> • This unit focuses on global issues, such as Global Warming. • Students learn important vocabulary and concepts useful for talking about basic science. • This unit follows up 3(2) <i>Our World</i>.
3. Directions City Directions City Quiz Spatial Relations	<ul style="list-style-type: none"> • Giving Directions (<i>turn right at the intersection, cross the street, etc.</i>) • Distance (<i>too far, not far enough, one block east, two doors down</i>) • Location (<i>on the same block as, on the opposite side of the street</i>) • Spatial Relations (<i>upper left-hand corner, second from the left in the top row</i>) 	<ul style="list-style-type: none"> • Prepares students for giving and following directions. • This unit follows up 3(3) <i>Locations</i>.
4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR	<ul style="list-style-type: none"> • Gap-filling and speech recognition exercises review key grammar and vocabulary. • Develops fluency and reading skills. 	<ul style="list-style-type: none"> • These lessons review Units 1-3 and focus on key points such as the Present Perfect tense.
5. Video Interactions w/SR How Much Are the Tickets? Business Telephone At a Restaurant (1) Hot Seats	<ul style="list-style-type: none"> • Polite language for solving a problem over the telephone and for buying something. • Students may interact with the actors through Speech Recognition (SR) activities. 	<ul style="list-style-type: none"> • Language review. • Provides a model for role-plays.

Scope and Sequence, Module 6

Module 6, Unit	Main Learning Points	Comments
1. Life Experience Making a New Life A Path to Success A Troubled Past Questions Focus Exercises	<ul style="list-style-type: none"> • Present Perfect/Past tenses contrasted • Passive voice (<i>was rejected, was arrested</i>) • Gerund/Infinitive (enjoys <i>teaching</i>, decided <i>to study</i>, likes <i>living</i> in England) • Change (she <i>became</i> a model, he's <i>getting</i> older, their relationship <i>got</i> better.) • Reason/Purpose (<i>for</i> a personal reason, a grant <i>to</i> study, arrested <i>for</i> stealing) • Time Sequence (at the same time, a year later, before that, since then, he <i>still</i> lives) 	<ul style="list-style-type: none"> • Students learn to talk about their past experiences and hopes for the future. • This unit contrasts the lives of three characters. • This Unit extends and follows up 5(1) <i>On a Trip</i>.
2. Matrix Vocabulary Occupations Places to Go Ways to Travel Things to Wear Feelings Matrix Game	<ul style="list-style-type: none"> • Adverb clauses/phrases (<i>when they are happy, when someone is rude to them</i>) • Compulsion, <i>have to</i> (I only go when I <i>have to</i>. You <i>have to</i> put on your socks.) • Word relations/analogies (<i>Driver is to bus as pilot is to airplane.</i>) • Gerunds/Infinitives (I prefer <i>flying</i>. The fastest way to travel is <i>to go</i> by airplane.) • Countable/Uncountable Amounts (<i>many people, some people, a lot of education, a pair of gloves, most people</i>) 	<ul style="list-style-type: none"> • This unit focuses on subject areas that are often in daily conversations. • Students should extend the vocabulary given here, for example by interviewing each other.
3. Comparisons Price and Quality Three Sisters Country Data Four Cities Focus Exercises	<ul style="list-style-type: none"> • Adjective clauses/phrases (<i>which was made in 1920, the second most expensive</i>) • Approximation (<i>approximately 5,400 miles; about 7,400 miles; just over...</i>) • Asking about price/product information (<i>How much is the newest one? When was it made? Which one has the best...?</i>) • Comparison (<i>-er than, -est, as good as, better than, the most expensive one...</i>) • Countable/Uncountable (<i>how many more, how much more, how much taller...</i>) • Physical Description, Temperature, Distance 	<ul style="list-style-type: none"> • Students learn to ask information questions and make different kinds of comparisons, such as for product comparison. • People, products, and places are contrasted.
4. Review Exercises Dictations Fill-Ins w/SR Speech Practice w/SR	<ul style="list-style-type: none"> • Gap-filling and speech recognition exercises review key grammar and vocabulary. • Develops oral fluency and reading skills. 	<ul style="list-style-type: none"> • Provides language practice and review activities.
5. Video Interactions w/SR Telephone Conversation Flight Information At a Restaurant (2) Interview: Job Experience	<ul style="list-style-type: none"> • Presents polite language useful for doing business over the telephone. • Students may interact with the actors through Speech Recognition (SR) activities. 	<ul style="list-style-type: none"> • Students learn how to solve problems over the telephone. • Provides models for role-plays and interviews.

Introduction to Level 3

New Dynamic English, Level 3, prepares students to handle most day to day situations in English and to communicate about their lives and the framework we live in. It also lays the groundwork for advanced studies, where the focus moves toward abstract ideas and logical relationships.

Though listening and oral fluency continue to be the main focus in Level 3, reading and writing skills play an increasingly important role. Follow-up assignments, including task-based reading, readers, worksheets, and short, structured writing assignments are highly recommended to help reinforce and extend the language presented in the lessons. Some of these are included in the Classroom Activities section of each Unit.

Content for Level 3

The material presented in Level 3 provides the basis for 40-60 hours of study, depending on the language background of the students, which may vary considerably. The estimated TOEFL level of students at this level is in the range of 400 +/- 50, and the TOEIC range is estimated to be 450-600.

The estimated time for completing this level assumes that the language presented in each level is used as a model that is then systematically extended and personalized in classroom activities and that follow-up assignments are used as suggested in this manual. The usual order is as follows:

1. Preview each lesson with a focus on general comprehension.
2. Analyze and practice the language in each lesson with a focus on the key language structures.
3. Extend and personalize the content of each lesson via student generated language, including role-plays, pair practice, written exercises, and group activities.
4. Review and test.

General Language Specifications for Level 3

New Dynamic English, Level 3, develops a useful spoken vocabulary of over 1500 high-frequency words that provide students with the ability to handle common situations and to communicate about their lives, their experience, qualifications, and the basic technology and framework of our everyday lives.

Level 3 covers intermediate language structures and provides a foundation for upper-intermediate and advanced work. In addition, the video lessons provide useful language models for the telephone and for other social situations appropriate to this level.

Detailed Language Specifications for Level 3

The language focus for Level 3 is on the perfect and passive forms of the verb, infinitives and gerunds, general vocabulary development, spatial relations, and a further development of the phrase structures of English, which are so critical and basic to the language. In addition, the course focuses on the construction of *Wh-* and *Yes/No* questions with increasing complexity. Please see the *Scope and Sequence* for Level 3, and the *Learning Points* at the beginning of each Unit for additional information and examples. The Index is also helpful in locating where specific topics or structures are presented or developed in the course.

Module 5 Lesson Map

Unit 1: On a Trip

A Paris Vacation
Today's Activities
Florence and Beyond
Question Practice w/SR
Focus Exercises

Unit 2: Energy Sources

Our Energy Needs
What about the Future?
Questions
Focus Exercises

Unit 3: Directions

City Directions
City Quiz
Spatial Relations

Unit 4: Review Exercises (for Units 1-3)

Dictations
Fill-In Exercises w/SR
Speech Practice Exercises w/SR

Sentence Reading
Answering Questions
Speech Quiz

Unit 5: Video Interactions w/SR

How Much are the Tickets?
Business Telephone
At a Restaurant
Hot Seats w/SR

1. On a Trip

A Paris Vacation; Today's Activities; Florence and Beyond; Question Practice; and Focus Exercises

This important Unit introduces the present perfect and contrasts it with the simple past. In the context of Kathy's trip to Europe, students learn to talk about plans, schedules, and how to report and find out about a series of events unfolding in time.

In *A Paris Vacation* the focus is on the contrast between past events (*she came to Paris two days ago*) and the resulting experience (*she has come to Paris*). In *Today's Activities*, we follow Kathy's progress throughout the day, contrasting when events happened with how long it has been since they happened.



In *Florence and Beyond*, we look at future plans and how they relate to present and past experiences (*she has never been to Salzburg*).

In the *Question Practice* lesson, students practice making information questions with the present perfect and past tense. In the *Focus Exercises* lesson, students arrange a set of words to construct sentences.

Goals:

To be able to understand and use the present perfect to express a resulting state.

To be able to understand and be able to express events and states in the past, present, and future.

To be able to ask and answer information questions regarding events and states in the past, present and future.

Objective 1: To understand the difference between the past tense and the present perfect.

Objective 2: To be able to use the time expressions *already*, *still*, *since*, *yet*, and *ago*.



Learning Points

been

has been; has never been; how long has she been in Paris? This is the third time she has been in Paris. Have you ever been to Paris?

for, since, in, until

She has been there *for* two hours, *since* 11:30. She hasn't had a vacation *in* a long time. They didn't arrive at their hotel *until* late last night. *In* another hour she's going to leave. She'll be there *for* another hour.

information questions (how long, how long ago, how many times, how much longer)

How long has she been at the museum? How many times has she been in Paris? How much longer is she going to stay at the museum? How long ago did she arrive in Paris? How long has she been in Paris?

look forward to/planning to

They are looking forward to staying there. She's looking forward to seeing some beautiful old buildings. She's looking forward to talk to him about the project.

modals (*will, may*)

Then they will travel to Austria. She may not want that kind of relationship. This will be her first visit there. She will fly to Paris, where she will catch her flight back to the States.

present perfect

It is the first vacation she has had in a long time. She hasn't had a vacation in a long time. She has come to Paris to attend her best friend's wedding. Kathy has been in Paris before. She has been there for two hours. Since then they have kept in touch. They have written to each other several times. She has never been to Salzburg. Have you ever been to Paris?

present perfect and past tense contrasted

How long has she been in Paris...? When did she arrive in Paris? She has been in Paris since Saturday. She arrived in Paris on Saturday. She first came to Paris ten years ago. The last time was two years ago. This is the third time she has been in Paris.

supposed to, have to

Her plane was supposed to arrive at 1:00. She has to leave on Saturday evening.

time relations with *already, still, yet, and ago*

Have they arrived at their hotel *yet*? Have they *already* left for Salzburg? Are the newlyweds *still* in Paris? She's *still* at the museum. Has her friend gotten married *yet*? How long *ago* did Kathy and Pierre first meet each other?

Classroom and Language Extension Activities

Step 1: Presentation

Present the first part of *A Paris Vacation* in class. Focus on the present perfect and how it is different from the past tense. Put a list of verbs from the lesson on the board, and list the past tense V(d) and past participle V(n) forms of each.

Step 2: Oral Practice

In pairs, or small groups, have students practice making sentences with both the past tense and present perfect for the following verbs: *be, arrive, come, get married, eat, drive, check-in, meet (someone), and take a vacation*. Go over some of the examples in class.



Step 3: Listening Focus

Assign students to do **Listening Focus 1** in the lab or at home.

Step 4: Presentation and Oral Practice

Introduce *Today's Activities* in class. Focus on the difference between *already, since, still, for, and yet?* In pairs, or small groups, have students practice asking and answering questions using each of the above words.

Step 5: Listening Focus

Assign students to do **Listening Focus 2** in the lab or at home.

Step 6: Presentation and Oral Practice

Introduce *Florence and Beyond*. Focus on the use of *have ever + V(n)* and *have never + V(n)* to talk about experience.

In pairs or small groups, have students interview each other to find out about things they have and haven't done.

Step 7: Listening Focus

Assign students to do **Listening Focus 4** in the lab or at home.

Step 9: Presentation and Oral Practice

Introduce the *Question Practice* lesson. Focus on how to ask and answer information questions with the past tense and the present perfect.

Step 9: Listening Focus

Assign students to do **Listening Focus 5**, the *Focus Exercises*, in the lab or at home.

Follow-up and Extension

Once the lessons have been introduced and practiced, complete two or more of the following **Classroom Activities** to extend and reinforce the language. Then test the main points of the Unit, using the practice exercises as a model of items to test.

Classroom Activity 1: Kathy's Trip

Divide the board into three parts. Write *did* in the first section, *has done* in the next, and *is going to do* in the last. Invite students to come to the board and write sentences about Kathy's trip in the appropriate column. Assume that it is 2:00 on Monday and that Kathy is now at the Louvre.

Classroom Activity 2: Paris Postcards

Have students write postcards from Kathy to her friends at home. Ask them to make sure each postcard contains at least one line about what she is doing at the moment, what she has done so far on her trip, and what she is going to be doing. The postcards should be written at different times during her trip (e.g., when she arrived in Paris, in Florence, just before she leaves, etc.)

Classroom Activity 3: Me and You

Pair students and ask each partner to write down three things he or she thinks have been the same in their two lives, and three things he or she thinks have been different. Have the partners then discuss what they have written, and then write a paragraph or two about the differences and similarities.

Classroom Activity 4: Winner's Introduction

First have students list two or three things they have or haven't done in their lives which they are really proud of: *I have traveled around the world. I have never received an F on a report card. I have spent three hours in a car with my brother without fighting with him. I have never gotten a speeding ticket.* Then pair students and have them share these accomplishments. Ask students to pretend they are at an awards banquet and they will tell the audience why their partner is so great and very deserving of the award. Have them prepare a short speech praising their partner and describing all the wonderful things s/he has accomplished.

Classroom Assignment 5: A Perfect Vacation

Using the internet, have small groups of students make a detailed plan for a two-week vacation anywhere in the world. Then, assuming that they are in the middle of their trip, write a report about what they have done thus far and what they are still planning to do.

Classroom Assignment 6: A Progress Report to Your Boss (or teacher)

Think of a project you have at work or at school. What are the steps necessary to complete the project? Write a progress report to your boss, detailing where you are in the project, what you have finished, and what still needs to be done. How does your progress meet the original time schedule?

Key Sentences

A Paris Vacation

Kathy is on a one-week vacation from her job as a journalist. It is the first vacation she has had in a long time. She hasn't had a vacation in a long time. She is in Paris to attend her best friend's wedding. She has come to Paris to attend her best friend's wedding.

This is the third time she has been in Paris. (This isn't the first time she has been in Paris. Kathy has been in Paris before.) She first came to Paris as a student, ten years ago. (The first time she came to Paris was as a student ten years ago.) The last time was two years ago, when she came on business. During that trip, she was so busy that she didn't have time to see any of the sights. This time she plans to relax and enjoy herself.

Kathy arrived in Paris two days ago/ the day before yesterday, which was Saturday. Her plane landed at 3:00, two hours behind schedule. Her plane was supposed to arrive at 1:00.

After arriving, Kathy visited with her friend and met her friend's fiancé for the first time. He is a very successful Italian businessman.

The wedding was yesterday. It was a small wedding, but very nice.

(higher shuffler level)

After the wedding, the newlyweds left for a skiing trip in the Swiss Alps. They went by rental car. Unfortunately, they got tied up in traffic. They didn't arrive at their hotel until late last night. Fortunately, they had confirmed reservations, so they had no trouble checking in.

They plan to stay there until Thursday. Then they will travel on to Salzburg, in Austria. They are going to meet up with Kathy there before she returns to the U.S. The three of them are going to stay in a castle hotel ten miles outside Salzburg.

The hotel is on a lake, and the view from the hotel is wonderful. The hotel is in a five hundred-year-old castle. It used to belong to an Austrian prince. Everyone is looking forward to staying here.

Today's Activities

Today, in Paris, Kathy is enjoying herself. This morning she took a walk through the streets of Paris. After her walk, at around 9:00, she enjoyed a delicious cup of coffee in a small café. At 10:00 she went to the Notre Dame Cathedral where she listened to some beautiful organ music.

Now she's at the Louvre, the famous art museum. It's 1:30. She has been there for two hours, since 11:30. She's looking at the Mona Lisa, one of the world's most famous paintings. In another hour she's going to leave the museum and do some shopping. She wants to buy a nice dress for herself and some perfume for her mother.

This evening, she has a date to meet someone for dinner. Can you guess who he is?

She's going to have dinner with Pierre, a famous photographer. She interviewed him two years ago. Since then they have kept in touch. They have written to each other several times.

(higher shuffler level)

Kathy is interested in doing a project with him. She would do the writing, and he would take the pictures. She's looking forward to talk to him about the project.

She doesn't know it, but Pierre has romantic intentions. He thinks she's very attractive.

Florence and Beyond

Tomorrow Kathy is going to leave Paris and fly to Florence, Italy.

(higher shuffler level)

She's planning to stay in Florence for one day, until Wednesday evening. Pierre would like to go to Florence with her. If they go together, it could be the beginning of something beautiful. On the other hand, Kathy may not want that kind of relationship with Pierre. In any case, Kathy is planning to enjoy Florence.

This will be her first visit there. The last time she was in Italy she visited Rome, but she didn't have time to go to Florence. She's looking forward to seeing some of the beautiful old buildings and great works of art.

From Florence, she's going to take a train to Salzburg, where she will join her friends. They are going to meet her at the station.

She has never been to Salzburg. It will be her first time. Like so many other cities in Europe, Salzburg has an interesting history. She wants to visit the place where Mozart was born. He was born there more than 200 years ago.

Kathy only has time to stay in Salzburg for a couple of days. On Friday she and her friends are going to attend a concert.

She has to leave Saturday evening. She will fly to Paris, where she will catch her flight back to the States.

Though a week isn't very long, Kathy's memories of this trip will last a lifetime. She is glad she came.

Comprehension Questions

How long is her vacation (going to last)? Has Kathy been in Paris before? What is the main reason she has come to Paris? How many times has she been in Paris? How many years ago did she first come to Paris? When was the last time she came to Paris?

How long has she been in Paris? When did she arrive in Paris?

Did her flight arrive on time? When was her flight supposed to arrive? How late was her flight? How many hours late was her flight? When did her flight actually arrive?

When did her friend get married? Has her friend gotten married yet? Who did Kathy's friend marry? Have the newlyweds left Paris yet? When did the newlyweds leave Paris? Are the newlyweds still in Paris? How did they travel from Paris to their hotel in the Alps? Have they arrived at their hotel yet? Why did they arrive late? They arrived late because of heavy traffic.

Where are they going to be until Thursday? When are they going to leave for Austria? Have they already left for Salzburg? Is there a good view from the hotel? How far out of town is the hotel? Who did the hotel used to belong to?

What did she do first thing this morning? Has she had any coffee yet today? Where did she go after she had some coffee?

When did she get to the Louvre? How long has she been at the Louvre? What is she looking at right now? How much longer is she going to stay at the museum? Has she gone shopping yet?

Who is she going to meet for dinner? Has she met him before? What does Pierre do for a living? How have they kept in touch?

How is Kathy going to get to Salzburg? Has Kathy ever been to Salzburg? Who wrote this piece of music? Who was born in Salzburg? Do you like Mozart's music?

According to her schedule, which day is Kathy going to leave for home?

Have you ever been to Paris?

Question Practice w/SR

Has Kathy ever been to Salzburg?
How is Kathy going to get to Salzburg?
Is Kathy going to visit Salzburg?
How long ago did she arrive in Paris?
How long has she been in Paris?
Has/ Kathy been in Paris before?

