

TEACHER'S MANUAL

Talk Your Head Off

(...and Write, Too!)

written by *Brana Rish West* illustrated by *Harlan West*

Talk Your Head Off is the kind of book teachers and students have been talking about for a long time. Students want an interesting book that doesn't rely on boring rote drilling. Teachers want a book that simplifies the learning process and makes it enjoyable. *Talk Your Head Off* accomplishes this and more.

This book is filled with targeted questions on many interesting topics, such as love, justice, stress, superstitions, job interviews, family, transportation, and lies. Students respond to the questions using appropriate tenses and grammatical forms. Thus, they learn to speak English by actually thinking and conversing in English. The process is simple, yet effective. Best of all, the classroom discussion is always original and relevant because students use their own life experiences to answer the questions. Whimsical illustrations add a light touch *and* help aid comprehension.

- * This text can also be used to promote creative writing. After using a topic as a conversational tool, students are encouraged to express their views in written form.
- * Lessons progress in complexity of topic, vocabulary (pertinent to each theme), and grammatical focus.
- * Student surveys and small group participation enable all students to feel comfortable *conversing* with each other—and *talking each others' heads off*!

Also available:

Student Book: 0-13-476201-0

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PRENTICE HALL REGENTS

Upper Saddle River, New Jersey 07458

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Lesson Topic	Competency Objectives	Structures
1* Introductions <i>Student Book pp. 1-4</i>	Introduce yourself • Ask questions to become acquainted with people • Fill out an ID card	Simple present • Present perfect
2 Favorite Things <i>Student Book pp. 5-8</i>	Ask and answer questions about favorite things, likes and dislikes	Questions • Present • Past • Present perfect
3 Diet and Exercise <i>Student Book pp. 9-12</i>	Discuss foods and food groups • Create an exercise routine • Ask and answer questions about eating habits and exercise • Plan a menu	Imperatives
4 Transportation Systems <i>Student Book pp. 13-16</i>	Talk about types of transportation • Discuss different countries' transportation • Invent a mode of transportation	Modals <i>can, will, and might</i> and their negative forms
5 Pets <i>Student Book pp. 17-20</i>	Discuss kinds of animals people have as pets • Ask and answer questions on pet ownership • Compare different cultures' ideas about pets	Present perfect with <i>ever</i>
6 Job Interviews <i>Student Book pp. 21-24</i>	Ask and answer questions about jobs and interviews • Practice interviewing skills • Fill out a job application	Gerunds
7 The Best of Everything <i>Student Book pp. 25-28</i>	Describe people • Express preferences • Write and share important life experiences	Adjective superlatives
8 Family <i>Student Book pp. 29-32</i>	Identify family members • Describe and discuss your relationships with them	Adjective review • More present, past, present perfect

*Lesson number (also) indicates page number in *Teacher's Manual*.

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Lesson Topic	Competency Objectives	Structures
9 Gender Roles <i>Student Book pp. 33-36</i>	Read an essay • Discuss gender roles • Write an opinion essay	Phrasal verbs
10 Holidays <i>Student Book pp. 37-40</i>	Ask and answer questions about holidays • Discuss cultural differences and celebrations • Discuss holidays celebrated in the United States	Superlative review • More present, past, present perfect
11 Superstitions <i>Student Book pp. 41-44</i>	Discuss beliefs about superstitions • Talk about cultural influence • Write a story	Present real conditional • <i>Say and tell</i>
12 Sleep <i>Student Book pp. 45-48</i>	Ask and answer questions about sleeping habits • Write about a dream or nightmare	Adverbs of frequency • Present review
13 Stealing <i>Student Book pp. 49-52</i>	Ask and answer questions about thieves and stealing • Write and discuss personal victimization	Adjectives comparatives: <i>less versus fewer</i>
14 Gossip <i>Student Book pp. 53-56</i>	Listen to gossip about students • Discuss and write about gossip you have heard	Reported speech
15 Ghosts and the Supernatural <i>Student Book pp. 57-60</i>	Discuss beliefs about supernatural phenomenon • Write an opinion essay	Modal <i>should</i>
16 Love <i>Student Book pp. 61-64</i>	Discuss feelings and situations about love • Talk about courting differences • Write a love letter	Present unreal conditional

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Lesson Topic	Competency Objectives	Structures
17 Stress <i>Student Book pp. 65-68</i>	Express ideas on stress and ways of coping with it • Do a crossword puzzle • Listen to student's stressful situations	Adjective comparatives: <i>less than, more than</i>
18 Moving Children Out <i>Student Book pp. 69-72</i>	Discuss situations about adult children living at home • Talk about cultural differences on adult children moving out • Write a personal essay	<i>Say and tell</i> review
19 Growing Old <i>Student Book pp. 73-76</i>	Listen to a description • Discuss aging using personal and cultural ideas • Write an imaginative story	Pronunciation of past regular verbs
20 Pollution and Recycling <i>Student Book pp. 77-80</i>	Talk about environmental issues • Propose some solutions to problems • Create an environmental group	Passive voice
21 The Homeless and Welfare <i>Student Book pp. 81-84</i>	Discuss homelessness • Give opinions on welfare • Write an opinion letter	Use of <i>some</i> and <i>any</i>
22 Disasters <i>Student Book pp. 85-88</i>	Talk about disasters and their preventions	Introduction to future perfect
23 Smoking <i>Student Book pp. 89-92</i>	Express ideas on smoking • Talk about the right's of smokers and non-smokers • Write about hazards of smoking	<i>Could</i> as probability • <i>Should</i> review
24 Gambling <i>Student Book pp. 93-96</i>	Discuss views on gambling • Talk about effects on society • Talk about personal gambles • Write a personal essay	Use of <i>ever</i> in the present perfect review

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Lesson Topic	Competency Objectives	Structures
25 War and the Military <i>Student Book pp. 97-100</i>	Discuss military issues, conflicts, and war • Write about a historical war or conflict	Past continuous
26 Money Management <i>Student Book pp. 101-104</i>	Read a phone bill • Discuss it • Talk about managing and investing money • Create a personal budget	Future <i>will and going to</i>
27 Cheating <i>Student Book pp. 105-108</i>	Read a poem • Give opinions on cheating • Write an explanatory letter	Indefinite pronouns
28 Government Spending <i>Student Book pp. 109-112</i>	Create a mock city budget • Discuss government spending on programs • Write an opinion essay	Present unreal conditional review
29 Prejudice and Discrimination <i>Student Book pp. 113-116</i>	Talk about prejudice and discrimination • Discuss personal experiences	Past perfect
30 Divorce <i>Student Book pp. 117-120</i>	Discuss views on divorce • Write a personal essay	Past unreal conditional and use of <i>wish</i>
31 Calling In Sick <i>Student Book pp. 121-124</i>	Discuss reasons people are absent from work • Give an opinion on paid sick days • Write a view on sick pay	Passive voice review
32 Justice Systems <i>Student Book pp. 125-128</i>	Talk about court cases and justice • Give opinions on punishments • Write a personal essay	Modal perfect <i>should have</i>

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Lesson Topic	Competency Objectives	Structures
33 Drugs and Medicine <i>Student Book pp. 129-132</i>	Discuss drugs and medicine • Write about a personal experience	Embedded questions used to show politeness
34 What Would You Do If... <i>Student Book pp. 133-136</i>	Discuss views on hypothetical situations	Present and past unreal conditional review • More on <i>wish</i>
35 Employment Issues <i>Student Book pp. 137-140</i>	Talk about what you might have done in various employment situations • Write about an employment situation	Perfect modals: <i>could have</i> <i>might have</i>
36 Excuses and Lies <i>Student Book pp. 141-144</i>	Discuss differences between excuses and lies • Write a personal essay	Modal <i>must</i>
37 Forms of Government <i>Student Book pp. 145-148</i>	Express ideas on different types of government and country leaders • Invent a new form of government	General review of structures used
38 Professionalism <i>Student Book pp. 149-152</i>	Discuss ethics in professionalism • Talk about stereotypes in professions • Write a personal story	Perfect modal <i>must have</i>
39 Success <i>Student Book pp. 153-156</i>	Talk about different kinds of success • Network with students • Write a success story	General review of structures used
40 Let's Talk... and Say Goodbye! <i>Student Book pp. 157-158</i>	Discuss experiences in the class • Plan a party • Say goodbye	General review of structures used
Appendix <i>Student Book pp. 159-166</i>	Verb chart • Index • Answer key	
Appendix <i>Teacher's Manual pp. 41-46</i>	Verb games • Irregular Verb chart • Tense Forms • Supplemental Index	

To the Teacher

Talk Your Head Off is a conversation textbook for intermediate through advanced students of English as a second language. It can be used in a variety of settings, including adult education programs, language institutes, and universities. The goal of the book is to help students learn to communicate effectively in English.