Did she meet Pierre two years ago?
Did her flight arrive on time?
When did she arrive in Paris?
Has her friend gotten married yet?
Has the wedding taken place yet?
What does Kathy want to see in Italy?

When was her flight supposed to arrive?
When did her flight actually arrive?
Are the newlyweds still in Paris?
Have the newlyweds left Paris yet?
When did the newlyweds leave Paris?
Has she met him before?

When did they arrive at their hotel?
Have they arrived at their hotel yet?
Have they already left for Salzburg?
Has she had any coffee yet today?
Has she been to dinner yet?
When is she going to meet him?

How much longer is she going to stay at the museum?
How many times has she been in Paris?
When did her friend get married?

When are they going to leave for Austria?

What did she do first thing this morning?

Focus Exercises

This is the [third] [time] [she] [has] [been] in Paris.

She first [came] to Paris [as] [a student] ten years
[ago.]

The [last] time [was] two years [ago] when she
[came] on business.

Kathy [arrived] in Paris the day [before] [yesterday],
[which] was Saturday.

She [has] [been] in Paris [for] two days.

Her plane [was] [supposed] to [arrive] at 1:00.

It [didn't] [arrive] [until] 3:00.

It [took] [place] yesterday, [which] was Sunday.

Fortunately, they [had] confirmed reservations, [so]
they had no [trouble] [checking] in.

On the [other] hand, Kathy [may] not want [that]
[kind] of relationship with Pierre.

They [arrived] [late] [because] of [heavy] traffic.

They [won't] [leave] [for] Salzburg [until]
Thursday.

They are [going] to [meet] [her] in Salzburg,
[which] is in Austria.

It [used] to [belong] to an Austrian [prince].

She [has] [been] there [for] two hours, [since] 11:30.

She's [looking] at the Mona Lisa, [one] of the
world's [most] [famous] paintings.

They [have] [written] to [each] [other] several times.

She [has to] [leave] Saturday [evening].

On Friday [she] and [her] friends are [going] to
[attend] a concert.

The [first] time [was] two years [ago], [when] she
[came] on business.

Focused Listening

Focus 1

Preview *A Paris Vacation* for general comprehension. Then focus on each sentence several times.

Language Focus

present perfect, *been*, past tense, *ago*

Listening Task

Listen for sentences which use the past tense or present perfect. Practice saying and recording these sentences.

Goals

- Students will know the setting and time frame of the story.
- Students will begin to understand some of the differences between the past tense V(d) and the present perfect, have +V(n).

Student Follow-up

1. Assuming that it is now Monday, summarize the events of Kathy's trip from Saturday through Sunday. Why has she come? What has she been doing since she arrived? What happened on Saturday and Sunday? Fill in the details as you imagine them.
2. Do Practice Exercises A and B.

Focus 2

Review *A Paris Vacation* and preview *Today's Activities* for general comprehension. Then focus on each sentence in *Today's Activities* several times.

Language Focus

Present perfect, *since*, *yet*, duration, *for*, *since*, past tense *ago*

Listening Task

Listen for sentences and questions which use the past tense or present perfect. What has Kathy already done, what is she doing, and what is she going to do? Practice saying and recording these sentences.

Goals

- Students will be able to use *since*, *for*, and *already* to express duration or completion with the present perfect.
- Students will be able to ask and answer questions with the present perfect and past tense.

Student Follow-up

1. Summarize *Today's Activities*.
2. Do Practice Exercises C and D.

Focus 3

Review *A Paris Vacation* and *Today's Activities*. Then focus on *Florence and Beyond*. Listen to each sentence several times.

Language Focus

time relations, past, present, and future

Listening Task

Practice saying and recording the sentences which have time phrases.

Goal

- Students will be able to talk about and answer questions about Kathy's activities in Paris, Florence and beyond.
- Students will be able to use present perfect to express duration: *She has been there for two hours.*
- Students will be able to use *going to*, *will* and *may* with time expressions. *From Florence she's going to take a train to Salzburg, where she will join her friends.*

Student Follow-up

1. Present Kathy's travel plans from Monday through Saturday. Assume that today is Monday.
2. Present your own schedule for today, and how it is unfolding. *What have you done? What haven't you done yet?*
3. Do Practice Exercises E and F.

Focus 4

Review *A Paris Vacation*, *Today's Activities*, and *Florence and Beyond*. Then focus on the *Question Practice* lesson.

Language Focus

information questions with the present perfect and past tense.

Listening Task

Practice saying and recording the questions.

Goal

- Students will be able to ask information questions about both events and the resulting states of those events.
- Students will understand the difference between *already*, *ever*, *still*, *yet* and *ago*.

Student Follow-up

1. Write five questions that use the present perfect, and answer them.

2. Write one question each which use *already*, *yet*, *still*, *ever*, and *ago*.

Has she had coffee yet? Have the newlyweds already gotten married? Are they still in Paris? How long ago did Kathy and Pierre first meet?

Focus 5

Review *Today's Activities*, *Florence and Beyond*, and the *Question Practice* lesson. Then do the *Focus Exercises* lesson.

Language Focus

present perfect and sentence construction review

Listening Task

Listen to all the sentences in the *Focus Exercises* lesson and practice saying them.

Goal

- Students will be able to use the present perfect to ask and answer questions.

Student Follow-up

1. From Kathy's point of view, write a complete account of her trip to Europe. Assume that it is now Monday evening, after her dinner with Pierre. What has happened, and what is going to happen?
2. Write about yourself and your plans for today. What has happened, and what is going to happen?

Focus 6

Language Focus

Language Mastery

Listening Task

Review all of the lessons in this unit several times.

Practice recording 10~15 sentences each time, so that you can say these sentences fluently and with confidence.

When your Completion Percentage is 80-100%, take the Mastery Test. Try to get a score higher than 90%.

Practice Exercises

5(1) On a Trip: Exercise A

Fill in the blank with the past participle, V(n) , or the past tense form, V(d), of the verb.



Example: Kathy has (*be*) been in Paris before.

1. It is the first vacation she has (*have*) _____ in a long time.
2. Kathy (*arrive*) _____ in Paris two days ago, on Saturday.
3. This isn't the first time she has (*be*) _____ in Paris.
4. Kathy has (*come*) _____ to Paris to attend her friend's wedding.
5. The first time she (*come*) _____ to Paris was ten years ago.
6. This is the third time she has (*be*) _____ in Paris.
7. After arriving, Kathy (*meet*) _____ her friend's fiancé for the first time.
8. The newlyweds have already (*get married*) _____.
9. They have already (*arrive*) _____ at their hotel in the Swiss Alps.
10. They had no trouble checking in because they (*have*) _____ confirmed reservations.

5(1) On a Trip: Exercise B

Answer the questions. Use short answers. Assume that today is Monday.

Example: Has Kathy been to Paris before? Yes, she has.

1. Did Kathy arrive in Paris on Saturday? _____
2. Has Kathy met her friend's fiancé yet? _____
3. Has the wedding taken place yet? _____
4. Did Kathy's plane arrive on schedule? _____
5. Was the wedding on Sunday? _____

Practice Exercises

5(1) On a Trip: Exercise C

Complete the answers with either the past or present perfect form of the verb.

1. **Q:** Has Kathy been in Paris before? **A:** Yes, she has. This is the third time she (be) has been in Paris. She first (come) _____ to Paris as a student, ten years ago. Two years ago she (come) _____ on business.
2. **Q:** Have Kathy and Pierre met before? **A:** Yes, they have. Kathy (interview) _____ him two years ago. Since then they (keep in touch) _____. They (write) _____ to each other several times.
3. **Q:** Has Kathy gotten to the museum yet? **A:** Yes, she has. She (get) _____ to the museum at 11:30. She (be) _____ there for two hours. This is the second time she (visit) _____ the Louvre. She (visit) _____ it for the first time when she (come) _____ to Paris ten years ago.

5(1) On a Trip: Exercise D

Fill in the blanks with *ago*, *for*, *in*, *since*, or *until*.

Example: She has known Pierre for two years.

1. The newlyweds will stay in the Alps _____ Thursday.
2. Kathy has been in Paris _____ Saturday.
3. She's been in Paris _____ two days.
4. She arrived in Paris two days _____.
5. The newlyweds won't leave for Salzburg _____ Thursday.
6. She plans to go shopping _____ another hour or two.
7. Kathy's friend plans to stay in Europe _____ another year or two.
8. My boss has been working _____ early this morning.
9. I haven't been to my home town _____ many years.
10. We have to work _____ another hour or two.

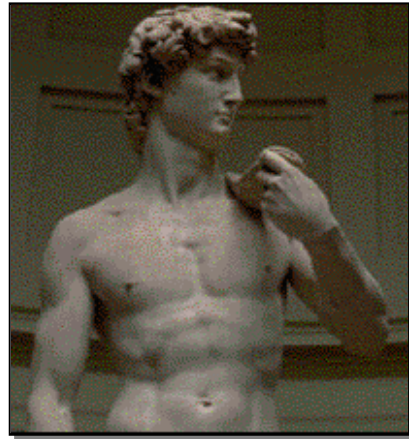
Practice Exercises

5(1) On a Trip: Exercise E

Complete the sentences with the letter of the correct expression from the box below.

Example: Kathy arrived in Paris two days ago h

1. Kathy's plane landed at 3:00, _____.
2. Tomorrow Kathy's going to leave Paris and _____.
3. The last time Kathy was in Italy, _____.
4. She's looking forward to _____.
5. She's going to take a train to Salzburg, _____.
6. Like so many other cities in Europe, _____.
7. Mozart was born in Salzburg _____.
8. Kathy only has time to stay in Salzburg _____.
9. The hotel is on a lake, _____.
10. The newlyweds are going to meet up with Kathy in Salzburg before _____.



- a. seeing some great works of art.
- b. for a couple of days.
- c. she returns to the US.
- d. which was supposed to arrive at 1:00.
- e. Salzburg has an interesting history.
- f. ten miles outside of Salzburg.
- g. she visited Rome.
- h. which was Saturday.
- i. two hours behind schedule.
- j. where she will join her friends.
- k. more than 200 years ago.
- l. fly to Florence, Italy.

Practice Exercises

5(1) On a Trip: Exercise F

Fill-in the blanks with *ago*, *already*, *yet*, *still*, *ever*, or *never*

Example: Has Kathy left the museum yet? No, she hasn't. She's still there.

1. The newlyweds have _____ left Paris. They left right after the wedding.
2. Have the newlyweds _____ left Switzerland? No, they still haven't left.
3. Have the newlyweds arrived in Salzburg _____? No, they haven't. They're still in Switzerland.
4. Has Kathy _____ been to Florence? No, she hasn't. This will be her first time.
5. Kathy is _____ in Paris. She won't leave for Florence until tomorrow.
6. Kathy hasn't left Paris _____. She's _____ at the museum.
7. She arrived in Paris two days _____. She came to attend her friend's wedding.
8. Kathy has _____ been to Florence. This will be her first time.
9. Kathy interviewed Pierre two years _____.
10. They _____ haven't met _____ today. They're going to meet for dinner later this evening.
11. Have you _____ listened to Mozart's music? Yes, I have.
12. Have they made reservations for the concert _____? Yes, they've _____ made reservations.

SAT	Arrive
SUN	Wedding
MON	Paris
TUE WED	Florence
THU FRI	Salzburg
SAT	Leave

2. Energy Sources

Our Energy Needs; What about the Future? Questions; and Focus Exercises

As a follow-up to the *Our World* lesson, 3(2), this Unit introduces the passive voice and important vocabulary for talking about our world, its natural resources, and global issues of importance. Cause and effect relations, expressing purpose, and the use of noun phrases are also developed further, preparing students to begin to communicate about more abstract ideas and relationships, which will be developed extensively in Level 4.



In *Our Energy Needs*, different energy sources are presented and briefly explained. In *What about the Future?* we focus on various problems related to our use of fossil fuels, including global warming and acid rain, and the importance of conservation as a means to protect our environment. The lesson provides interesting topics for discussion, including alternative energy sources, and helps to prepare students to participate in a content-based curriculum.

Goals

To be able to understand and talk about energy sources and natural resources.

To be able to understand the difference between active and passive verbs.

To be able to express the purpose, results, and reasons for an act or event.

Objective 1: To introduce the passive form, **be+V(n)**.

Objective 2: To be able to understand and express cause and effect relations in a variety of ways.

Objective 3: To be able to understand and use the infinitive, **to+V**, to express purpose.

Learning Points

cause/effect

As the supply decreases, the price will increase. Oil spills cause the death of many kinds of wildlife. These accidents have caused the deaths of wildlife. Burning fossil fuels causes air pollution. Air pollution causes acid rain. When a large amount of carbon gases are in the atmosphere, our world begins to heat up. If the temperature rises, the polar ice caps will begin to melt.

classification (such as, some of the ways, include)

Here are some of the ways we get energy. Fossil fuels include coal, oil, and natural gas. We burn fossil fuels, such as coal, to generate electricity.

conditionals

If the temperature rises, the polar ice caps will melt. If there are more plants, then the rate of global warming is reduced. If it gets into the environment, it can cause serious health problems. If we use less energy, it will help with the problem. If air pollution increases, what will happen to our forests?

degrees of certainty

The price will increase. Solar cells can convert sunlight. There may even be war. There is always some risk of an accident.

noun phrases

many kinds of wildlife; the energy of falling water; another major source of energy; another way to get energy; One of the main problems we now face is how to reduce the use of fossil fuels.

passive, *be+V(n)*

The energy of falling water *is converted* into electricity. Waste gases, such as carbon dioxide, are produced. If there are more plants, then the rate of global warming is reduced. Many of our great forests are being cut down or burned. The number of dams must be limited. Some of our forests are being killed by acid rain.

present perfect

there have been several accidents; accidents have caused the deaths; radiation has escaped

purpose/reason/result

We need energy for heat. For people to live on our planet... We also need energy to run our factories. Many people hope that the use of solar energy will increase because it's safe for the environment. There are many reasons why this is important. Plants help reduce global warming because they convert carbon dioxide into oxygen. Fossil fuels are not renewable, so the supply is running out.

qualification

in some cases; However, it is only useful in areas where...

to (purpose): to store water; to prevent flooding; to run our cars; to generate electricity

Classroom and Language Extension Activities

Step 1: Presentation

Present the first part of *Our Energy Needs* in class. Focus on the key vocabulary by listing energy sources and related words on the board. Introduce the topic of the lesson.

Step 2: Oral Practice

In pairs, or small groups, have students practice explaining each type of energy source.

Step 3: Listening Focus

Assign students to do **Listening Focus 1** in the lab or at home.

Step 4: Presentation and Oral Practice

Skim through *Our Energy Needs* and stop to focus on sentences which use the passive, such as *The energy of falling water is converted into electricity*. Point out that in a passive sentence, the subject of the sentence is not the agent of the action, and that the agent of the action is often not indicated. In groups, have students make active and passive sentences with each of the following verbs: *boil, heat, convert, burn, produce, and use*. Examples: *When water boils, it turns to steam. When water is boiled, it turns to steam. We heat our houses by using gas or electricity. Our houses are heated by using gas or electricity.*

Step 5: Listening Focus

Assign students to do **Listening Focus 2** in the lab or at home.

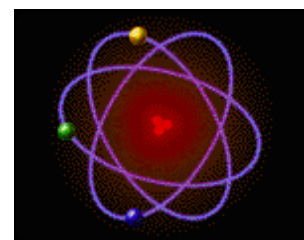
Step 6: Presentation and Oral Practice

Introduce *What about the Future?* Focus on cause and effect relations, reason, purpose, and results.

In pairs, or small groups, have students practice asking and answering questions about the following topics: *acid rain, global warming, the advantages and disadvantages of nuclear energy*, and alternative energy sources, such as *wind power*, and *solar energy*.

Step 7: Listening Focus

Assign students to do **Listening Focus 3, Listening Focus 4, and Listening Focus 5**.



Follow-up and Extension

Once the lessons have been introduced and practiced, and while the students are working on Listening Foci 4 and 5, complete two or more of the following **Classroom Activities** to extend and reinforce the language. Then test the main points of the Unit, using the practice exercises as a model of items to test.

Classroom Activity 1: Energy Web

Tell students that a good technique to help remember a lot of information is to make a word web. In the middle of the board write the word *Energy*. Ask students to call out words, ideas and/or phrases they learned at the computer relating to energy. Students might call out things such as *fossil fuels, sun, heat, hydroelectric power, global warming*, etc. Write the words on the board. When students have completed their contributions, ask if any of the words can be connected in any way. Someone may point out that fossil fuels and nuclear power are sources of energy. Move the two of them together and draw a large circle around them. Ask the students which other words could be placed in this circle. Continue in this manner until all of the words have been grouped. Finally, ask students to suggest category names for each grouping such as *Sources of Energy, Problems, Purposes*, etc.

Higher level students may be able to do this activity on their own in groups of four to six. Each group is instructed to create an Energy Web on a sheet of butcher paper.

Classroom Assignment 2: Environmental Problems

Assign students to find articles in their newspapers or on the internet related to environmental problems such as acid rain, air pollution, global warming, etc. Post copies of these articles on a bulletin board and use for discussions during these lessons.

Write headlines from the articles on the board, and assign students or groups of students to summarize one or two of the main points in each article.

Classroom Assignment 3: Tell Me Why

In pairs or small groups ask students to brainstorm problems in the world, in their city, or in their lives. These can be societal as well as environmental, e.g., *Increase of crime, lack of employment opportunities, air pollution*, etc. Have them list these problems down the middle of a page. On the left side of the paper have them brainstorm all the causes of those problems. On the right side have them list results of those problems.

<i>Cause</i>	<i>Problem</i>	<i>Result</i>
Drug use	Increase of crime	More people buy guns for protection
Automation	Lack of employment	Increase of crime
Air pollution	Acid rain	Death of trees

Have students make sentences with forms such as *is caused by, is a result of, causes, because of, is the reason for*.

Key Sentences

Our Energy Needs

For people to live on our planet, we need energy. We need energy for heat, for light, and for transportation. When it's cold, we need energy for heat. When it's dark, we need energy for light. When we want to travel, we need energy for transportation. For example, to run our cars, we burn gasoline, which comes from oil. We also need energy to run our factories.

Here are some of the ways we get energy. Fossil fuels include coal, oil, and natural gas. Fossil fuels are an important source of energy. We burn fossil fuels, such as coal, to generate electricity.

We also get energy from hydroelectric power stations. Hydroelectric power comes from the energy of falling water. The energy of falling water is converted into electricity.

There are also other ways to get energy. The sun is another source of energy. Solar cells can convert sunlight directly into electricity. Many people hope that the use of solar energy will increase, because it's safe for the environment. However, solar energy is still expensive and underdeveloped.

Wind power is also a safe source of energy. However, it is only useful in areas where there is a lot of wind. Like solar energy, the use of wind power is still quite limited.

What about the Future?