The material in the book is based on a combination of pedagogical perspectives. From the behavioral perspective, the goal is for students to be able to converse effectively in English. Students demonstrate their success by speaking English. As they proceed through the text, they will notice a dramatic improvement not only in their speaking skills but also in their confidence and mastery of the language. The text frequently requires students to refer to their own life experiences, thereby incorporating the experiential perspective on education. Many questions involving deduction and critical thinking are included in the book, providing the basis for a cognitive perspective in the educational process.

Three main teaching techniques can be used in combination with the text: the direct method, the communicative approach, and suggestopedia. The direct method emphasizes practice in the target language only. Immersion methods in language teaching encourage early language production and retention. In the communicative approach, conversation utilizes authentic language. Since communication is a process, students apply the knowledge they learn in conversations to understanding the language. They learn language to communicate. Suggestopedia creates a completely positive and relaxed atmosphere as instructors suggest to students that they will be successful in their learning endeavor. Much attention is given to students' feelings. Students need to trust the teacher, to feel confident they can learn, and to be in as relaxed an atmosphere as possible. Posters of grammatical forms and relevant vocabulary are hung where students can see them and thereby acquire language through peripheral learning. (Instructors do not need to translate everything for students, even though the method of suggestopedia suggests it.) Most activities in the text incorporate the perspective and techniques mentioned, and they also have the students work cooperatively in groups or pairs. Since research shows that small-group and pair work increase the learning process dramatically, this text emphasizes interaction among students as an important step toward language acquisition.

This Teacher's Manual was written to make instructors' lesson preparation as simple as possible. The exercises in the student text are self-explanatory, so this manual does not repeat simple directions already given in the student book. Instead, the Teacher's Manual outlines each student text lesson by listing the vocabulary, irregular verb forms, grammar focus, and additional ideas for expanding on the lesson.

The *Vocabulary Section* lists all the topic-related vocabulary used for each lesson. All vocabulary is pertinent, so you should pronounce, define, and briefly explain all the words to the students. You can do this by using example sentences, pictures, pantomime, or role play. Encourage students to add their own relevant vocabulary to each lesson.

The *Irregular Verb Form* section contains only past verbs and past participles. The two irregular present tense verbs used in the text, *be* and *have*, should already be familiar to students at this level. You can teach irregular verb forms by giving students example sentences or by drilling practice with flashcards (with the base form on one side and the past and past participle on the other). Once the irregular verb forms are introduced it is necessary to practice them on a daily basis. In the back of this Teacher's Manual there are some games which provide students with the practice they need without the boredom of constant repetitive drills.

To the Teacher

The next section in the Teacher's Manual is the *Grammar Focus*. Note that *Talk Your Head Off* implements a liberal and conversational grammatical structure in its lessons. Prepositions occur at the end of sentences because they rarely, if ever, occur at the beginning in spoken English. Contractions are used, because they are conversational, and they usually do not violate standard English rules.

To someone looking for grammar focus in the student text, the structure might not be immediately apparent. The structural foci in this book are carefully embedded in the lessons to encourage students to answer using the correct forms. Teachers act as facilitators to help students provide the forms. Many of the lessons demonstrate new grammatical experiences; however, all lessons incorporate previously introduced grammatical structures. Therefore, each lesson contains a multiplicity of grammatical forms. Furthermore, the book gradually increases in grammatical complexity from lesson to lesson. For this reason, it is best to follow the lessons in order. The idea is not to have students practice one grammatical form at a time, but rather to continue what they know while learning new structures.

With that in mind, the *Grammar Focus* section in this Teacher's Manual tries to give a clear yet simple explanation to the grammatical structures used in the text. Sometimes, in order to explain a grammatical structure, additional examples are given on those forms that might not be in the text. Further, the explanations are not in the intricate detail that would be found in a grammar book. The idea is to provide a basis for a grammatical explanation if the teacher desires to give one. (Some ESL teachers prefer a notional functional approach and don't teach grammar directly. This text works for either style of teaching.) If you are emphasizing grammatical structures, you can point out the particular forms to the students before they begin talking in their groups.

The *Expanding on the Lesson* section provides additional ideas that correspond to the lesson topic. Exercises, activities, and additional questions are given to broaden the conversational aspect of each topic. Additional relevant vocabulary words are boldfaced.

About the book

There are five sections to each lesson in the student text: *Vocabulary*, *Usage*, *Let's Start*, *Let's Talk*, and an *exercise and activities* page.

The *vocabulary* section is divided into *New Words* and *Let's Talk Words*. The *New Words* are the words on the first page of the lesson. They are used to acquaint the students with the topic. The *Let's Talk* words are also topic-related words and give students the vocabulary necessary to produce their own original sentences for the *Let's Talk* section.

The *Usage* section helps students become acquainted with the vocabulary words through matching, writing, defining and drawing exercises, as well as word association, short reading passages, and games. This section gives students practice using the vocabulary words they have just learned. The exercises are meant for group, pair, or class practice. The students help each other use and understand the meaning of the words through activities. The activities are eclectic to prevent boredom, and, at the same time, accommodate various learners' styles.

Let's Start provides activities that encourage students to get ready for conversing. Talking in groups or as a class, sharing ideas, using imagination, and speaking are the elements that compose this section.

To the Teacher

The *Let's Talk* section is the core of the text. To work in the *Let's Talk* section, students should be in groups of four to six. This section is filled with adult topics and questions. The topics increase in difficulty not only grammatically but also in social sensitivity. The questions in this section lead the students into forming original sentences that stem from their own experiences, opinions, and beliefs. There are no correct answers to the majority of the questions; however, they are written so that students should answer each question with a particular grammatical structure. As mentioned previously, although a new structure is introduced or reviewed in each lesson, a multiplicity of grammatical forms are used in all lessons.

"Real world" English involves a conglomeration of grammatical structures even within basic conversations. Students need to practice using as many grammatical sequences as possible in their conversations. Thus, it is important to let the students know that, unlike many books, in this book they will practice more than one grammatical structure in each lesson.

Finally, to close each lesson, there is an exercises and activities page where students take surveys, write their thoughts, and expand on the topics. The survey section encourages students to meet and converse with other students, gives additional practice in creative speaking and listening, and allows them to practice writing.

In *Talk Your Head Off*, well-known theories and methods are combined in the text to make acquiring the ability to speak proficiently in English as entertaining and as enjoyable as possible. We are confident that this combination of perspectives in education and methodologies in teaching, along with practical and interesting conversational topics, will significantly increase students' attention in class and thereby raise their learning capacity and level of proficient English conversation.

Acknowledgments

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Brana and Harlan West

This book is dedicated to the memory of Joyce West, a loving mother and teacher who inspired us to achieve.

Introductions

Vocabulary New Words



am
are
been

country
do
have
how long
introduce
is
language
learn

meet
month
name
say
see
speak
what
where

Let's Talk Words

city
class
community
different from
else
job
like
live

mark (check)
married
same as
share
single
study
travel
visit

Irregular Verb Forms

Base Form	Past	Past Participle
be	was / were	been
do	did	done
have	had	had
meet	met	met
say	said	said
see	saw	seen
speak	spoke	spoken

Grammar Focus

Simple present

Use the simple present tense to show:

- Habitual actions in the present
I meet new people every day. He speaks English all the time.
- Uses with stative verbs, especially *be*
I am a teacher. He is a student. They are good workers.
- Present perceptions and emotions
I like my job. She likes to travel. We like this class.

Present perfect

Use the present perfect to depict:

- A past action that continues to the present
I have taken piano lessons for two years.
- A recently completed action
I have just spoken to Bill about the report.
- A past experience or action with current relevance
Please tell Dave I have already met Sally.

Expanding on the Lesson



After students have introduced themselves in the Name Tag Game, try variations of the game by having students state their occupations, their hobbies, the languages they speak, or their field of study.

Invite students to respond by asking the following questions:

How are introductions different . . .

- at work?
- at a **formal party**?
- at a **casual get-together**?
- made by a friend?

When is it **appropriate** to . . .

- **shake hands**?
- **hug**?
- smile and **make eye contact**?
- kiss?