One of the main problems we now face is how to reduce the use of fossil fuels. There are several reasons why this is important. One reason is that the supply of fossil fuels is running out. Fossil fuels are not renewable. As the supply decreases, the price will increase. There may even be war.

There is also the problem of transport. Large oil tankers transport oil across the oceans. Sometimes there are accidents, and large amounts of oil spill into the ocean. In the past few years, there have been several accidents. These accidents have caused the deaths of many fish, birds, and other wildlife.

Another problem is air pollution. Burning fossil fuels causes air pollution. When we burn fossil fuels, waste gases, such as carbon dioxide, are produced. The waste gases enter our atmosphere

and cause pollution, which damages our environment. For example, air pollution causes acid rain, which is killing many of our forests.

There is also the problem of *global warming*. When a large amount of carbon gases are in the atmosphere, our world begins to heat up. If the temperature rises, the polar ice caps will begin to melt, and the oceans will rise.

So, as you can see, fossil fuels cause many problems.

(higher shuffler level)

Plants and trees help reduce global warming because they convert carbon dioxide into oxygen.

If there are more plants, then the rate of global warming is reduced. However, many of our great forests are being cut down or burned. Our forests are also being killed by acid rain.

So, as you can see, it's important for us to move away from fossil fuels as soon as possible.

Nuclear energy also has problems. One problem is safety. Nuclear reactors are not completely safe. There is always some risk of an accident. In some cases, radiation has escaped into the atmosphere and into water supplies.

There is also the problem of nuclear waste. The radiation from nuclear waste products is very dangerous. If it gets into the environment, it can cause serious health problems and even death.

How about hydroelectric power? Can it help us move away from fossil fuels? Hydroelectric power is a clean source of energy. In addition, dams help us manage our water supplies. However, building dams does change the environment. Dams can cause problems for wildlife such as fish. Therefore, the number of dams must be limited.

This leaves us with the problem of how to balance our growing needs for energy with our need to protect our environment.

If we use less energy, it will help with the problem. As a result, conservation is very important. All of us want progress and a comfortable life. However, we must also look ahead to the future and take care of our beautiful world.

Questions

When it's cold, what do we need energy for? What do we need to run our cars?

Which of these energy sources is the cleanest? Are coal and oil both fossil fuels? Which power source needs sunlight? Which power source converts heat from a nuclear reaction into electricity? What's a good way to get energy in an area where there is lots of wind? Is the supply of fossil fuels increasing or decreasing? What will happen to the price of oil as the supply runs out?

What is often used to transport oil on land? What is used to transport oil across the oceans? What is one result of an oil spill? What is one result of air pollution? What kinds of gases are produced when fossil fuels are burned? What produces carbon dioxide and other gases when it is burned? What reduces the amount of carbon dioxide in the atmosphere? If air pollution increases, what will happen to our forests? How do plants reduce the rate of global warming? How does the burning of coal increase the rate of global warming?

What is being killed by acid rain? What kind of waste products are radioactive? In your country, do many homes use solar energy?

Focus Exercises

When [it's] [cold] we [need] energy [for] heat.

In a [windy] area wind [power] [would] be a [good] way to [get] energy.

As the [supply] [decreases], the price [will] [increase].

Oil spills [cause] the [death] of [many] [kinds] of wildlife.

When we [burn] fossil fuels, waste [gases] [such as] carbon dioxide, [are] [produced].

These accidents [have] [caused] the deaths of [many] fish, birds, and [other] wildlife.

For example, [air] pollution [causes] acid rain, and acid [rain] is [killing] many of [our] forests.

In some [cases], radiation [has] [escaped] into the atmosphere and [into] water supplies.

If it [gets] into the environment, it [can] [cause] serious health problems and [even] death.

However, [solar] [energy] is [still] expensive and underdeveloped.

Therefore, the number of dams [must] [be] [limited].

Some of [our] forests [are] [being] killed [by] acid rain.

Plants and trees [convert] carbon dioxide [into] [oxygen].

If air pollution continues to [increase], [many] of [our] forests [will] [die].

Plants and trees [help] [reduce] global warming [because] they [convert] carbon dioxide [into] oxygen.

The waste gases [enter] our atmosphere and [cause] pollution, which [damages] our environment.

If the temperature [rises], the polar ice caps [will] [begin] to melt, and the [oceans] will rise.

In addition, dams [help] us [manage] [our] water supplies.

However, we [must] also look [ahead] to the [future] and take [care] of our beautiful world.

The [energy] of [falling] water [is] [converted] into electricity.

Focused Listening

Focus 1

Focus on *Our Energy Needs*. First listen to the lesson for general comprehension. Then go through the lesson again and listen to each sentence several times. If necessary, use the ABC button to look at the text and consult the Glossary.

Language Focus

classification, purpose, vocabulary

Listening Task

Listen for general comprehension. Repeat and record sentences which have new vocabulary words.

Goals

- General comprehension and vocabulary building.
- Students will be able to use expressions of purpose:
We need energy for heat. We need energy to run our factories.

Student Follow-up

1. Make a list of reasons why we need energy, and give an example for each:
We need energy for light. For example, if it's dark and we want to read, we can turn on an electric light. Also: for heat, for transportation, for factories, for appliances, for computers, etc.
2. Do Practice Exercise A.

Focus 2

Focus on *Our Energy Needs*, and preview *What about the Future?* First listen to each lesson for the general meaning. Then go through the lessons again and listen to each sentence several times. If necessary, use the ABC button to look at the text and consult the Glossary.

Listening Task

Focus on the descriptions of each type of energy source. What are the advantages and disadvantages of each?

Goal

- Students will be able to explain each type of energy source, and present the advantages and disadvantages of each.

Student Follow-up

1. Write a summary of *Our Energy Needs*.
2. Do Practice Exercises B and C.

Focus 3

Review *Our Energy Needs*, and focus on *What about the Future?*

Language Focus

passive voice, and causal relations

Listening Task

Focus on sentences which use the passive voice, such as *the rate of global warming is reduced*; and *Our forests are being killed by acid rain*. Say these sentences, and then write them down.

Goal

- To introduce students to the passive voice.

Student Follow-up

1. Summarize and explain the problems related to fossil fuels: non-renewable, carbon gases, acid rain, etc.
2. Do Practice Exercises D and E.

Focus 4

Review *Our Energy Needs*, *What about the Future?* and focus on the *Questions*.

Language Focus

information questions

Listening Task

Focus on the questions, and practice saying them. Use the record feature to listen to yourself.

Goal

- Students will understand the distinction between cause and effect. *Air pollution causes acid rain. Acid rain kills trees. One result of acid rain is the death of trees.*
- Students will be able to ask and answer questions about the energy sources and environmental issues presented in this lesson.

Student Follow-up

1. Summarize *What about the Future?* and be prepared to answer questions about the lesson.
2. Explain two causal relations presented in this Unit and why they are important to our planet's future. Which one do you think is most serious, and why?
3. Do Practice Exercise F.

Focus 5

Review *Our Energy Needs, What about the Future?* and then focus on the *Focus Exercises*.

Language Focus

review passive, purpose, and causal relations

Listening Task

Listen to each of the completed sentences, and practice saying it.

Goal

- Students will have mastered the vocabulary in this Unit and will be able to summarize the main points with well-formed sentences.
- Students will understand the distinction between passive and active voice.

Student Follow-up:

1. What are two other environmental or social problems we face? What are their main causes? What do you think we should about these problems?
Crime, poverty, racism, health, corruption, education, etc.

Focus 6

Language Focus

Language Mastery

Listening Task

Review all of the lessons in this unit several times.
Practice recording 10~15 sentences each time, so that you can say these sentences fluently and with confidence.
When your Completion Percentage is 80-100%, take the Mastery Test. Try to get a score higher than 90%.

Practice Exercises

5(2) Energy Sources: Exercise A

Arrange the words in the correct order to complete the sentence.

Example: We / gasoline / cars / our / need / to run
We need gasoline to run our cars.

1. We / homes / our / use / to light / electricity

2. We / for / energy / light / need

3. When / for / cold / heat / need / we / it's / energy

4. When / to travel / for / want / need / we / transportation / energy

5. Fossil fuels / energy / are / source / of / important / an

6. We / electricity / such as / fossil fuels / coal / burn / to generate

7. The sun / energy / is / of / another / source

8. Solar cells / directly into / electricity / convert / can / sunlight

9. Solar energy / expensive / is still / and underdeveloped

10. Wind power / source / also / safe / is / a / energy / of

Practice Exercises

5(2) Energy Sources: Exercise B

Write the words under the energy source they are associated with.

oil	rivers	natural gas	gasoline	coal	radiation
dams	tanker	falling water	reactor	cars	air pollution

Fossil Fuels
oil

Hydroelectric Power

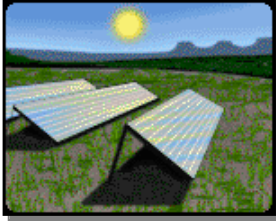
Nuclear Power

5(2) Energy Sources: Exercise C

Match the part of the sentence on the left with the part on the right.

- | | |
|---------------------------|--|
| a. Carbon gases cause | 1. ____ produced by nuclear reactors |
| b. Our forests are | 2. ____ kill fish, birds, and other wildlife |
| c. Radioactive wastes are | 3. ____ caused by air pollution |
| d. Oil spills | 4. ____ problems for fish |
| e. Dams cause | 5. <u>a</u> global warming |
| f. Solar cells can | 6. ____ convert sunlight into electricity. |
| g. Fossil fuels are | 7. ____ not renewable |
| h. Plants convert | 8. ____ carbon dioxide into oxygen |
| i. Oil tankers transport | 9. ____ oil across the oceans. |
| j. Acid rain is | 10. ____ being killed by acid rain. |

Practice Exercises



5(2) Energy Sources: Exercise D

Fill in the blanks with *cause* or *result*.

Example: One result of an oil spill is the death of fish and other wildlife.

1. Pollution is a _____ of burning fossil fuels.
2. One _____ of acid rain is the destruction of our forests.
3. Oil spills are a _____ of death to fish and birds.
4. Burning fossil fuels is a _____ of air pollution.
5. Global warming is the _____ of carbon gases in our atmosphere.
6. A decrease in the supply of fossil fuels would _____ the price of oil to increase.
7. A rise in the temperature of our atmosphere would _____ the oceans to rise.
8. If radiation gets into the environment it can _____ serious health problems.
9. Using less energy will _____ in less pollution, so conservation is important.
10. The destruction of our forests will _____ an increase in global warming.

5(2) Energy Sources: Exercise E

Fill in the blank with the *passive* form.

Example: Energy (need) is needed to run our factories.

1. Fossil fuels (burn) _____ to generate electricity.
2. Dams (use) _____ to generate power.
3. Forests (kill) _____ by acid rain.
4. Acid rain (cause) _____ by air pollution.
5. Carbon dioxide (convert) _____ into oxygen by plants.

Practice Exercises

5(2) Energy Sources: Exercise F

Use the passive to write a new sentence with the same meaning.

Example: We burn fossil fuels to generate electricity.
Fossil fuels are burned to generate electricity.

1. We convert the energy of falling water into electricity.

2. The burning of fossil fuels produces waste gases.

3. The burning of fossil fuels causes air pollution.

4. Solar cells convert sunlight into electricity.

5. We burn fossil fuels to generate electricity.

6. We are cutting down or burning many of our forests.

7. We must limit the number of dams.

8. Plants convert carbon dioxide into oxygen.

9. Protecting our forests will reduce the rate of global warming.

10. We use large oil tankers to transport oil across the oceans.

3. Directions

City Directions; City Quiz; and Spatial Relations

This Unit focuses on giving directions, street locations, the names of common places of business, and spatial relations. This Unit extends and follows up Module 3, Unit 3.

In the *City Directions* lesson, students click on various locations in DynEd City and hear the directions of how to get there from the Hotel, which is on High Street.

In the *City Quiz* lesson, the students are given directions and asked to indicate the location where the directions lead. A score is given for each correct choice.

In the *Spatial Relations* lesson, students study how to specify locations on a grid of blank squares: *upper left hand corner*, *middle of the top row*, etc. After clicking on the middle square, the Grid then opens up and shows a group of clocks, animals, flowers, and people arranged throughout the Grid. Students are then given comprehension questions to show that they understand the spatial directions.

Goals:

To be able to understand and give street directions.

To be able to understand and specify spatial directions, such as *lower left-hand corner*, etc.

To be able to understand and name common places of business.

To be able to specify objects by giving their spatial location, such as *the clock in the upper right-hand corner*.



Learning Points

giving directions

Turn right at the intersection. Cross the street. Go straight through the intersection. Go south along Second Avenue. Go about half a block. Go West on High Street. Go to the corner. Go to the end of the block. Turn right and cross the street. Make a right. When you get to the corner, take a left.

distance

too far; not far enough; one block east; two doors down

location

on the same block as; on the opposite side of the street; on the other side of the street from; east of the hotel; across the street from; between a gas station and a drug store; just past the gas station; it's on the corner, after you cross the street; it's on the right, in the middle of the block. It's directly across from the hotel. It's one block west of the hotel, on the same side of the street. It's east of the hotel, on the other side of Second Avenue. It's around the corner from the hotel. It's the second building on the left.

prepositions of location

at the intersection; on the same block; in the middle; across the street; around the corner; at the intersection. It's on the right.

prepositions of direction

from the left; to the right; along Second Avenue, out the door; through the intersection

should

You should have turned right...

spatial relations

upper left-hand corner; second from the left in the top row; middle of the top row; one block east of the hotel. This is the top right corner. This square is on far left of the middle row.

Classroom and Language Extension Activities

Step 1: Presentation

Introduce *City Directions* and show the students how to methodically go through the city to hear various ways of giving directions. While you do this, write important expressions on the board, such as: *half a block, after you cross the street, turn right, etc.* and review the names of common places of business that students need to know, as well as their locations.

Step 2: Oral Practice

In pairs, or small groups, have students draw *simple* maps and practice using the phrases on the board to give directions to various locations on their maps. Be sure to include the directions, North, South, East and West.

Step 3: Listening Focus

Assign students to do **Listening Focus 1** in the lab or at home.

Step 4: Presentation and Oral Practice

Have the class help you construct a map of a small city. Then focus on how to ask for the location of a place of business. Put several expressions on the board, such as *Excuse me, but could you tell me how to get to the bank? Is there a coffee shop near the bank?* etc.

In pairs, or small groups, have students practice asking and answering questions about the map. Then ask students from *different* groups to come to the front of the class and give each other directions to two or three locations on the map. It should be fun. Remember to have the students be *polite*.

Step 5: Listening Focus

Assign students to do **Listening Focus 2** in the lab or at home.



Step 6: Presentation and Oral Practice

Introduce *Spatial Relations* and make a list of the words and phrases used, such as *upper left-hand corner, the top row, the second from the right, and in the middle of the middle row.*

Have students practice asking and answering questions about spatial relations. Students may arrange objects around the room and specify them by giving their location: *What is on the second table to the right of the desk?*

Step 7: Listening Focus

Assign students to do **Listening Focus 4** in the lab or at home.

Follow-up and Extension

Once the lessons have been introduced and practiced, complete two or more of the following **Classroom Activities** to extend and reinforce the language. Then test the main points of the Unit, using the practice exercises as a model of items to test.

Classroom Activity 1: Listen Carefully!

Give students a grid with 15 squares (five across and three down). Dictate directions for the students. *"Put your first name in the middle square in the second row. Put the third letter of the alphabet in the bottom row, the second square from the right. Draw a flower in the top left hand corner, etc."* Have a completed one on an overhead transparency or a piece of butcher paper so students can compare their versions. This activity could also be done on the blackboard, inviting one student at a time to make the entry on the board.

Classroom Activity 2: Recreating DynEd City

Elicit from students all the locations they remember in DynEd City. List these locations on the board or on a sheet of butcher paper. Next, ask students to help you recreate DynEd City on the board by telling you where to put these locations. Ask them first to give you the name of the streets and the directions they run. Then call on different students to give you directions to place the locations, e.g., *The hospital is on the southwest corner of High Street and First Avenue. The police station is next to the hospital on High Street.* As each location is placed on the board, cross it out from the original list. Continue until all of DynEd City is on the board.

Classroom Activity 3: DynEd City Directions

Using a drawing on the board of DynEd City practice giving directions to different locations.

- a. Give students a starting point and ask them to direct you to a location in the city.
- b. Dictate directions to students and ask them what location they should be in.
- c. Show students where you are which is different from where you want to be and have them give you feedback on how you went wrong. (Assume that you begin at the hotel.)

Classroom Activity 4: Directions to a Party

In small groups, tell students to imagine they are having a party this weekend and they need to give directions to a foreign student who is invited. Have them write out detailed directions from where the student is staying (such as at a hotel) to the location of the party. Each group should draw a small map and include written directions.

Classroom Activity 5: Giving Directions to a Tourist

In small groups, have students choose an interesting or famous place in their city or country where a tourist might want to go. Then make a map and give detailed instructions as to how to get there. Include highway numbers, exits, compass directions, and distances. For example: *From San Francisco to Yosemite, cross the Bay Bridge and go west on highway 580 ...*

Key Sentences

City Directions (and City Quiz)

You are at the hotel. Where would you like to go?
Follow these directions. (Quiz)

The **park** is on the corner of First Avenue and High Street, west of the hotel.

Go out the front door of the hotel. Go West on High Street. Go to the corner. Turn right and cross the street. Cross First Avenue. It's on the corner, after you cross the street.

The **university** is north of the hotel, behind the art museum.

Go out the front door of the hotel. Turn left. Turn right at the intersection. Cross High Street. Go North on First Avenue. Go about half a block. It's on the right.

The **cafe** is on the same block as the hotel, but on the opposite side of the street.

Go out the front door of the hotel. Go West on High Street. Turn right and cross the street. It's on the corner after you cross the street.

The **art museum** is directly across from the hotel.
Go out the front door of the hotel. Make a right. When you get to the corner, take a left. Cross High Street. Go left. It's on the right, in the middle of the block.

The **movie theater** is on the other side of the street from the hotel.

Go out the front door of the hotel. Turn right. Go to the corner. Turn left and cross the street. It's on the corner after you cross the street.

There are **public rest rooms** in the park.

Go out the front door of the hotel. Go West on High Street. Go to the end of the block. Turn right and cross the street. Turn left. Cross First Avenue. Turn right. Go about half a block. They'll be on your left.

The **hospital** is one block west of the hotel, on the same side of the street.

Go out the front door of the hotel. Go West on High Street. Go straight through the intersection. It's on the corner after you cross the street.

The **bank** is right next door to the hotel.

Go out the front door of the hotel. Turn left. It's next door, on the left.

The city's best **hotel** is on High Street in the middle of the block.

You are already there!

This **restaurant** is on the corner next to the hotel.

Go out the front door of the hotel. Turn right. It's next door, on the right.

This **gas station** is east of the hotel, on the other side of Second Avenue.

Go out the front door of the hotel. Turn right. Go straight through the intersection. It's on the corner after you cross the street.

The **subway** entrance is one block east of the hotel.

Go out the front door of the hotel. Go East on High Street. Go across the street. It's on the right, just past the gas station.

There is a **parking lot** on First Avenue, south of the hospital.

Go out the front door of the hotel. Turn left. Go straight through the intersection. Turn left. It's on the right, in the middle of the block.

This **gas station** is across the street from a travel agency.

Go out the front door of the hotel. Turn left. Go straight through the intersection. Turn left. Go South. It's directly across from a travel agency.

The **post office** is around the corner from the hotel.

Go out the front door of the hotel. Turn left. Turn left at the corner. It'll be on your left, in the middle of the block.

There is a **travel agency** on First Avenue.

Go out the front door of the hotel. Turn left. Turn left at the corner. Go south. Go past the post office. It'll be on your left.

The **department store** is on Second Avenue, around the corner from the hotel.

Go out the front door of the hotel. Turn right. Turn right at the intersection. Go about half a block. It's on the right.

The **bookstore** on Second Avenue is between a gas station and a drugstore.

Go out the front door of the hotel. Go East on High Street. Cross Second Avenue. Turn right. Go South. It'll be on your left, in the middle of the block.

The **drugstore** is across the street from a department store.

Go out the front door of the hotel. Go East on High Street. Cross Second Avenue. Turn right. Go South. It's two doors down from the gas station.

There is a **police station** on High Street, one block west of the hotel.

Go out the front door of the hotel. Go West on High Street. Go straight through the intersection. It's the second building on the left.

These are the four **directions**: North, East, South, and West.

feedback (for wrong choices in Quiz)

You *should have* turned right at the intersection.

You should have turned left at the corner.

You turned right, but you should have turned left.

You turned, but you should have kept on going.

You went west on High Street, but you should have gone east.

You went *too far*.

You didn't go *far enough*.

You went in the wrong direction when you left the hotel.

You're on the wrong side of the street.

You're on the wrong corner.

Spatial Relations

(Grid)

This is the upper left-hand corner.

This is the second square from the left in the top row.

This is the middle of the top row.

This is the top row, second square from the right.

This is the upper right-hand corner. This is the top right corner.

This is the first square in the middle row.

This square is on the far left of the middle row.

This is the second square from the left in the middle row.

This square is second from the right in the middle row.

This square is in the center of the middle row.
(opens grid).

Grid Quiz (samples)

What time is shown in the upper left-hand corner?

It says 10:15.

Which animal is in the top row, second from the left? This is a monkey.

What color is the flower in the middle of the top row? It's yellow.

Which person is second from the left in the middle row?

What does the clock in the lower left-hand corner say?

What animal is in the bottom row, second from the right?

What is in the center of the middle row?

Listening Focus

Focus 1

Focus on *City Directions*. Find out the name of each place on the map, and listen to the directions for how to get there.

Language Focus

Following directions, distance

Listening Task

Listen to and practice saying the directions to each of the locations. *Go out the front door of the hotel. Turn right. Cross the street at the intersection.*

Goal

- Students will be able to follow directions: turn right, turn left, cross the street, go two blocks, etc.

Student Follow-up

- Write the directions to your school or place of work.
- Do Practice Exercise A.

Focus 2

Review *City Directions*. Then try the *City Quiz*. If you have difficulty study *City Directions* again and use the Glossary for additional help.

Language Focus

directions, distance

Listening Task

Follow the directions and see how high you can score.

Goal

- Students will be able to follow and give clear directions to anywhere in DynEd City.

Student Follow-up

- Using a map or drawing of your city, write out the directions to two places of interest.
- Do Practice Exercise B.

Focus 3

Review *City Directions* and *City Quiz*.

Language Focus

Location

Listening Task

Focus on the descriptions of the locations of each place in the city. Listen to and record these sentences.

The drugstore is two doors down from the gas station.

The hospital is one block west of the hotel.

Goal

- Students will be able to describe locations and give directions.

Student Follow-up

- Describe the locations of five places in DynEd City.
- Describe the locations of five objects in the classroom, office, or places in the city or school.

Focus 4

Focus on *Spatial Relations*

Language Focus

spatial relations and giving directions which involve spatial relations

Listening Task

Click on each square in the grid and make it blue.

Practice saying the sentences. *This is the upper left-hand corner. This is the top row, second square from the right, etc.* Then click on the center grid until it opens into a new grid. Complete the listening tasks: *What color is the flower in the first square of the middle row?*

Goal

- Students will be able to understand and use vocabulary of location for spatial orientation: *top, bottom, middle, right, left, upper right-hand corner, second from the right, etc.*

Student Follow-up

- Describe the location of five squares in the grid. *This is the upper left-hand corner. This is the second square in the top row.*
- Specify five objects in the classroom by indicating their spatial orientation and location. *My desk is the second desk from the left in the first row, etc.*
- Do Practice Exercise C.

Focus 5

If necessary, review all the lessons in this Unit and practice recording some of the longer sentences.

Goal

- The ability to give clear directions and instructions.

Student Follow-up

Think of a place of interest in your city or country, and write out detailed instructions for how to get there by car from a central location.

Focus 6

Language Focus

Language Mastery

Listening Task

Review all of the lessons in this unit several times.
Practice recording 10~15 sentences each time, so that you can say these sentences fluently and with confidence.
When your Completion Percentage is 80-100%, take the Mastery Test. Try to get a score higher than 90%.

Practice Exercises

DynEd City



5(3) Directions: Exercise A

Fill in the blanks with the correct word or phrase from below.

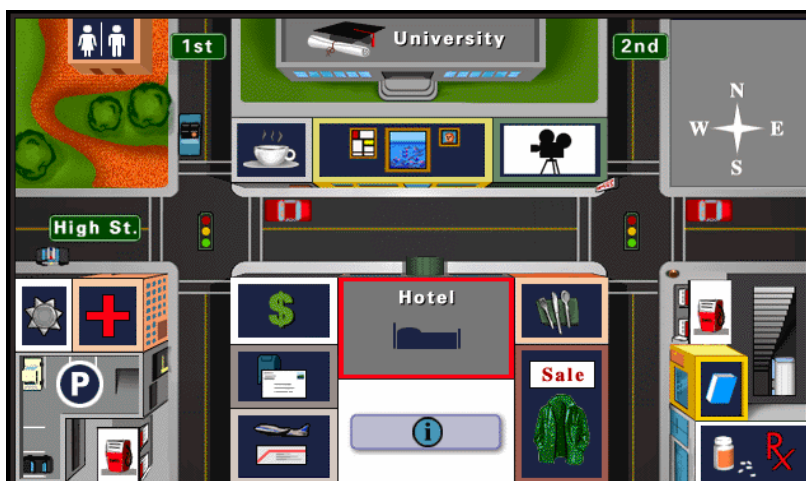
go out	go to	to the intersection	half a block	of the block
go west	go through	of the intersection	on your left	on your right
go past	across the street	at the corner	on the corner	in the middle

Example: To get to the bank from the hotel, first *go out* the front door of the hotel.

- To get to the hospital, _____ on High Street until you get _____ of High Street and 1st Avenue. The hospital is on the southwest corner _____.
- To get to the police station, _____ the hospital on the corner of High Street and 1st Avenue. It'll be _____.
- To get to the department store, _____ the corner of High Street and 2nd Avenue, turn right and go _____. It'll be _____.
- To get to the post office, turn left _____ of High Street and 1st Avenue. It'll be on your left, in the middle _____.
- To get to the hotel from the subway, exit on High Street. It's one block west, _____ of the block and _____ from a museum.

Practice Exercises

DynEd City



5(3) Directions: Exercise B

Write down the directions to these places from the hotel.

Example: Police Station:

Go out the front door of the hotel. Turn left. Cross First Avenue. Go straight. It's on your left, next to the hospital.

Park:

Post Office:

Drugstore:

Practice Exercises

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O

5(3) Directions: Exercise C

Complete the sentences.

Example: I is the second from the right in the middle row.

1. G is the _____ from the left in the _____ row.
2. H is in the _____ of the _____ row.
3. E is in the upper _____-hand corner.
4. N is second from the _____ in the _____ row
5. K is in the _____ left corner.
6. C is the _____ from the left in the _____ row.

4. Review Exercises for Module 5

When Units 1-3 are completed, it is important to review the main points even while beginning to work on Module 6. The following lessons help students refocus on some of the main language points that are covered and included in the Mastery Tests. These lessons should be done on a *frequent* basis.

Dictations

Dictations focus on important language at the word and phrase level. Detailed instructions for doing the dictations can be found in the Study Guides and also in the pull-down Help Screens (*This Lesson*) when you enter the lesson. The Dictations for Module 5 are as follows:

Dictation 1

1. Kathy arrived in Paris the day before yesterday, which was Saturday.
2. Her plane landed at 3:00, two hours behind schedule.
3. It was supposed to arrive at 1:00.
4. After arriving, Kathy visited with her friend and met her friend's fiancé for the first time.

Dictation 2

1. This isn't the first time she has been in Paris.
2. The first time she came to Paris was as a student, ten years ago.
3. The last time was two years ago, when she came on business.
4. During that trip, she was so busy that she didn't have time to see any of the sights.

Dictation 3

1. This evening she has a date to meet someone for dinner.
2. She's going to have dinner with Pierre, a famous photographer.
3. She interviewed him two years ago.
4. Since then they have kept in touch. They have written to each other several times.

Dictation 4

1. She has never been to Salzburg. It will be her first time.
2. Like so many cities in Europe, Salzburg has an interesting history.
3. She wants to visit the place where Mozart was born.
4. He was born there more than 200 years ago.

Dictation 5

1. When we burn fossil fuels, waste gases, such as carbon dioxide, are produced.
2. The waste gases enter our atmosphere and cause pollution, which damages our environment.
3. For example, air pollution causes acid rain, and acid rain is killing many of our forests.
4. If air pollution continues to increase, many of our forests will die.

Dictation 6

1. Plants and trees help reduce global warming because they convert carbon dioxide into oxygen.
2. If there are more plants, then the rate of global warming is reduced.
3. However, many of our great forests are being cut down or burned.

Fill-Ins

This lesson reviews some of the main grammar points that have been introduced in Units 1-3. Detailed instructions for doing the Fill-Ins (with Speech Recognition) can be found in the Study Guides and also in the pull-down Help Screens (*This Lesson*) once you are in the Fill-Ins lesson. Please note that the highlighted words in the answer sentences are linked to the **Glossary**. Sample sentences from the Fill-Ins lesson are:

(1) It is the first vacation she *has* had in a long time. (3) She has *come* to Paris to attend her best friend's wedding. (4) She first *came* to Paris as a student, ten years ago. (6) Her plane *was* supposed to arrive at 1:00. (8) She has been there for two hours, *since* 11:30. (9) She has *never* been to Salzburg. (11) They *won't* leave for Salzburg until Thursday. (14) We burn fossil fuels, *such as* coal, to generate electricity. (15) The energy of falling water is *converted* into electricity. (16) The sun is *another* source of energy. (18) There are several reasons *why* this is important. (22) Our forests are also *being* killed by acid rain. (25) In a windy area, wind power *would* be a good way to get energy. (27) On land, trucks are often *used* to transport oil and gas. (28) Some of our forests are *being* killed by acid rain.

Speech Practice

In addition to developing oral fluency, this lesson provides a means to review and focus attention on many of the key language points developed in Units 1-3, such as the present perfect, the past tense, and the passive. Detailed instructions for using Speech Recognition and for doing the Speech Practice lesson can be found in the Study Guides and also in the pull-down Help Screens.

The Speech Practice lesson has three sections: *Sentence Reading*, *Answering Questions*, and *Speech Quiz*. Please note that the Score for the Speech Quiz is designed so that students can try to increase their personal scores each time they do the quiz, rather than as a test. Their scores can be found in the Study Records.

5. Video Interactions, Module 5

This lesson shows a variety of native speakers in the following situations: *How Much Are the Tickets?*, *Business Telephone*, *At a Restaurant*, and *Hot Seats*. Except for the Hot Seats, students may view each scene in a *presentation* mode. Lessons marked with an **SR** have an *interactive* mode where students can interact with the characters through Speech Recognition choices. In the Hot Seats, the characters answer questions put to them by the students.

Detailed Instructions for this lesson, and for Speech Recognition, are in the *Study Guides* and also in the pull-down Help Screens after you enter the lesson.

Each scene illustrates language points that have been developed in this module. The scenes have been designed so that they can be role-played by students. This is an excellent way to review, have fun, and personalize the language.



How Much are the Tickets?

Do you have any more tickets for the concert?
 Sorry, there're no more seats left for this afternoon's performance.
 Are there any seats for this evening?
 Yes, we do, but they're expensive seats.
 How much are they?
 Let's see. Those seats are \$100.
You don't have anything else?
 No, I'm sorry.
 If I take three, will you give me a discount?
 Sorry, *I wish I could help you.* I just work here.

Business Telephone

Ace Travel. *May I help you?*
 Hello? I'm calling about some airline seats I've reserved.
 There's a problem.
Okay sir, what kind of problem?
 I just got the tickets in the mail and now I see that the seats are not together.
 Oh, I see. When is the flight?
 The flight is scheduled for tomorrow. *Is there anything you can do?*
 What's the flight number?
 It's Flight 002 to Madrid.

I'm afraid that flight is full, so it's going to be difficult. But I made the reservations more than a month ago. The seats *were supposed to be* together.
 Okay sir. *I'm sorry about the mistake. Let me see what I can do. Give me your number and I'll call you back.*
 Thanks. *I appreciate your help.* My number is

At a Restaurant

Have you decided what you want to order yet?
 No, *I haven't.* What are you going to get?
I haven't decided yet either.
 Why is it always so difficult to decide?
 I don't know. *Why don't you try* the roast chicken? It's really good.
 I can't. I don't eat meat.
You don't eat meat? How about some pasta?
 Okay, that sounds like a good idea.

Hot Seats

Have you ever been abroad?
 I've been to London, and also to Paris.
 What's the most interesting trip you *have ever taken?*
 It was the time I went to Amsterdam.

Module 5 Summary - New Dynamic English 3

Active vocabulary through Module 5: approximately 1,250 words

Summary of Verbs in each Unit

Regular Verbs

<u>(1) On a Trip</u>		<u>(2) Energy Sources</u>		
arrive*	marry	balance	happen	move away
attend*	plan	burn*	heat up	need*
belong	prefer*	cause	help	prevent
enjoy*	relax	change*	hope	produce*
guess*	return*	convert	include	reduce
interview*	shop	damage	increase	require
join	stay*	decrease	kill*	spill
land	talk*	die*	limit	store
last*	travel*	enter	live*	transport
listen*	visit	escape	look ahead	travel*
look*	want*	face	manage	use
look forward*		generate	melt	want*

Irregular Verbs, their Past Tense and Past Participle forms

V	Unit	V(d) Past	V(n) Past Participle
be*	(1,2)	was/were	been
begin*	(2)	began	begun
buy*	(1)	bought	bought
catch	(1)	caught	caught
come*	(2)	came	come
cut down	(2)	cut down	cut down
do*	(1)	did	done
fly*	(1)	flew	flown
get*	(2)	got	gotten/got
get+adj	(1)	got+adj	gotten+adj/got+adj
go*	(1)	went	gone
have*	(1,3)	had	had
hold	(1)	held	held
keep in touch	(1)	kept in touch	kept in touch
know*	(1)	knew	known
leave*	(2)	left	left
meet	(1)	met	met
rise*	(2)	rose	risen
run	(2)	ran	run
run out	(2)	ran out	run out
see*	(1)	saw	seen
take a picture	(1)	took a picture	taken a picture
take a walk	(1)	took a walk	taken a walk
take care	(2)	took care	taken care
take place	(1)	took place	taken place
think*	(1)	thought	thought
write*	(1)	wrote	written

* verbs introduced in previous lessons

Module 6 Lesson Map

Unit 1: Life Experience

Making a New Life
A Path to Success
A Troubled Past
Questions
Focus Exercises

Unit 2: Matrix Vocabulary and Matrix Game

Occupations
Places to Go
Ways to Travel
Things to Wear
Feelings

Unit 3: Comparisons

Price and Quality
Three Sisters
Country Data
Four Cities
Focus Exercises

Unit 4: Review Exercises (for Units 1-3)

Dictations
Fill-In Exercises w/SR
Speech Practice Exercises w/SR

Sentence Reading
Answering Questions
Speech Quiz

Unit 5: Video Interactions w/SR

Telephone Conversation
Flight Information
At a Restaurant (2)
An Interview: Job Experience

1. Life Experience

Making a New Life; A Path to Success; A Troubled Past; Questions; and Focus Exercises

This Unit completes the presentation of intermediate verb structures introduced in *New Dynamic English*, Levels 2 and 3, and prepares students for Level 4, where students will focus on more abstract relationships, especially the modals and conditionals.

In this Unit, students learn how to talk about the totality of their lives: their past and accumulated experience, their current situations, and their plans and hopes for the future. In particular, we review and develop the present perfect and passive constructions of the verb.



In *Making a New Life*, *A Path to Success*, and *A Troubled Past*, the lives of three characters are introduced and summarized. Within the contexts of each life, the lessons focus on events and experiences and how they are sequenced in time.

In *Questions* and *Focus Exercises*, students focus on information questions and sentence construction with a mixture of verb constructions, including the passive and perfect forms.

Goals

To be able to understand and talk about one's life experience and qualifications.

To be able to organize a brief presentation about one's education and travel experience.

Objective 1: To be able to understand and use the present perfect and past tense forms in a simple narrative about experience.

Objective 2: To be able to understand and use the passive form together with the past tense and perfect forms of the verb.

Objective 3: To be able to use appropriate time phrases to organize a brief written or oral presentation about one's experience.



Learning Points

change, *get* + adjective

She became a successful model. Now that he's getting older... Their relationship got better. After about two years, they got married.

***for* (reason)/ *to* (purpose)**

He decided to study in the UK for a personal reason. His girlfriend was going to London to get a job as a model. He was arrested for stealing a car. He was given a grant to study in the UK.

gerund, infinitive

Richard likes living in England; he decided to study; enjoys teaching; hopes to return; decided to quit; his dream to be a writer; he kept on trying; Richard was given a grant to study in the UK. Jack was arrested for stealing a car

passive

He was given a grant to study in the UK. He was also offered a grant to study in the US. His first book was rejected. He got kicked out of several schools. He was arrested by the police. He has been arrested twice.

present perfect + *for*

He has taught there for the past five years. They have lived there for almost eight years. Altogether, he has been in jail for about two years.

present perfect and past contrasted

He has taught there for the past five years. Before that he was a graduate student... The police arrested him. He has been arrested three times. He came to England eight years ago. He has lived in England for eight years.

time sequence

At the same time; A year later; Before that; During that time; After about two years; Since then; Now he is a well-known writer. During his school day... When he was sixteen, he got into a fight. When he was twenty he got married. Six months later, his wife left him.

still, yet

Richard's family still lives in Hong Kong. He still hasn't met the right woman. He hasn't met the right woman yet.

used to

John used to work for a large company, but he doesn't work there anymore. He used to be a businessman.