Favorite Things

Vocabulary



New Words

breakfast	lunch
child	meal
dinner	play
eat	sport
favorite	sporting event
go	thing
kind of	

Let's Talk Words

actor	put
actress	singer
ethnic	which
hobby	_____
player	_____
popular	_____

Irregular Verb Forms

Base Form	Past	Past Participle
eat	ate	eaten
go	went	gone
put	put	put

Grammar Focus

Questions: present/past/present perfect

To form a question:

- With the verb *be*, a modal, or the auxiliary *have*, invert the usual sentence order.
Are they students? Is her name Jane? Have you gone to any restaurants this month?
- When there is no verb *be*, modal, or auxiliary, use the correct tense of the auxiliary *do* before the subject.
Do they study every day? What radio station do you listen to?
- After the auxiliary *do*, use the base form of the verb (without *to*).
What kind of music does he like? Did you go to the movies last month?
- When *who* or *what* is the subject, the auxiliary *do* is not used.
Who watches TV with you in the evening? What happened after class?

Expanding on the Lesson



Have students work with a partner. Ask them to create **categories** for their favorite things. Have them list other items under each **category**. Then have students **brainstorm** as a class. (For example, if a student likes soccer, the category is sports. The pair of students lists as many sports as they can. The class then adds to their list of sports.)

Find out more about the class. Ask them these questions.

- What do you like to do in your free time?
- What are your favorite things to buy?
- What are your favorite school subjects? What kind of books do you like to read?

Have students talk about their favorite

- | | |
|---|-------------------------|
| • travel experiences. | • places to be alone. |
| • amusement parks , zoos, museums. | • cities to visit. |
| • toys they had when they were children. | • people to be with. |
| • childhood memories . | • relatives to talk to. |

Diet and Exercise

Vocabulary New Words



balanced diet
dairy
draw
drink
elbow
exercise (routine)
fast food
food
fruit
jump
junk food
kick
leg
meat
snack
stand up
toe
touch
twist
vegetable
vitamin
waist

Let's Talk Words

ankle
arm
back
become
bread
certain
diet
discuss
eye
food group
foot
hand
head
if not
if so
knee
lose
low fat
make
neck
nutritious food
overweight
perfect
balance
shoulder
stay
stomach
take
think
vegetarian
was
weight
were

Irregular Verb Forms

Base Form	Past	Past Participle
become	became	become
draw	drew	drawn
drink	drank	drunk
lose	lost	lost
make	made	made
stand	stood	stood
take	took	taken
think	thought	thought

Grammar Focus

Imperatives

Use the imperative to:

- Give an order
Eat your vegetables! Don't jump on the bed!
- Give a direction
Discuss your exercise routine. Turn right at the next light.
- Make a polite request
Please eat lunch with us. Please eat some more food.

Expanding on the Lesson



Use The Total Physical Response method (TPR) to teach the body parts. Say the body part, touch it, and have students mimic what you tell them to do. Then play Simon Says as a class. To play Simon Says touch your head, for example, and say, "Simon says, touch your head." The students should touch their heads. If you give a command, but do not say "Simon says," the class does not follow the order. As Simon, you can try to trick the class by calling out one command and doing something else. If students don't follow the command, or follow an order without "Simon says" preceding it, they must sit down. The game ends when only one student is standing.

Have students write and discuss their favorite recipes. Make a class recipe book.

Ask the class these additional questions:

- What **diseases** can people avoid by eating a proper diet?
- Why is it important to exercise daily?
- How has public opinion on staying healthy changed?

Transportation Systems

Vocabulary



bus
can
carpool
drive
fly

New Words

might
passenger
plane
ride
situation
train
transportation system
use
will

Let's Talk Words

encourage
environment
government
improve
native
subway
teleportation
world

Irregular Verb Forms

Base Form	Past	Past Participle
drive fly ride	drove flew rode	driven flown ridden

Grammar Focus

Modals *can/will/might*

Use *can* (*can't*) to show:

- Ability
He can drive. They can't fly an airplane.
- Permission in some questions
Can I ride my bicycle now? Can Bobby have some cookies?
- Request in some questions
Can you drive me to work tomorrow?

Use *will* (*won't*) to show:

- A future marker
He will take a plane to Chicago next week. He won't take a bus.
- A polite request
Will you drive me to the airport?
- An offer
I will drive you to the hospital for your monthly appointments.

Use *might* (*might not*) to signify:

- Present or future possibility
He might drive to school, or he might not. He might walk.