Classroom and Language Extension Activities

Step 1: Presentation

Present the first part of *Making a New Life* in class. Focus on the past tense, the present perfect, and the passive. Point out that the present perfect is often used to talk about experience.

Step 2: Oral Practice

In pairs, or small groups, have students practice summarizing the first part of the lesson and answering questions about Richard's background, such as: *Where did he live before he came to study in the UK?*

Step 3: Listening Focus

Assign students to do **Listening Focus 1** in the lab or at home.

Step 4: Presentation and Oral Practice

Introduce *A Path To Success* in class. Review the meaning of *used to*, and note once again the use of the present perfect to express experience in sentences such as: *He has written several books.*

In pairs, or small groups, have students practice asking and answering questions about their travel or job experience, such as: *Have you ever been abroad? How many countries have you travelled to? How old were you when you first went abroad?*

Step 5: Listening Focus

Assign students to do **Listening Focus 2** in the lab or at home.



Step 6: Presentation and Oral Practice

Introduce *A Troubled Past* in class, and go over all the sentences which use the passive form, such as: *He got kicked out of several schools; That was the first time he was arrested; Since then he has been arrested twice; Each time he was arrested he had to go to jail, etc.*

In pairs, or small groups, have students practice summarizing the life experiences of all three characters.

Step 7: Listening Focus

Assign students to do **Listening Focus 3** in the lab or at home.

Step 8: Listening Focus

Assign students to do **Listening Focus 4**, the *Focus Exercises* in the lab or at home.

Follow-up and Extension

Once the lessons have been introduced and practiced, complete two or more of the following **Classroom Activities** to extend and reinforce the language. Then test the main points of the Unit, using the practice exercises as a model of items to test.

Classroom Activity 1: Richard's Timeline

Challenge students to work back through Richard's life and create a timeline with dates of all the important events in his life. Start with this year and work back. *What year is this? His mother died last year. In what year did his mother die? He has taught science for five years. When did he start teaching at the college?* etc.

Classroom Activity 2: Changing Lifestyles

Have students make a list of things they did in the past, but they no longer do. Then have them write five sentences using *used to*: e.g., *I used to take the bus to work, but now I drive my car. I used to baby-sit on weekends, but now I have a job in a restaurant.*

With a partner or in a small group have students think of things people used to do, but no longer do because of modern conveniences or changes in society: e.g., *Women used to wash clothes by hand, but now there are washing machines. Children used to live with their parents until they married, but now they move into apartments.*

Classroom Activity 3: Letters to the Newspaper -- Getting Advice

a. Dear Abby Letter

Jack is tired of his life and doesn't know what to do. Have students write a letter from Jack to Dear Abby giving a short history of his life and asking for advice. Have them also write Abby's advice.

b. The Personals

John would like to get married and have a family, but he can't find the right woman. Have students write an ad that John might place in the personals or on the internet to look for the right mate. Have them also write an ad from a woman who would be a good match for John.

Classroom Activity 4: Me and you

Have students work in pairs or groups of three. Ask each student to write down three things he or she thinks they have in common with their partner(s), and three things he or she thinks have been different. Then the partners should discuss what they have written, and write a report summarizing the results.

Classroom Assignment 5: Significant Experiences That Have Changed My Life

In this written assignment, students should write a one page paper that presents significant experiences in their lives. How have the experiences changed their lives? What were the results or consequences?

Classroom Assignment 6: Famous Person's Experiences

In this small group assignment, have students choose a famous person to research and write about. Students should find two or three significant events in the person's life and present each event in a paragraph or two. Then have one person from each group make an oral presentation to the class.

Suggestions: singers, actors, politicians, scientists, writers, explorers, athletes, etc.

Sources: Biographies, Encyclopedias, Internet

Classroom Assignment 7: Job Resume

Prepare a resume for applying for job or scholarship. Include your education and job experience and any other special qualifications and skills you have.

Using a classmate's resume, interview them about their experience.

Classroom Assignment 8: The Value of Experience and Skills

In this small group assignment, have groups of students list various types of experience or qualifications and rank them according to importance. Consider how different jobs require different qualifications. What kinds of experience and skills are most valuable? What kinds of experience and skills are least valuable? Then have one person from each group make an oral presentation to the class to summarize the conclusions of the group and give reasons why.

Suggestions: travel, work experience, higher education, ability to speak a foreign language, sports, community service, ability to play a musical instrument, ability to write well, etc.

Key Sentences

Making a New Life

Richard is a teacher at a small college in England. He has taught science there for the past five years. Before that, for two years, he was a graduate student at Newton University, near London. At the same time, he worked part-time as a research assistant.

He came to England eight years ago, after finishing his university studies in Hong Kong. He was a top student in Hong Kong, and he was given a grant to study in the UK. He was also offered a grant to study in the US. It was a great opportunity for him because he wanted to get some international experience.

It was a difficult choice, but he decided to study in the UK for a personal reason. His girlfriend was going to London to get a job as a model. He was afraid he would lose her if she went to London and he went to the U.S.

After only three months in London, she became a successful model. During that time their relationship got better. On weekends they often went places together. After about two years, they got married.

Now they are happily married and have a five-year-old son. Altogether, they have lived in England for almost eight years.

Richard's family still lives in Hong Kong. He has two sisters and a brother. Richard is the youngest. His mother died last year, but his father is in good health.

Richard speaks two languages, Chinese and English. He likes living in England, and he enjoys teaching. He thinks it's important to get international experience.

He hopes to return to Hong Kong someday. He wants to help contribute to its future.

A Path to Success

John used to be a businessman. He worked for a large company for six years. He earned lots of money, but he decided to quit. He wanted to follow his dream to be a writer.

His first book was rejected. He almost gave up, but he didn't. His next book was much better. Now he

is a well-known writer. He has written several books. In fact, four of his books have been best sellers. Now John is writing a book about the life of Mikhail Gorbachev, the famous Soviet leader.

John has traveled to many parts of the world. When he was eighteen years old, he went abroad for the first time. He went to the U.S. and Canada. A year later, when he was nineteen, he went to Japan and Korea. Since then, he has gone to a different country every year.

Now that he's getting older, John thinks he should get married. He would like to have a family. Unfortunately, he still hasn't met the right woman for him. Of course he's looking for a woman who likes to travel. He hopes to get married within the next two or three years.

A Troubled Past

Jack can't find a job. Nobody will hire him. That's not surprising, however, because he hasn't done very much.

During his school days, he was often in trouble. He got kicked out of several schools. When he was sixteen, he got into a fight and lost two teeth.

When he was eighteen, he stole a car. The police caught him and arrested him. That was the first time he was arrested.

Since then he has been arrested twice. Altogether, he has been arrested three times. Each time he was arrested he had to go to jail. He has been in jail three times, each time for about eight months. Altogether, he has been in jail for about two years.

When he was twenty he got married. Six months later his wife left him. She couldn't stand living with someone who was always getting into trouble.

Now he's all alone. He's wondering about his life. He is tired of getting into trouble, but he doesn't know what to do. He'd like to get an interesting job. Unfortunately, he doesn't have any job skills. He wishes he could start his life over.

Questions

How long has he (Richard) been a science teacher? How long did he work as a research assistant? He worked as a research assistant for two years. Where did he decide to study? Why did he decide to study

in the UK? Besides Britain, where else did Richard have a chance to study? Why did he decide not to study in the US? Where did Richard live before coming to the UK?

Who became a model? How long did it take Richard's girlfriend to become a successful model? Who did he marry? How many sisters does he have? He has two sisters and a brother. Is Richard's mother still alive? How many languages does he speak?

Does he (John) work for a large company? Has he ever worked for a large company? Why did he decide to quit?

Who has written several books? How many of his books have been best sellers? Who is he writing about now? How old was he when he went abroad for the first time? How old was he when he went to Japan and Korea? Have you ever been abroad? Do you enjoy traveling? True or False: He's going to get married very soon.

Who can't get a job? What happened to Jack when he was sixteen? What did Jack steal? Who stole a car? Who arrested Jack?

Who was arrested for stealing a car? How many times has he been arrested? Has he ever been married? Is he married? Who lost two teeth when he was sixteen? How old was he when he lost two teeth?

Focus Exercises

He [has] [taught] science there [for] the [past] five years.

It [was] a difficult [choice], but he [decided] [to] [study] in the UK for a personal reason.

He [came] to England eight years [ago], [after] [finishing] his university [studies] in Hong Kong.

He [was] also [offered] a grant to [study] in the US.

His girlfriend [was] [going] to London to [get] a [job] as a model.

His mother [died] [last] year, [but] his father is in good health.

John [has] [written] [several] successful books.

In fact, [four] of his [books] [have] [been] best sellers.

John [has] [travelled] to [many] [parts] of the world.

John [travelled] to Japan and Korea [when] he [was] nineteen.

When he [was] [sixteen], he [got] into a [fight] and [lost] two [teeth].

Two years [later], he [was] [arrested] for [stealing] a car.

That was the [first] [time] he [was] [arrested].

Since then he [has] [been] [arrested] twice.

Unfortunately, he [doesn't] [have] [any] job skills.

Altogether, he [has] [been] [arrested] three times.

Unfortunately, he [still] [hasn't] [met] the [right] woman for him.

A year [later], when he [was] nineteen, he [went] to Japan and Korea.

He [used to] [work] [for a large company, [but] he [doesn't] work there [anymore].

Jack [was] [arrested] by the [police].

After [about] two years, they [got] [married].

Focused Listening

Focus 1

Focus on *Making a New Life*. Listen to each sentence *several* times. If necessary, use the ABC button to look at the text.

Language Focus

Present perfect, past, and passive forms of the verb

Listening Task

Listen to how the verb tenses change from sentence to sentence. Repeat each sentence, and record it.

Goal

- Students will learn how to use the present perfect and past tense together in a narrative, with the present perfect emphasizing experience and results, and the past tense emphasizing an event or act.

Student Follow-up

- Write a summary of Richard's life up until he got married. Fill in the details as you imagine them, especially his decision to study in the UK instead of the US.
- Do Practice Exercises A and B.

Focus 2

Review *Making a New Life*, and then focus on *A Path to Success*. Listen to each sentence *several* times. If necessary, use the ABC button to look at the text and the Glossary.

Language Focus

present perfect to express experience, simple past, and *used to*

Listening Task

Listen for sentences that summarize experience. Say and record these sentences.

Goal

- Students will be able to use the present perfect to ask and answer questions about experience.

Student Follow-up

- Write a summary of John's life. Fill in the details as you imagine them. What are the significant experiences in his life?
- Do Practice Exercises C and D.

Focus 3

Review *Making a New Life*, *A Path to Success* and then focus on *A Troubled Past*. Listen to each sentence *several* times. If necessary, use the ABC button to look at the text and the Glossary.

Language Focus

Passive with past (*was arrested*) and perfect forms (*has been arrested*)

Listening Task

Focus on sentences that use the passive form. Repeat and study these sentences. Note that some sentences have a passive meaning without using the passive form: *He got kicked out of several schools. His mother died.*

Goals

- Students will be able to use passive constructions with the past and perfect forms.
- Students will be able to use well-formed sentences to summarize the experiences of all three characters.

Student Follow-up

- Summarize Jack's life, and fill in the details as you imagine them.
- Summarize your own travel and/or job experience: What countries have you been to? What kinds of jobs have you had?
- Do Practice Exercises E and F.

Focus 4

Review *Making a New Life*, *A Path to Success* and *A Troubled Past*. Then do the *Questions* and *Focus Exercises* lessons.

Language Focus

still, yet, passives, present perfect

Goal

- Students will be able to use *still, yet, and used to*.
- Students will be able to use well-formed sentences to ask and answer questions about their own lives and experiences.

Student Follow-up

- Write a two page autobiography.
- Prepare a job resume. Include your education and work experience.

Practice Exercises

6(1) Life Experience: Exercise A

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



Richard (be) is a teacher at a college in England. He (teach) _____ science there for the past five years. Before that, for two years, he (be) _____ a graduate student at Newton University. At the same time, he (work) _____ part-time as a research assistant.

Richard (come) _____ to England eight years ago. After finishing his studies in Hong Kong, he (give) _____ a grant to study in the UK. Another reason he (decide) _____ to study in the UK was that he (want) _____ to be with his girlfriend who (go) _____ to London to get a job as a model.

After about two years, Richard and his girlfriend (get married) _____. Now they (have) _____ a five-year-old son. Altogether, they (live) _____ in England for eight years.

6(1) Life Experience: Exercise B

Rearrange the words to form the correct sentence.

Example: Richard /but now/ /used to / /a graduate student/ /be/ /is/ a science teacher.

Richard used to be a graduate student, but now he is a science teacher.

1. Richard /in Hong Kong/ /but now/ /live/ /used to/ /he lives/ in England.

Richard _____ in England.

2. His girlfriend /to get/ /to London/ /came/ /as/ /a job/ a model.

His girlfriend _____ a model.

3. Richard /in England/ /living/ /likes/ /enjoys/ /and he/ teaching.

Richard _____ teaching.

Practice Exercises



6(1) Life Experience: Exercise C

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

John (be) is a well-known writer. He (write) _____ several books. Four of his books (be) _____ best-sellers. Now John (write) _____ a book about the life of Mikhail Gorbachev.

John (like) _____ to travel. He (travel) _____ to many parts of the world. When he was eighteen years old, he (go) _____ to the US and Canada. A year later he (go) _____ to Japan and Korea. Since then, he (go) _____ to a different country every year.

Now that he (get) _____ older, John thinks he should (get) _____ married. Unfortunately, he still (meet, not) _____ the right woman for him.

6(1) Life Experience: Exercise D

Fill in the blanks with *ago*, *for*, *since*, or *after*

Example: John worked for a large company for six years.

1. When John was nineteen he went to Japan and Korea. _____ then, he has been to a different country every year.
2. Richard has taught science _____ the past five years.
3. Richard and his girlfriend came to England eight years _____. _____ about two years they got married.
4. They have lived in England _____ almost eight years.
5. Richard came to England eight years _____, _____ finishing his university studies in Hong Kong.

Practice Exercises

6(1) Life Experience: Exercise E

Use the passive form of the verb to write a new sentence with the same meaning.

Example:

They kicked Jack out of school. Jack was kicked out of school.



1. The police have arrested Jack three times.

2. They caught Jack and put him in jail.

3. The publishers rejected John's first book.

4. The government gave Richard a grant to study in the UK.

5. That was the first time they arrested him.

6(1) Life Experience: Exercise F

Fill in the blanks with *still*, *yet*, *already*, or *anymore*

1. Richard got married six years ago. He is _____ married.

2. John _____ hasn't met the right woman for him.

3. John isn't married _____.

4. Jack used to be married, but he isn't married _____.

5. Richard's mother died last year but his father is _____ alive.

6. Richard's family _____ lives in Hong Kong.

7. John used to work for a large company but he doesn't _____.

8. John has _____ been to Korea and Japan, but he's never been to Malaysia.

2. Matrix Vocabulary

Occupations; Places to Go; Ways to Travel; Things to Wear; Feelings; and Matrix Game

This Unit introduces vocabulary related to five subject areas of importance in daily conversations. It is important to extend the vocabulary in each category. For example, in *Occupations* the class should list additional jobs and professions and discuss the advantages, disadvantages, qualifications, and give a detailed description of each. In *The Interview* lesson (Unit 5, Video) there is also an example of how a role play can be set up in the classroom. In addition, the *Classroom Activities* for this Unit will provide opportunities for follow-up and extension.

In the second category, *Places to Go*, students learn how to describe a variety of places by indicating what happens there. An expanded list of places will add useful vocabulary to the lesson and allows students to bring in their own interests. In the third category, *Ways to Travel*, students can add travel-related vocabulary, such as *commute*, *rush hour*, *in cities*, *in the country*, *passengers*, *mass transit*, etc. There is also a video lesson, *Flight Information*, in Unit 5, that extends this category.



In the fourth and fifth categories, *Things to Wear* and *Feelings*, there are many interesting ways to extend and add to the examples. How this is done depends on the age and profile of your students. Both categories lend themselves to role plays and other activities, examples of which are listed in *Classroom Activities*.

Once each category has been studied, students will enjoy the *Matrix Game* where they can test themselves and see how high they can score. This activity helps to review and reinforce the basic language, and can be extended into a class activity. See the *Classroom Activities* for more ideas.

Goals:

To be able to talk about common jobs and professions.

To be able to describe places of business and of general interest by talking about what happens there.

To be able to talk about means of transportation, and general travel patterns.

To be able to talk about and describe clothes.

To be able to talk about and describe feelings.

Objective 1: To prepare students to talk about their job ambitions and/or present jobs and places of business.

Objective 2: To prepare students to make their own travel arrangements.

Objective 3: To prepare students to describe and buy clothes.

Objective 4: To prepare students to understand references made to feelings, and to talk about feelings in an appropriate and understandable way.

Learning Points

adverb phrases and adverbs of frequency

when they are happy; when a friend is sick; when someone is rude to them. Construction workers work outside and sometimes operate heavy machinery. A dentist often charges a lot of money.

countable/uncountable amounts

many people; many other materials; some people; most people; a lot of education; not much education; a pair of gloves; a lot of money; many different kinds of animals; other sports

comparing amounts

Dentists almost always earn more than sales clerks. Which usually costs more? Flying is usually more expensive than going by train. A train holds more passengers than a bus.

conditionals

Who would you go to if you had a toothache? How would you feel if you were all alone and lost in a dark forest? How do you feel if someone is rude to you?

compulsion, have to

You have to put on your socks before you put on your shoes. I only go when I have to. You have to go to an airport...

gerunds and infinitives

Do you enjoy *going* to the dentist? I prefer *flying*. *Flying* is usually more expensive than *going* by train. Many people don't like *going* to the dentist. The fastest way *to travel* a long distance is *to go* by airplane. A bus is an inexpensive way *to travel*. A library is a good place *to do research*. Some people are afraid *to fly*.

purpose (in order to, to); reason (because)

You have to go to an airport to get on an airplane. What do people wear to keep their heads warm? You usually need an appointment in order to see a dentist. You usually need a reservation in order to get on a train. Many people don't like going to the dentist because they are afraid of pain.

word relations

Driver is to *bus* as *pilot* is to *airplane*. *Black* is to *white* as *hate* is to *love*.

preference, would rather

Would you rather go to a zoo or to a disco? I'd rather read a book or listen to music.

Classroom and Language Extension Activities

Step 1: Presentation

Introduce the **Occupations** lesson in class. Make a list of occupations and jobs on the board, and talk about the advantages, disadvantages, and qualifications for each. Sample occupations include: a *doctor, a cook, a restaurant owner, a lawyer, a nurse, a pharmacist, a salesperson, a plumber, an architect, a software programmer, a graphic artist, a journalist*, etc.

Step 2: Oral Practice

In pairs, or small groups, have students interview each other about what kinds of jobs they have or would like to have? What are their responsibilities? What do they do every day? What are the advantages, disadvantages, and qualifications for the job.

Step 3: Listening Focus

Assign students to do **Listening Focus 1** in the lab or at home.

Step 4: Presentation and Oral Practice

Briefly introduce the **Places to Go** lesson. Make a list of places on the board ask the class to help you describe what goes on at each place. For example, *at a bank people are depositing or withdrawing money, getting a loan, or arranging to transfer money from one account to another*. Write down the new vocabulary, and have students work in pairs to come up with more examples and present them to the class.

Step 5: Listening Focus

Assign students to do **Listening Focus 2** in the lab or at home.

Step 6: Presentation, Oral Practice, and Listening Focus

In successive lessons, introduce each of the next three categories and follow the above pattern for each.

Follow-up and Extension

Once the lessons of this Unit, including the **Matrix Game**, have been completed, assign the **Practice Exercises** and complete three or more of the following **Classroom Activities** to extend and reinforce the language. Then test the main points of the Unit, using the practice exercises as a model of items to test.

Classroom Activity 1: Posters

Divide the class into groups of three or four. There must be at least five groups. Assign each group one of the categories from the Unit. Have each group create a poster using magazine pictures or drawings with colored markers depicting words in that category. Place the posters around the classroom and use these visuals for discussion throughout this lesson.

Classroom Activity 2: What's My Line?

Have students write an occupation on a card or provide cards with occupations already written on them for each student. The class must guess the occupation of one student by asking questions. The student may give one clue initially, e.g., *I work with water. I work in a small space*. From there the questions begin: e.g., *Do you work outside? Do you work by yourself or in a team?* The first student to guess the occupation is the next one up.

Classroom Activity 3: Hot Spots

Divide the class into groups of three or four. Ask each group to pretend they are creating a guide for new students or employees that includes interesting places to go in the neighborhood, on campus, or related to the business. Have them think of at least five places, with short descriptions of each place: e.g., *Swimming Pool. The Swimming Pool is a good place to get exercise. At the Swimming Pool you can get a tan.*

Classroom Activity 4: Budget Buys

Bring newspaper and magazine clothing ads or clothing store catalogs to class. Tell students they can buy anything they need, but they must stay within a budget. Decide on a reasonable amount that everyone must limit themselves to. Have students "go shopping" through the ads and make a list of what they will buy and the price of each item. Have students share with the class what is on their list. Encourage students to describe the color and features of the clothing.

Classroom Activity 5: What am I Wearing?

Group students into pairs. Have the partners stand back to back and take turns asking each other questions about what each is wearing, e.g., *Am I wearing a belt? What color is my shirt? What is it made of? Am I wearing brown shoes?* The other student tries to answer.

Classroom Activity 6: Way to Go!

On the board, write the names of two places in the area (towns, public buildings, parks, etc.) that students are familiar with. Have the class brainstorm ways to travel between the two places. Write these means of transportation on the board. Then divide up the class into small groups and ask each group to decide the best way to get from place A to place B and why. They may decide to use several modes of transportation (e.g., walking, train, taxi) to get there, but everyone in the group must agree on the sequence. Have each group choose one student to present the group's choices and reasons to the rest of the class.

Classroom Activity 7: Feelings

Have students write about one of the following topics: *My Happiest Day, My Most Embarrassing Moment, My Most Frightening Experience, A Situation That Made Me Really Angry.*

Ask students to think back to the moment and brainstorm what they saw, heard, felt, smelled or tasted in the experience. Have them write a few paragraphs about the experience using the five senses to help readers understand their experience.

Classroom Activity 8: Matrix Game

In this activity, divide the class into two or three groups. Make a list of 30-40 questions and answers about the topics in the Unit. Then read a question to one of the teams and ask them to answer it in a complete sentence. For example: "In what profession do people practice law?" "Lawyers practice law." "How do most people feel if someone is rude to them?" "If someone is rude to them, most people get angry." "Black is to white as hate is to ____?" "Black is to white as hate is to love."

Classroom Activity 9: Job Interview

Divide the class into two or three groups and have each group write and produce a short video of a job interview.

Classroom Activity 10: At a Department Store

Divide the class into two or three groups and have each group write and produce a short video of someone buying new clothes at a department store.

Classroom Activity 11: Matrix Vocabulary Crossword Puzzle

As a class, or as a competition between teams, solve the Crossword Puzzle (below).

Key Sentences

Occupations

Here are four kinds of jobs: a scientist, a construction worker, a dentist, and a sales clerk.

Scientist. Scientists study the nature of the universe and how things work. Scientists work in laboratories and do experiments. Scientists like to solve difficult problems and explore the unknown. You need a lot of education to become a scientist or a dentist.

Construction worker. Construction workers build things like bridges, dams, and highways. Construction workers work outside and sometimes operate heavy machinery. Construction workers sometimes have dangerous jobs. You don't need much education to become a construction worker or a sales clerk.

Dentist. A dentist fixes our teeth and often charges a lot of money. Many people don't like going to the dentist because they are afraid of pain. You usually need an appointment in order to see a dentist. Dentists almost always earn more than sales clerks.

Sales clerk. Sales clerks help customers buy things in stores. Sales clerks work in department stores and many other kinds of shops. Sales clerks should be helpful and polite to do their job well.

Places To Go

Here are four places to go: a zoo, a disco, a stadium, and a library.

Zoo. You can see many different kinds of animals in a zoo. A zoo is a good place to go with children on a sunny day. In a zoo we can look at the animals, and the animals can look at us.

Disco. Discos are popular places for people to go dancing. Discos play loud music and stay open late at night. People go to a disco when they want to have a good time.

Stadium. You can see football, baseball, and other sports at a stadium. Sports fans like to go to the stadium to watch their favorite teams. Good seats at a sports event are usually expensive.

Library. There are lots of interesting books in a library. A library is a good place to study and do research. People go to a library when they want to borrow a book.

Ways To Travel

Here are four ways to travel: by airplane, by bus, by train, and by taxi.

Airplane. Airplanes are a safe way to travel, but some people are afraid to fly. The fastest way to travel a long distance is to go by airplane. Flying is usually more expensive than going by train. You have to go to an airport to get on an airplane.

Bus. A bus is an inexpensive way to travel from one place to another. Buses are sometimes crowded and uncomfortable, especially during rush hour. Buses are an important form of transportation in places where there are no planes or trains. Bus drivers drive buses and pilots fly airplanes.

Train. Trains travel from station to station and carry many passengers. Many people commute to and from work by train. Sometimes you need a seat reservation in order to get on a train. A train holds more passengers than a bus.

Taxi. Taxis are an expensive way to travel, but they are convenient. When you get into a taxi, you have to tell the driver where you want to go. You have to pay your fare when you get out of a taxi.

Things To Wear

Here are some things to wear: shoes and socks, two shirts, a pair of gloves, and some hats.

Shoes and socks. Here are a pair of shoes and a pair of socks. First you put on your socks, then you put on your shoes. Some people take off their shoes when they enter their house. You wear socks on your feet and you wear gloves on your hands. Do you wear your shoes inside your house? Feet are to socks as hands are to gloves.

Shirts. Here are two shirts. The shirt on the left has long sleeves. The shirt on the right has short sleeves. Shirts are made of cotton, silk, and many other materials.

Gloves. Here is a pair of gloves. People wear gloves in cold weather to keep their hands warm. Some workers wear gloves to protect their hands.

Hats. There are many different kinds of hats. In cold weather people wear hats to keep their heads warm. A hat can protect your head from the sun in hot weather.

Feelings

These are four feelings: happy, sad, angry, and afraid.

Happy. People smile and laugh when they are happy. Good news makes people happy. Don't worry. Be happy.

Sad. Some people cry when they are sad. There are tears in her eyes. People often feel sad when they get bad news. Most people feel sad at funerals or when a friend is sick.

Angry. Most people get angry when someone is rude to them. It makes some people angry if their train or bus arrives late. If you get angry easily, you should try to control your temper.

Afraid. Small children are often afraid of the dark. Some people are afraid to try anything new. Most people feel afraid when they are in a dangerous situation.

Sample Questions

Who earns more, a dentist or a sales clerk?
Who makes more money, a dentist or a sales clerk?
Whose job is more dangerous, a construction worker or a sales clerk?
Which job is best for you if you like to solve difficult problems?
Which job is best for you if you like working with customers?
Who does experiments in a laboratory?
Who would you go to if you needed help in a store?
Who would you go to if you had a toothache?
In your country, are sales clerks usually helpful and polite?
Do you enjoy going to the dentist?
Which job requires people to work outside?
Do you usually need an appointment in order to see a dentist?
Please take the gloves to the sales clerk to pay for them. Which two jobs require the most/least education?
Where is a good place to go with young children on a sunny afternoon?
Have you ever seen an elephant in a zoo?
Where can you go to watch monkeys playing in their cages?
Which place stays open very late at night?
Where is a good place to go to watch your favorite team play?
Have you ever been to a professional football game?
Which usually costs more, a ticket to a sports event or admission to a zoo?

Would you rather go to a zoo or to a disco?
Would you rather look at animals or go dancing?
What can you borrow from a library?
Where can you dance and listen to music?
Are you a sports fan?
What is an inexpensive way to travel around a city?
What is an inexpensive way to travel in places where there are no trains or planes?
What is usually the most expensive way to travel from one part of a city to another part? Which holds more passengers, a bus or a train?
What is the fastest way to travel from London to New York?
Which is usually more comfortable and convenient, a taxi or a bus?
Where do you have to go to catch a plane?
Have you ever flown first class?
Would you rather travel a long distance by train or by airplane?
Driver is to bus as pilot is to _____?
Which form of transportation is usually the fastest way to travel a long distance?
Which form of transportation is usually more expensive, an airplane or a train?
Which do you put on first, your shoes or your socks?
Which do you take off first, your shoes or your socks?
What do most people wear on their feet?
What do people wear to keep their heads warm?
Feet are to socks as hands are to _____?
Do you wear your shoes inside your house?
Which shirt has short sleeves?
Head is to hat as feet are to _____?
Kathy is cold. Which hat would keep her ears warm?
Do you like to go shopping for clothes?
How do you feel when someone you love is going away for a long time?
How do you feel when someone you love is returning from a long trip?
How do you feel when you get good news?
How do most people look when they are happy?
How do most people feel on their birthday?
How do most people look when they are angry?
How would you feel if you were all alone and lost in a dark forest?
How do you feel if someone is rude to you?
He failed the entrance examination. How does he feel?
Do you get angry easily?
Do you lose your temper easily?
When you were a child, were you afraid of the dark?
How do people usually feel at a funeral?

Focused Listening

Focus 1

Focus on *Occupations*. Click on each item several times and listen to the basic sentences about each. Then use the *Quiz* button and answer the questions.

Language Focus

Vocabulary related to job descriptions

Listening Task

Listen to each job description. Then answer the questions and say each sentence. Write down any unfamiliar vocabulary.

Goal

- Students should be able to describe and answer questions about a variety of occupations.

Student Follow-up

- Make a list of four other occupations.
- Describe one of these occupations, its advantages, disadvantages, and qualifications.
- Do Practice Exercise A.

Focus 2

Review *Occupations* and focus on *Places to Go*. Click on each item several times and listen to the basic sentences about each. Then use the *Quiz* button and answer the questions.

Language Focus

Vocabulary: Descriptions of places to go.

Listening Task

Listen to the descriptions of each place. Then answer the questions and say each sentence. Write down any unfamiliar vocabulary.

Goal

- Students should be able to describe what happens at various places of business or other places to go.

Student Follow-up

- Make a list of four other places to go.
- Describe one of these places, what happens there or why people go.
- Interview a classmate about their favorite places to go on a weekend. *Would you rather go to a disco or to a sporting event?*
- Do Practice Exercise B.

Focus 3

Review *Places to Go*, and then focus on *Ways to Travel*. Click on each item several times and listen to the basic sentences about each. Then use the *Quiz* button and answer the questions.

Language Focus

Vocabulary: transportation

Listening Tasks

Listen to the descriptions of each way to travel. Then answer the questions and say each sentence. Write down any unfamiliar vocabulary. Practice saying sentences that talk about what you have to do when taking a particular type of transportation.

Goal

- Students will be able to talk about and compare different kinds of transportation

Student Follow-up

- Present the advantages and disadvantages of each type of transportation.
- Present the sequence of actions necessary for taking a bus, taxi, etc. Example: *Taxi. First you get in the taxi. Then you give the driver directions. After you get out, you pay the fare.*
- Do Practice Exercise C.

Focus 4

Review *Ways to Travel*, and then focus on *Things to Wear*. Click on each item several times and listen to the basic sentences about each. Then use the *Quiz* button and answer the questions.

Language Focus

Vocabulary: clothing, and buying clothing

Listening Task

Listen to the descriptions of each thing to wear. Then answer the questions and say each sentence. Write down any unfamiliar vocabulary.

Goals

- Student will be able to talk about articles of clothing and other things worn on the body.
- Students will be able to specify where the item is worn, when, and what it is made of. *You wear a hat on your head. A hat can protect your head from the sun. This shirt is made of cotton.*

Student Follow-up

- Make a list of three additional things to wear, and describe them. When and where do you wear them?

What information, such as size, do you need to have when buying them?

2. Do Practice Exercise D.

Focus 5

Review *Things to Wear*, and then focus on *Feelings*. Click on each item several times and listen to the basic sentences about each. Then use the *Quiz* button and answer the questions.

Language Focus

Vocabulary: emotions and facial expressions or actions associated with emotions.

Listening Task

Listen to the descriptions of emotion. Then answer the questions and say each sentence. Write down any unfamiliar vocabulary.

Goals

- Students will be able to talk about emotions and facial expressions.
- Students will be able to use *make* and *get* to talk about emotions: *It makes me angry when...* *I get angry when...*

Student Follow-up

1. Interview a classmate about what makes them smile, laugh, cry, get angry, or scream from fright.
2. Make a list of two or three additional emotions, and give situations associated with each emotion:
Example: I get *excited* when I watch a good football game and the score is close.
3. Do Practice Exercise E.

Focus 6

Review each of the lessons in the Matrix Vocabulary. Then play the *Matrix Game*. See how high you can score.

Language Focus

Questions and answers.

Student Follow-up

1. Make a list of additional questions and answers for all the categories.
2. Do the Matrix Vocabulary Crossword.

Practice Exercises



6(2) Matrix Vocabulary: Exercise A

Complete each sentence with the *letter* of the correct words or phrases from below.

1. Construction workers build _____ bridges, dams, and highways.
2. Dentists fix our teeth and often _____ of money.
3. Dentists _____ earn more than sales clerks.
4. Most department stores have sales clerks _____ customers buy things.
5. Scientists often solve difficult problems and study _____ work.
6. Many high paying jobs require _____ education.
7. Sales clerks _____ helpful and polite.
8. Someone who comes to work late and doesn't work hard might _____.
9. It's often hard to _____ without work experience.
10. If you speak a foreign language it may help you to find _____.

(Words and phrases)

- | | |
|-------------------|-----------------|
| a) almost always | f) things like |
| b) charge a lot | g) a better job |
| c) how things | h) a lot of |
| d) lose their job | i) to help |
| e) get a job | j) should be |

Practice Exercises



6(2) Matrix Vocabulary: Exercise B

Complete each sentence with the *letter* of the correct words or phrases from below.

1. There are many _____ of animals in a zoo.
2. Professional sports events are _____ in a large stadium.
3. Tourists usually go to _____ places in a city.
4. In most big cities _____ many office buildings.
5. One way to see a city is _____ a tour bus around the city.
6. If you don't like cities, you can always _____ and see the countryside.
7. Some parts of a city are not safe, so you shouldn't _____.
8. It's not fun when you _____ a toilet when you really need one.
9. A museum is a good place to go if you want _____ the history of a place.
10. A good map will help you _____ around a city or country.

(Words and phrases)

- | | |
|--------------------|--------------------|
| a) the most famous | f) often held |
| b) to learn about | g) there are |
| c) go alone | h) different kinds |
| d) to take | i) find your way |
| e) can't find | j) rent a car |

Practice Exercises

6(2) Matrix Vocabulary: Exercise C

Complete each sentence with the *letter* of the correct words or phrases from below.



1. The fastest way _____ a long distance is to go _____.
2. Flying is usually more expensive than going _____.
3. A bus is an inexpensive way _____ from _____ to another.
4. Traffic is usually heaviest _____ rush hour.
5. Many people _____ to and from work _____.
6. Buses are an important form of _____, especially where there are no planes or trains.
7. Trains travel from station to station and carry many _____.
8. Taxis are an expensive way to travel, but they are _____.
9. Some countries have an excellent _____ system.
10. Subways are _____ form of transportation.

(Words and phrases)

- | | |
|---------------|-------------------|
| a) during | f) one place |
| b) another | g) transportation |
| c) convenient | h) by airplane |
| d) to travel | i) by train |
| e) commute | j) passengers |

Practice Exercises

6(2) Matrix Vocabulary: Exercise D

Complete each sentence with the *letter* of the correct words or phrases from below.



1. Men usually wear a shirt and _____ for business.
2. For a formal business meeting, men usually wear _____.
3. A woman's business suit usually consists of _____, blouse, and jacket.
4. When you buy a shirt or trousers you need to know your _____.
5. When a man travels, he needs to take several pairs of _____ and underwear.
6. In some countries, students wear _____ to school.
7. In order to know your size you'll need to _____.
8. In a department store you can try on clothes in a _____ room.
9. If your shoes don't _____, your feet will hurt.
10. At a hotel there is usually a _____ service for cleaning your clothes.