Expanding on the Lesson



Bring bus or train schedules to class. Discuss getting around the city using **mass transit**.

Make a carpool chart in class. Have students sign up.

Discuss these additional questions:

- Was life easier or more difficult before the **invention** of mass transit?
- How would teleportation change the world? Give examples.
- What are some transportation problems in your city?

Vocabulary New Words



animal
bullfight
chicken fight
definition
dictionary
dog race
ever
human

most
neglect
part of
people
pet
shelter
such as
unusual

Let's Talk Words

abuse
animal rights group
buy
dislike
feel
find
grow up
guess

take care of
treat

Irregular Verb Forms

Base Form	Past	Past Participle
buy feel find grow	bought felt found grew	bought felt found grown

Grammar Focus

Present perfect with ever

Use ever:

- In questions
Have you ever had a pet?
Have you ever gone to a horse race?
- When the exact time the action occurred in the past is not relevant
Have you ever been to Las Vegas?
Have you ever seen Gone with the Wind?

Other uses of present perfect: (Lesson 1)

- Past action that continues to the present
I've had my dog for two years.
- Recently completed action
Sally has just bought a cute little dog.
- Past experience or action with current relevance
Bill's dogs haven't felt very well lately.

Expanding on the Lesson

Have students name popular breeds of these pet animals:



- dogs
- cats
- birds
- horses
- fishes
- snakes

Ask students these questions:

- What jobs do animals do for humans? What do you think about animal **labor**?
- How do you feel about using animals for **experiments**? in **medical research**? in **cosmetic** research?
- How do you feel about **fur coats**?
- What toys for animals have you seen in the stores?
- How do you feel about people buying toys for animals?

Job Interviews

Vocabulary New Words



job skill
interview
employer
characteristic
company
question
employment
alphabetically

prepare
ask
hire
fire
get
look for
file
answer

Let's Talk Words

application
best way
duty
experience
expression
guide
hiring practices
important

last
network
possible
reference
reliable
salary
state
supervisor

Irregular Verb Forms

Base Form	Past	Past Participle
get	got	gotten

Grammar Focus

Gerund

A gerund is the *-ing* form of the verb used as a noun.

Studying hard is necessary. Knowing how to operate a computer is important.

Use gerunds as nouns:

- In subject position
Filing is an important job skill. Working is rewarding.
- In object position
He's happy about getting the raise.
- In predicate position
Bill avoids firing employees whenever he can.

Expanding on the Lesson



Have students prepare for a job search by

- writing **resumes**.
- writing **cover letters**.
- **looking through want ads** in newspapers.
- reading **trade magazines** in their field.

Have students go to a local department store, restaurant, or market, and ask for a job application. Fill out the applications in class the next day.

Find out more about students' job knowledge and experience. Ask them these questions:

- What job do you have now?
- What do you like about your job? What do you dislike about it? Why?
- Where are some new or unusual places you can look to find job opportunities?
- How can you start your own company? How can you get the money you might need?

The Best of Everything

Vocabulary New Words



active
attractive
best
everything
explain
friendliest
happiest
history (of)
nice
noisiest
quietest
sell
shortest
talkative
tallest
variety (of)

Let's Talk Words

ago
choice
choose
contest
embarrass
frustrate
local
magazine
newspaper
reviewer
saddest
shop
winner
worst

Irregular Verb Forms

Base Form	Past	Past Participle
choose sell	chose sold	chosen sold

Grammar Focus

Adjective superlatives

Use adjectives to describe nouns.

Use the superlative form of the adjective to denote that which surpasses all others. Three or more persons or things require the superlative.

- Use the definite article *the* as part of the superlative.

We have the nicest students in our school.

Sam is the happiest man I know.

Jill is the most talkative person in her family.

Rules for using the superlative:

- Add *-est* to a one-syllable adjective.
Jose is the tallest student in the class.
- Add *-st* to a one syllable adjective that ends in *e*.
Maria is my nicest cousin.
- Change *y* to *i* and add *-est* to a two-syllable adjective ending in *y*.
What was the happiest moment in your life?
- Use *most* in front of a two-syllable adjective not ending in *y*, or an adjective with more than two syllables.
What was the most interesting movie you have ever seen?
- Some common *irregular* adjective superlatives:
good = *the best* *Sam's Restaurant has the best chicken.*
bad = *the worst* *Gina is the worst cook.*
far = *the farthest* *Who lives the farthest from the school?*

Expanding on the Lesson



Ask the class these questions.