(Words and phrases)

- | | |
|-------------|----------------|
| a) fit | f) be measured |
| b) dressing | g) tie |
| c) socks | h) a skirt |
| d) size | i) laundry |
| e) a suit | j) a uniform |

Practice Exercises



6(2) Matrix Vocabulary: Exercise E

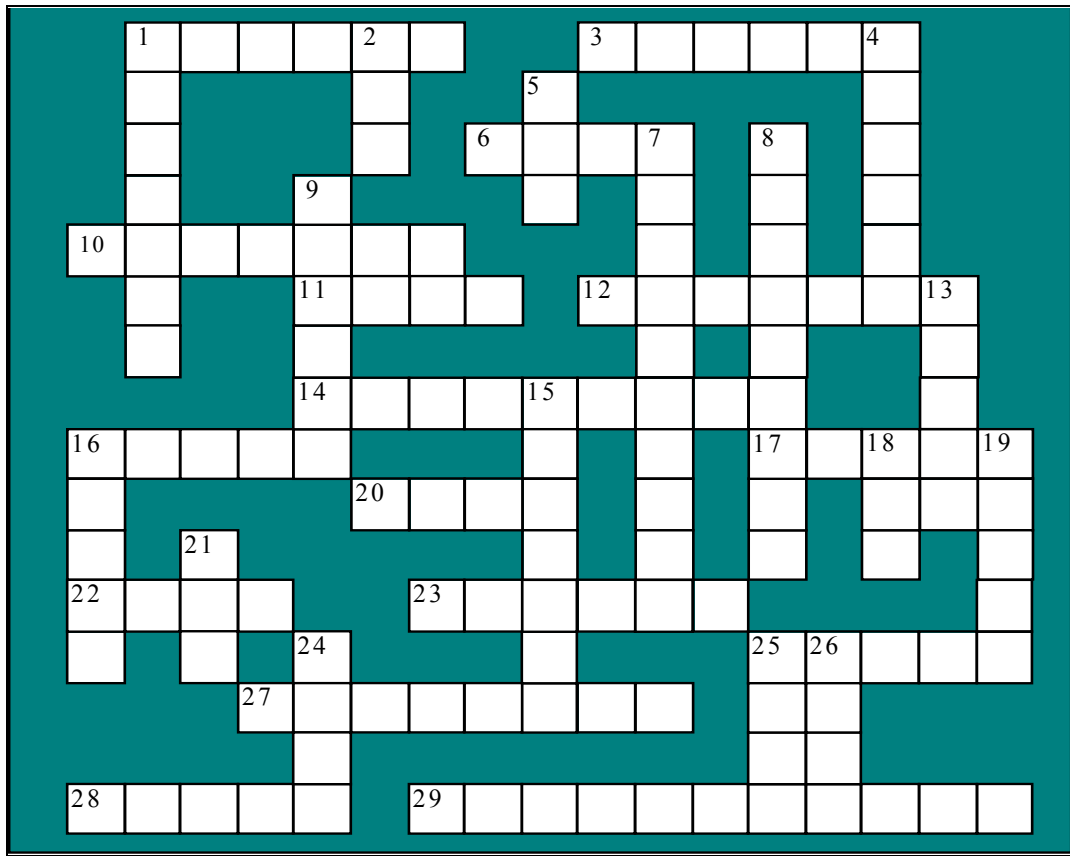
Complete each sentence with the *letter* of the correct words or phrases from below.

1. Please don't _____, but I've made a terrible mistake.
2. I am _____ to hear that you can't come with us.
3. Reckless drivers make me really _____.
4. I'm sorry, but _____ there are no seats left for tonight's concert.
5. She has a beautiful _____, doesn't she?
6. His jokes were so _____ I couldn't stop _____.
7. At the end of the game the score was close, so it was really _____.
8. The little child was all _____ and _____ when we found her.
9. We'll be careful, so please _____.
10. The roller coaster was so scary that everyone was _____.

(Words and phrases)

- | | |
|---------------|----------------|
| a) crying | g) funny |
| b) sorry | h) don't worry |
| c) laughing | i) get angry |
| d) exciting | j) alone |
| e) smile | k) screaming |
| f) I'm afraid | l) nervous |

Matrix Vocabulary Crossword



ACROSS

1. the person you go to when you are sick
3. it's in the restroom; we use it several times a day
6. black is to white as love is to _____
10. a place where you can borrow books
11. the past tense of the verb, *wear*
12. to find your size; to _____ the length
14. you go to school to get a good _____
16. what you feel when you are angry
17. what you buy to give your friends and family
20. what you feel when you are afraid
22. cars travel on a _____
23. something you wear on your hands
25. put your _____ on before you put on your shoes
27. where people go if they are very sick
28. a person who flies an airplane
29. a person who sells things is a _____

DOWN

1. you go to a _____ when you have a toothache
2. the opposite of *in* is _____
4. extreme fear; to scream in _____
5. we use a _____ to find our way around
7. older people have lots of _____; if you work, you gain _____
8. a person on a train or airplane is a _____
9. a person who practices law
13. the name of our planet
15. where airplanes take off and land
16. if someone is rude to you, you get _____
18. if your shoes don't _____, your feet will hurt
19. what you wear on your feet
21. if someone you love goes away you feel _____
24. something you wear when you are cold
25. it won't fit if it isn't the right _____
26. the opposite of *under* is _____


3. Comparisons

Price and Quality; Three Sisters; Country Data; Four Cities; and Focus Exercises

This Unit reviews and extends the language necessary to make comparisons and introduces the vocabulary to discuss and compare product quality, date of manufacture, price, physical descriptions of people, distance, temperature, area, and population.

In the first lesson, *Price and Quality*, we focus on and compare three violins: their dates of manufacture, their prices, and their sound quality.

In the second lesson, *Three Sisters*, we compare the physical characteristics of three sisters: their eye color, hair length and color, their heights and weights.

	Population	15 million
<hr/>		
	Area	3 million sq. mi.

In the third lesson, *Country Data*, the focus is on the size and populations of Australia, England, and the United States.

In the fourth lesson, *Four Cities*, we compare the distances of three cities from San Francisco, and their temperatures.

In the *Focus Exercises* lesson, students practice constructing sentences which include comparisons and superlatives.

Goals

To be able to express and understand comparative data about people, products, countries, and places.

To be able to ask questions to find the degree of difference, such as in *How much warmer is it in Sydney than in London?*

Objective 1: To be able to understand and use the comparative and superlative forms of adjectives and quantifiers.

Objective 2: To be able to use relative clauses to specify a person or object, such as *The violin which was made in 1920*

Objective 3: To be able to understand and talk about common units of measurement, such as degrees Celsius, pounds, and square miles.

Learning Points

adjective phrases/clauses

The violin *which was made in 1920* is the second most expensive. The one *on the right* is the oldest.

approximation

approximately 5,400 miles; about 7,400 miles; England has an area of *just over* 50,000 square miles. In January, London is *generally a little warmer* than New York.

asking about price, cost, and product information

How much is the newest one? How much is the most expensive one? Which violin costs the most? When was it made? Which one has the best...? It costs \$2,000. This violin costs \$3,000 more than the one made in 1990. Which one has the best sound quality?

comparison, comparatives and superlatives

ten pounds heavier than; longer hair; much larger; Australia has the smallest population. Australia is larger than England, but smaller than the U.S. It doesn't sound *as good as* the other two. Barbara is the tallest. The violin which was made in 1920 is the second most expensive. The US is about 500,000 square miles larger than Australia. England is much smaller than Australia, but its population is much bigger. New York is the closest to San Francisco. Mary has longer hair.

countable/uncountable amounts

how many more people; how much more expensive; how much taller; how much warmer

degree

second most expensive; least expensive; a little older; how much taller; just over; much smaller, doesn't sound *as good as* the other two

distance, *how far*

about 2,600 miles; about 2,000 miles farther away; New York is the closest to San Francisco. How far is it from San Francisco to London?

-er than

\$3,000 more than; ten pounds heavier than; much smaller than Australia. Mary has longer hair.

noun phrases/clauses

the one on the left; the one which was made in 1920; the other two; the one in the middle

physical description (height, weight, hair color)

They are both four feet, four inches; She weighs 95 pounds. How much taller is...? They both have blue eyes and brown hair, but Mary has longer hair.

reference

the other two; of the three; the only one over five feet tall

size and area

It has an area of about 3 million square miles. Who is the tallest?

superlatives

newest; oldest; the least; the most; the most expensive

temperature

The average temperature is 21 degrees Celsius. New York is generally the coldest. Sydney is warmer.

Classroom and Language Extension Activities

Step 1: Presentation

Introduce *Price and Quality* in class. Use the examples to review comparisons, comparatives and superlatives.

Step 2: Oral Practice

In pairs, or small groups, have students practice asking and answering questions about the violins or other products.

Step 3: Listening Focus

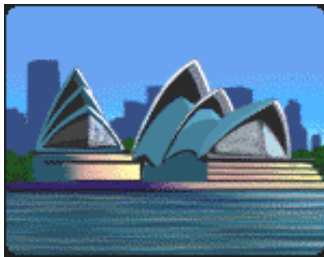
Assign students to do **Listening Focus 1** in the lab or at home.

Step 4: Presentation and Oral Practice

Introduce *Three Sisters*. Put a list of physical characteristics on the board which are useful for describing people: height, weight, hair color, skin color, age, athletic, good-looking, etc. Note that the comparative ending *-er* and the superlative ending *-est* are only used for adjectives that are stressed on the first syllable, such as *heaviest*, and that adjectives such as *intelligent* use the modifiers *more* or *less*, *the most* or *the least*, etc. Have students work in pairs to practice describing and comparing people.

Step 5: Listening Focus

Assign students to do **Listening Focus 2** in the lab or at home.



Step 6: Presentation and Oral Practice

Introduce *Country Data* and *Four Cities*. Focus on units of measurement, such as degrees Celsius, square miles, kilometers, and various *averages*. What kind of data is important to know about currency values, GNP, stock market indices, etc.?

In pairs, or small groups, have students practice asking and answering questions about the following topics: country sizes, populations, average temperatures, annual rainfall, and the rate of economic growth.

Step 7: Listening Focus

Assign students to do **Listening Focus 3** and **Listening Focus 4** in the lab or at home.

Follow-up and Extension

Once the lessons have been introduced and practiced, complete two or more of the following **Classroom Activities** to extend and reinforce the language. Then test the main points of the Unit, using the practice exercises as a model of items to test.

Classroom Activity 1: Picture Comparisons

Collect pictures of items that can be compared such as vehicles, dresses, musical instruments, toys, food, appliances, people. Hold up two pictures and ask students to make sentences comparing the items: e.g., *The station wagon is bigger than the sports car. The sports car is faster than the station wagon.*

After modeling in this way, pair students and ask them to write comparison sentences about two photos you give them. By adding a third person and picture, the group can practice forming sentences with the superlative.

Classroom Activity 2: Shopping Role Play

Have students work with a partner to write a dialog between a salesperson and a customer. The customer should ask for something bigger, smaller, less expensive, not as heavy as, etc. The sales clerk should try to persuade the customer to make a choice. Circulate as the students are working and give suggestions as needed. Have the pair perform the dialog for the class.

Classroom Activity 3: Letter to the Chief

Have students write letters to their school principal, director, company boss, or city mayor and ask for improvements. Help them to first express how things are not as good as they used to be, or as good as the competition, or as good as at another school. Students should tell the person what needs to be done to improve conditions, e.g., *We need better roads. We need longer lunch hours. We need as many days off as government employees have.*

Classroom Activity 4: We're the Best!

Have students write ads for products, companies, stores, or cities. Suggestions:

- a) Write an ad for your city. Use lots of superlatives to convince people to come there.
- b) Write an ad for your favorite product or place of business. Use the technique of giving testimonials. *"I've tried all the rest and this is the best!"*

Classroom Activity 5: Economic Data Comparisons

Define the following terms: unemployment rate, inflation rate, foreign exchange rate, rate of economic growth, and population growth rate. Use the internet, newspaper or other source to find out and compare these rates for five countries.

Classroom Activity 6: Buying Preferences

Design and conduct an interview about buying preferences. For example, when choosing an airline, a car, a newspaper, or a computer, what factors are most important?

Key Sentences

In this lesson we'll practice comparing things.

Price and Quality (Violins)

Here are three violins. The one on the left is the newest. It was made in *1990*. It has a nice sound, but it doesn't sound as good as the other two. It costs *\$2,000*.







The one in the middle was made in *1920*. It has a very nice sound. It costs *\$5,000*. This violin costs *\$3,000* more than the one made in *1990*.

The one on the right is the oldest. It was made in *1880*, more than 100 years ago. This violin is the most expensive. It costs *\$50,000*.

Of the three, the one made in 1880 has the best sound quality. The violin which was made in 1920 is the second most expensive.

Three Sisters

Here is information about three sisters: Barbara, Susan, and Mary.

	HT 5' 2" WT 95 LB AGE 12	
	HT 4' 4" WT 65 LB AGE 7	
	HT 4' 4" WT 65 LB AGE 7	

Barbara is the oldest of the three. She is twelve years old. Barbara is five years older than her sisters. She is *five feet, two inches tall*, and she weighs *95 pounds*.

Susan and *Mary* are twins. They were both born on the same day. They are both seven years old. However, Susan was born ten minutes earlier, so Susan is a little older than Mary.

Barbara is the tallest. She's ten inches taller. Susan and Mary are both ten inches shorter than Barbara. They are both *four feet, four inches*. They are the same height, but they don't weigh the same. Mary is ten pounds heavier than Susan. Mary weighs ten pounds more than Susan. They both have blue eyes and brown hair, but Mary has longer hair.

Country Data

Let's compare the size and population of these three countries.

Australia has a population of about *15 million people*. Australia has the smallest population. It has an area of about *3 million square miles*. Australia is larger than England, but smaller than the U.S. The difference in population between Australia and England is about 35 million people.

England is much smaller than Australia, but its population is much bigger. England has an area of just over *50,000 square miles*. Approximately *50 million people* live in England, which is more than in Australia and less than in the U.S.

The *U.S.* has a population of about *250 million people*, five times the population of England. The U.S. is larger than either Australia or England. It has an area of *3.5 million square miles*. The U.S. is about 500,000 square miles larger than Australia.

Four Cities

Max lives in San Francisco. Next January, he would like to visit New York, London, or Sydney. Here are the distances from San Francisco to each city, and also the average temperature during the month of January.

The distance between San Francisco and *New York* is about *2,600 miles*. In January, the average temperature in New York is *0 degrees Celsius*. New York is generally the coldest. New York is the closest to San Francisco.

London is approximately *5,400 miles* from San Francisco. The average temperature in London is *4 degrees Celsius* in January. In January, London is generally a little warmer than New York.

Sydney is about *7,400 miles* from San Francisco. The average temperature in Sydney is *21 degrees Celsius* in January. In January, Sydney is the warmest of these cities. Sydney is the farthest from San Francisco.

Sample Questions

Which violin is the most/least expensive? Which violin is the newest/oldest?

How much is the most expensive one? When was the newest one made?

Who is the oldest of the three sisters? Who is the tallest? Who weighs the least? Who weighs more, Susan or Mary? How much taller is Barbara than Susan?

Which country has the largest population? Which country is the smallest? How many more people live in England than in Australia? What is the difference in area between the U.S. and Australia?

What is the average temperature in Sydney in January? How much warmer is it in Sydney than in London in January? Which city is the farthest from San Francisco? How far is it from San Francisco to London?

Focus Exercises

The violin [which] [was] [made] in 1920 is the second [most] expensive.
[This] [one] is [the] [least] expensive.
The [one] on [the] [left] is the [newest].
It [was] [made] in 1880, [more] [than] 100 years [ago].
The violin [which] [was] [made] in 1920 [costs] \$5,000.
Of the [three], the [one] [made] in 1880 [has] the [best] sound quality.
Barbara is the [oldest] of [the] [three]. She is twelve years old.
Mary is ten [pounds] [heavier] [than] Susan.
Barbara is the [only] [one] [over] five [feet] tall.
Barbara is five [years] [older] [than] [her] sisters.
They [both] have blue [eyes] and brown hair, but Mary has [longer] [hair].
In January, Sydney is [the] [warmest] of [these] [cities].
Australia is [larger] [than] England, [but] [smaller] than the US.
The [difference] in population [between] Australia and England is about 35 [million] [people].
England is [much] [smaller] [than] Australia, but its population is much [bigger].
The US is [about] 500,000 [square] [miles] [larger] [than] Australia.
England has an [area] of [just] [over] 50,000 [square] miles.
The US is [larger] [than] [either] Australia or England.

It has a [nice] sound, but it [doesn't] [sound] as good [as] the [other] two.
However, Susan was born ten minutes [earlier], so Susan is a [little] [older] [than] Mary.

Focused Listening

Focus 1

Preview *Price and Quality* and *Three Sisters*. Then focus on *Price and Quality*. Listen to each sentence *several* times. If necessary, use the ABC button to look at the text.

Language Focus

Comparisons, reference and relative clauses: *which was made in 1990*.

Goal

- Students learn to ask about and compare products.

Listening Task

Listen to how the violins are specified, described and compared. Practice saying the sentences.

Student Follow-up

- Ask and answer five questions about the three violins or about some other products which you describe.
- Do Practice Exercise A.

Focus 2

Review *Price and Quality* and focus on *Three Sisters*. Listen to each sentence *several* times. If necessary, use the ABC button to look at the text and use the Glossary.

Language Focus

Vocabulary of physical descriptions, comparisons, units of measurement

Listening Task

Listen for and practice saying sentences that compare the three sisters. *Susan is a little older than Mary. Mary is ten pounds heavier than Susan.*

Goal

- Students will be able to describe and compare people.
- Students will learn the units of physical measurement.

Student Follow-up

- Write a physical description of yourself. Use units of measurement.
- Describe and compare two classmates or famous people.
- Do Practice Exercises B and C.

Focus 3

Review *Price and Quality* and *Three Sisters*. Then focus on *Country Data*.

Language Focus

Vocabulary, country data

Listening Task

Listen for different ways to compare the data. Practice saying the sentences.

Goals

- Students will be able to use well-formed sentences to describe and compare the sizes and populations of countries.

Student Follow-up

- Ask and answer two questions about each of the three countries.
- Compare two or more aspects of your own country with another country.
- Do Practice Exercise D and E.

Focus 4

Review *Three Sisters* and *Country Data*. Then focus on *Four Cities*.

Language Focus

comparison, quantification of differences, and units of measurement

Listening Task

Focus on the units of measurement and how to express the degree of difference: *How much warmer* is it?

Goal

- Students will be able to quantify comparisons: *Sydney is 5,800 miles farther from S.F. than New York.*

Student Follow-up

- Present each city: *Sydney: Sydney is the warmest in January. Sydney is the farthest from San Francisco.*
- Compare the three cities with your own.
- Do Practice Exercise F.

Focus 5

Review the first four lessons, and then do the *Focus Exercises*.

Language Focus

Question and sentence construction

Listening Task

Practice saying and recording the most difficult sentences in the Unit.

Goal

- Students will be able to use well-formed sentences to ask and answer questions about products, countries, and people.

Student Follow-up

1. Choose a product, company, country or city, and list its most important characteristics. How does it compare to others?
2. Find an advertisement which describes and describes a product. Do you think it is a good advertisement? Why?

Focus 6

Language Focus

Language Mastery

Listening Task

Review all of the lessons in this unit several times. Practice recording 10~15 sentences each time, so that you can say these sentences fluently and with confidence. When your Completion Percentage is 80-100%, take the Mastery Test. Try to get a score higher than 90%.

Practice Exercises



1990

\$2,000

(a)



1920

\$5,000

(b)



1880

\$50,000

(c)

6(3) Comparisons: Exercise A

Match the violins above with the descriptions below. Write *a*, *b*, or *c*.

Example: a the one on the left







1. _____ the one which was made more than 100 years ago
2. _____ the most expensive violin
3. _____ the violin that costs \$3,000 more than the one made in 1990
4. _____ the violin which was made in 1990
5. _____ the one made forty years after the oldest one was made
6. _____ the oldest one
7. _____ the one in the middle
8. _____ the one that costs \$2,000
9. _____ the least expensive of the three
10. _____ the second oldest of the three violins
11. _____ the one with the best sound quality
12. _____ the one that costs the least
13. _____ the violin which costs more than the one made in 1920
14. _____ the one that costs less than the violin made in 1920
15. _____ the one that costs less than \$10,000 but more than \$2,000

Practice Exercises

6(3) Comparisons: Exercise B

Write the comparative and superlative forms of these adjectives:

tall	<u>taller, tallest</u>	young	_____
short	_____	new	_____
long	_____	small	_____
old	_____	big	_____
heavy	_____	light	_____
beautiful	_____	strong	_____
expensive	_____	handsome	_____
fast	_____	difficult	_____

 Barbara	HT 5' 2" WT 95 LB AGE 12	
 Susan	HT 4' 4" WT 55 LB AGE 7	
 Mary	HT 4' 4" WT 65 LB AGE 7	

6(3) Comparisons: Exercise C

Complete the sentences using the comparative.

Example: Barbara is 12. Susan is 7.
Barbara is older than Susan.

1. Susan and Mary are both four feet, four inches tall.

They are both _____ Barbara.

2. Mary has _____ hair _____ Susan.

3. Susan was born at 6:05. Mary was born at 6:15.

Susan was born _____ Mary.

4. Barbara weighs 95 pounds. She is _____ Mary.

5. Mary weighs _____ Barbara and _____ Susan.

Practice Exercises

6(3) Comparisons: Exercise D

Complete the sentences with the superlative form.

Example: Barbara is taller than Susan and Mary. She is the tallest.

1. The violin made in 1880 is older than the other violins.
It is _____.
2. Barbara is heavier than Susan and Mary.
She is _____ of the three.
3. The violin made in 1880 has a nicer sound than the others.
It has _____.
4. Australia has a smaller population than either the U.S. or England.
It has _____ of the three countries.
5. The United States has a larger area than Australia and England.
It has _____.

6(3) Comparisons: Exercise E

Circle the correct choice.

Example: The violin on the left is the *new* / *newest*.

1. Barbara is *tall* / *taller* / *the tallest* than Susan.
2. Susan isn't as *tall* / *taller* / *the tallest* as Barbara.
3. Barbara is *old* / *older* / *the oldest* of the three girls.
4. Barbara also weighs *more than* / *the most* the other two.
5. Susan doesn't weigh *as much as* / *as many as* Barbara weighs.
6. England is much *smaller* / *smallest* than Australia.
7. The US is *large* / *larger* than either Australia or England.
8. England has a *large* / *larger* population than Australia.

Practice Exercises

6(3) Comparisons: Exercise F

Distances

San Francisco to New York:	2,600 miles
San Francisco to London:	5,400 miles
San Francisco to Sydney:	7,400 miles

Average Temperatures in January

San Francisco:	10° C
New York:	0° C
London:	4° C
Sydney:	21° C

Complete the sentences.

Example: Sydney is 4,800 miles farther from San Francisco than New York.

In January, New York is four degrees colder than London.

- London is _____ from San Francisco than New York.
- Sydney is _____ New York in January.
- Barbara is five feet, two inches tall. Susan is four foot four.
Barbara is _____ Susan.
- Mary is seven years old. Barbara is twelve.
Mary is _____ Barbara.
- Violin B costs \$5,000. Violin A costs \$2,000.
Violin B _____ violin A.
- Violin C was made in 1880. Violin A was made in 1990.
Violin C is _____ violin A.

4. Review Exercises for Module 6

When Units 1-3 are completed, it is important to review the main points even while beginning to work on Module 7. The following lessons help students refocus on some of the main language points that are covered and included in the Mastery Tests. These lessons should be done on a *frequent* basis.

Dictations

Dictations focus on important language at the word and phrase level. Detailed instructions for doing the dictations can be found in the Study Guides and also in the pull-down Help Screens (*This Lesson*) when you enter the lesson. The Dictations for Module 6 are as follows:

Dictation 1

1. Altogether, he has been arrested three times.
2. Each time he was arrested he had to go to jail.
3. He has been in jail three times, each time for about eight months.
4. Altogether, he has been in jail for about two years.

Dictation 2

1. John has done a lot of travelling.
2. When he was eighteen years old, he went abroad for the first time.
3. A year later, when he was nineteen, he went to Japan and Korea.
4. Since then, he has gone to a different country every year.

Dictation 3

1. Jack can't find a job. Nobody will hire him.
2. Unfortunately, he doesn't have any job skills.
3. That's not surprising, however, because he hasn't done very much.
4. He wishes he could start his life over.

Dictation 4

1. John has written several successful books.
2. The first book he wrote was rejected.
3. He almost gave up, but he didn't. He kept on trying.
4. His next book was much better.

Dictation 5

1. The one on the left is the newest. It was made in 1990.
2. It has a nice sound, but it doesn't sound as good as the other two.
3. The one on the right is the oldest. It was made in 1880, more than 100 years ago.
4. Of the three, the one made in 1880 has the best sound quality.

Dictation 6

1. The fastest way to travel a long distance is to go by airplane.
2. Flying is usually more expensive than going by train.
3. A train holds more passengers than a bus.
4. A bus is an inexpensive way to travel from one place to another.

Fill-Ins

This lesson reviews some of the main grammar points that have been introduced in Units 1-3, such as the passive and present perfect forms of the verb. Detailed instructions for doing the Fill-Ins (with Speech Recognition) can be found in the Study Guides and also in the pull-down Help Screens (*This Lesson*) once you are in the Fill-Ins lesson. Please note that the highlighted words in the answer sentences are linked to the **Glossary**. Sample sentences from the Fill-Ins lesson are:

(2) He has *written* several books. (4) He was a top student in Hong Kong, and he *was* given a grant to study in the UK. (7) The first book he wrote *was* rejected. (9) Unfortunately, he *still* hasn't met the right woman for him. (12) Altogether, he has *been* arrested three times. (13) Each time he was arrested he *had to* go to jail. (15) He is tired of getting into trouble, *but* he doesn't know what to do. (17) He wishes he *could* start his life over. (18) Where did Richard live before *coming* to the UK.? (20) Has he *ever* travelled abroad? (21) He *used to* work for a large company, but he doesn't work there anymore. (22) Jack was arrested *by* the police. (24) Buses are sometimes crowded and uncomfortable, especially *during* rush hour. (26) Sometimes you need a seat reservation *in order to* get on a train. (27) Have you ever *flown* first class?

Speech Practice

In addition to developing oral fluency, this lesson provides a means to review and focus attention on many of the key language points developed in Units 1-3, such as the passive, present perfect, and time phrases. Detailed instructions for using Speech Recognition and for doing the Speech Practice lesson can be found in the Study Guides and also in the pull-down Help Screens.

The Speech Practice lesson has three sections: *Sentence Reading*, *Answering Questions*, and *Speech Quiz*. Please note that the Score for the Speech Quiz is designed so that students can try to increase their personal scores each time they do the quiz, rather than as a test. Their scores can be found in the Study Records.

5. Video Interactions, Module 6

This lesson shows a variety of native speakers in the following situations: *Telephone Conversation*; *Flight Information*; *At a Restaurant (2)*; and *An Interview: Job Experience*. Students may view each scene in a *presentation* mode and also an *interactive* mode where students can interact with the characters through Speech Recognition **SR** (or mouse click) choices.

Detailed instructions for this lesson, and also for Speech Recognition, can be found in the Study Guides and also in the pull-down Help Screens after you enter the lesson.



Each video scene illustrates language points that have been developed in this module. The scenes have been designed so that they can be role-played by students. This is an excellent way to review, have fun, and personalize the language.

Telephone Conversation

You've reached John's apartment. Please *leave a message after the beep*.

John, it's me, Emily. Are you there?

Oh, hi Emily. I was hoping it was you.

Why didn't you answer the phone?

Well, I didn't do well on my exam, so I didn't feel like talking to anybody.

Oh. Well, it's over now, so stop worrying about it. *Let's go out for dinner*.

Okay! That sounds nice. Where shall we meet?

Flight Information

(variation 1)

I need flight information please.

Flight number?

It's Flight 002 from Bangkok.

That flight's *been delayed* about an hour. Its new arrival time is 11:30.

Thanks.

(variation 2)

I need flight information please.

Flight number?

It's Flight 002 from Bangkok.

There is a Flight 002 from Hong Kong, but not from Bangkok.

Are you sure?

There's no flight by that number from Bangkok.

What are the flight numbers from Bangkok?

Let me see. Oh, I'm sorry. That flight from Hong Kong originated in Bangkok.

Great. Has it arrived yet?

Yes, it's just arrived at Gate 52.

At a Restaurant (2)

Have you been here before?

I've been coming here for 20 years.

Twenty years? *Are you joking?*

I'm serious.

Don't you *ever* get tired of it?

Well, I don't come here that often. Maybe two or three times a year.

You may not have much imagination, but you certainly know what you like. I can't believe you've been coming here for twenty years.

I hate unpleasant surprises! When I come here I know exactly what I'm going to get.

Okay, so what do you recommend for dessert?

Are you still hungry?

No, but I feel like having some dessert, especially if it's good.

Then I recommend their cheesecake. It's really good.

Okay, I'll try it.

An Interview: Job Experience

Okay, now I'm going to ask about your job experience.

Sure.

How long *have you been working* at your present job?

I started about a year ago.

What *were you doing before that*?

I was working at an advertising company.

That sounds interesting. Why did you change jobs?

I wanted more *responsibility*, and I was tired of designing packages.

Oh, how long did you do that?

I *designed packages for more than five years!*

Yes, I can see why you wanted to change jobs.

Module 6 Summary - New Dynamic English 3

Basic Vocabulary through New Dynamic English, Module 6: Approx. 1,500 words

Regular verbs

<u>(1) Life Experience</u>		<u>(2) Matrix Vocabulary</u>	<u>(3) Comparisons</u>
arrest	start*	arrive*	love*
contribute	study*	borrow	need*
decide	travel	carry	operate
die	try	charge	pay
earn	want	commute	play
enjoy	wish	control	prefer
finish*	wonder*	cry	protect
follow	work*	dance	require*
have*		earn*	return*
have to		enter*	shop*
help*		explore	smile
hire		fail	stay*
hope*		fix	solve
kick out		have*	study*
like*		have to*	travel*
live*		help*	try*
look for		laugh	want*
offer		like*	watch*
reject		listen*	work*
return*		look at	

Irregular Verbs, their Past Tense and Past Participle forms

<u>V</u>	<u>Lessons</u>	<u>V(d) Past</u>	<u>V(n) Participle</u>
be*	(1,2,3)	was/were	been
become*	(1)	became	become
bring*	(2)	brought	brought
build	(2)	built	built
buy*	(2)	bought	bought
catch*	(1,2)	caught	caught
come*	(1)	came	come
cost	(2,3)	cost	cost
do*	(1,2)	did	done
feel	(2)	felt	felt
find*	(1)	found	found
fly*	(2)	flew	flown
get*	(1,2)	got	gotten/got
get+adj*	(1)	got+adj	gotten+adj/got+adj
get on	(2)	got on	gotten on/got on
give*	(1)	gave	given
give up	(1)	gave up	given up

Continued...

Irregular Verbs, their Past Tense and Past Participle forms (cont.)

go*	(1,2)	went	gone
hold*	(2)	held	held
keep*	(2)	kept	kept
keep on*	(1)	kept on	kept on
know*	(1)	knew	known
lose*	(1,2)	lost	lost
make*	(2)	made	made
meet*	(1)	met	met
put on	(2)	put on	put on
quit	(1)	quit	quit
read*	(2)	read	read
see*	(2)	saw	seen
speak*	(1)	spoke	spoken
stand	(1)	stood	stood
steal	(1)	stole	stolen
take*	(1,2)	took	taken
take off	(2)	took off	taken off
teach*	(1)	taught	taught
tell*	(2)	told	told
think*	(1)	thought	thought
wear	(2)	wore	worn
write*	(1)	wrote	written

* verbs introduced in previous lessons

Answer Key for Practice Exercises

5 (1) On a Trip: Practice Exercise A

1. had 2. arrived 3. been 4. come 5. came 6. been 7. met 8. gotten/got married 9. arrived 10. had

On a Trip: Practice Exercise B

1. Yes, she did. 2. Yes, she has. 3. Yes, it has.

On a Trip: Practice Exercise C

1. came; came 2. interviewed; have kept in touch; have written 3. got; has been; has visited; visited; came

On a Trip: Practice Exercise D

1. until 2. since 3. for 4. ago 5. until 6. in 7. for 8. since 9. for/in 10. for

On a Trip: Practice Exercise E

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

On a Trip: Practice Exercise F

1. already 2. already 3. yet 4. ever 5. still 6. yet, still 7. ago 8. never 9. ago 10. still, yet
11. ever 12. yet, already

5 (2) Energy Sources: Practice Exercise A

1. We use electricity to light our homes. 2. We need energy for light. 3. When it's cold we need energy for heat.
4. When we want to travel we need energy for transportation. 5. Fossil fuels are an important source of energy.
6. We burn fossil fuels such as coal to generate electricity. 7. The sun is another source of energy.
8. Solar cells can convert sunlight directly into electricity. 9. Solar energy is still expensive and underdeveloped.
10. Wind power is also a safe source of energy.

Energy Sources: Practice Exercise B

Fossil Fuels: oil; tanker; natural gas; gasoline; coal; cars; air pollution

Hydroelectric Power: dams; rivers; falling water

Nuclear Power: reactor; radiation

Energy Sources: Practice Exercise C

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

Energy Sources: Practice Exercise D

1. cause 2. result 3. cause 4. cause 5. result 6. cause 7. cause 8. cause 9. result 10. cause

Energy Sources: Practice Exercise E

1. are burned 2. are used 3. are killed/are being killed 4. is caused 5. is converted

Energy Sources: Practice Exercise F

The energy of falling water is converted into electricity. 2. Waste gases are produced by the burning of fossil fuels.
3. Air pollution is caused by the burning of fossil fuels. 4. Sunlight is converted into electricity by solar cells. 5.
Fossil fuels are burned to generate electricity. 6. Many of our forests are being cut down or burned.
7. The number of dams must be limited. 8. Carbon dioxide is converted into oxygen by plants. The rate of global
warming will be reduced by protecting our forests. 10. Large oil tankers are used to transport oil across the oceans.

5 (3) Directions: Practice Exercise A

1. go west; to the intersection; of the intersection 2. go past; on your left 3. go to; half a block; on your right
4. at the corner; of the block 5. in the middle; across the street

Directions: Practice Exercise B

See the Key Sentences

Directions: Practice Exercise C

1. second; middle 2. middle/center; center 3. right 4. right; bottom 5. lower 6. third; top

6 (1) Life Experience: Practice Exercise A

has taught; was; worked; came; was given; decided; wanted; was going; got married; have; have lived

Life Experience: Practice Exercise B

1. Richard used to live in Hong Kong, but now he lives in England. 2. His girlfriend came to London to get a job as a model. 3. Richard enjoys/likes living in England and he likes/enjoys teaching.

Life Experience: Practice Exercise C

has written; have been; is writing; likes; has travelled; went; went; has gone; is getting; get; hasn't met

Life Experience: Practice Exercise D

1. Since 2. for 3. ago; after 4. For 5. ago; after

Life Experience: Practice Exercise E

1. Jack has been arrested three times. 2. Jack was caught and put in jail. 3. John's first book was rejected (by the publishers). 4. Richard was given a (government) grant to study in the UK. 5. That was the first time he was arrested.

Life Experience: Practice Exercise F

1. still 2. still 3. yet 4. anymore 5. still 6. still 7. anymore 8. already

6 (2) Matrix Vocabulary: Practice Exercise A

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

Matrix Vocabulary: Practice Exercise B

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

Matrix Vocabulary: Practice Exercise C

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

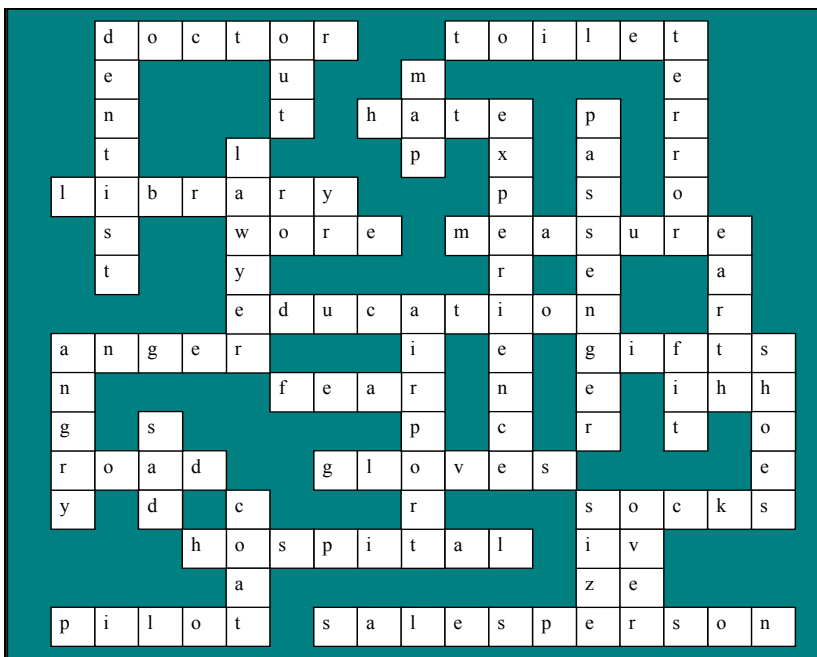
Matrix Vocabulary: Practice Exercise D

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

Matrix Vocabulary: Practice Exercise E

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

Matrix Vocabulary Crossword



6 (3) Comparison: Practice Exercise A

1. c 2. c 3. b 4. a 5. b 6. c 7. b 8. a 9. a 10. b 11. c 12. a 13. c 14. a 15. b

Comparison: Practice Exercise B

short/shorter/shortest; long/longer/longest; old/older/oldest; heavy/heavier/heaviest; beautiful/more beautiful/most beautiful; expensive/more expensive/most expensive; fast/faster/fastest; young/younger/youngest; new/newer/newest; small/smaller/smallest; big/bigger/biggest; light/lighter/lightest; strong/stronger/strongest; handsome/handsomer/handsomest; difficult/more difficult/most difficult

Comparison: Practice Exercise C

1. shorter than 2. longer; than 3. ten minutes earlier than 4. (thirty pounds) heavier than 5. less than; more than

Comparison: Practice Exercise D

1. the oldest 2. the oldest 3. the nicest sound 4. the smallest population 5. the largest area

Comparison: Practice Exercise E

1. taller 2. tall 3. the oldest 4. more than 5. as much as 6. smaller 7. larger 8. larger

Comparison: Practice Exercise F

1. 2,800 miles farther 2. 21 degrees warmer than 3. ten inches taller than 4. five years younger than 5. costs \$3,000 more than 6. a hundred years older than