In your native country what is the best . . .

- place to **raise a child**?
- town for **entertainment**?
- pet to have?
- hotel for a vacation?
- way to find a job?
- way to **spend free time**?

Have students write ten things they like best. Collect the papers. Read the individual lists to the class. Have students guess who wrote each list.

Vocabulary New Words



aunt
brother
children
daughter
family
family tree
father
female
grandfather
grandmother
grandparent
husband

male
mother
nephew
niece
parent
relative
sibling
sister
son
spouse
uncle
wife

Let's Talk Words

a lot
approach
argue
avoid
childhood
cousin
describe
generous
get along with
in-law
member
occupation
perfect
related to
teach
together

Irregular Verb Forms

Base Form	Past	Past Participle
teach	taught	taught

Grammar Focus

Review of adjectives (General review)

Use adjectives to describe nouns.

He is an honest man. They are nice people.

- Compare two or more persons or things with adjective comparatives.
Joel is more honest than Hal. Sally's dog is nicer than Jane's dog.
- Denote that which surpasses all others with the superlative form.
Lilia is the most honest person in the school. Jorge is the nicest man in town.

Review of present/past/present perfect (Lesson 1)

Present

- Habitual actions in the present *I write to my family every week.*
- Uses with stative verbs, especially be *He is my uncle.*
- Present perceptions and emotions *She loves her brother.*

Past

- Action that began and was completed at a point of time in the past
They saw their father last Sunday. She went shopping with her mother yesterday.

Present perfect

- Past action that continues to the present. *I've been married for six years.*
- Recently completed action. *He's just graduated from high school.*
- Past experience or action with current relevance. *I've missed him since he left.*

Expanding on the Lesson



Have students bring to class a photo album or a home video of their wedding or a family party. Have them explain to the class their relation to the people in the pictures or video.

Refer to **Exercise B. Think** on page 32. What other adjectives can students use to describe their family members? Have students work in pairs and make a list of adjectives that correspond to each of their family members. Write a master list of all adjectives. Discuss.

Ask students these additional questions:

- What is important about being part of a family?
- What other **lifestyles** do people you know have?
- How do you see the **role of family** twenty years from now?

Gender Roles

Vocabulary New Words



accomplishment
change
chore
congratulate
date

gender
get paid (for)
go (out)
home
household
leadership
look up to
make
marriage
men
nowadays
outside
past
respect
role
society
traditionally
typically

usually
who
whom
women
work

Let's Talk Words

expect
house
laundry
modern
put (away)
put (out)
take (out)
trash
traditional
typical
women's rights
movement

Grammar Focus

Phrasal verbs

A phrasal verb consists of a verb and one or more particles (preposition or adverb).
Tom took out Beth last Friday.

- Phrasal verbs can be separable (a noun can follow or come between the verb and the particle).
Ken put his clothes away.
- Some phrasal verbs are inseparable.
His sister does not get along with him.
- Phrasal verbs can keep their literal meaning.
The boys took out the trash.
- Phrasal verbs can have a figurative meaning.
Susie looks up to her grandmother for help.

Expanding on the Lesson



Have students write down all the roles they take on in their life. Then have them circle the roles that are most important to them. Survey the class. Find out which roles students value most.

Ask students if they would prefer a man, a woman, or neither to:

- watch their **newborn** babies
- discuss their **marital** problems
- be president of their country
- **pick up** their garbage
- put new **roofs** on their houses
- give them complete **physicals**
- work in the fire department
- serve in their country's **military**

Think of other roles men and women **have taken on** and discuss them in class.

Ask the students these questions:

- What do you want to change **with regard to** men's and women's roles? Why?
- In the United States, some women **complain** about a "**glass ceiling**" in the workplace. Is there a glass ceiling for working women in your country?
- What is **androgyny**? How would you feel about an **androgenous society**?

Holidays

Vocabulary New Words



celebrate
cover
dictate

holiday
interesting
pay
place
reason
special
young

Let's Talk Words

Dr. Martin Luther
King, Jr. Day
Father's Day
Halloween
Independence Day
lonely
Memorial Day
Mother's Day

New Year's Day
tell
Thanksgiving
Valentine's Day
Veteran's Day
Washington's Birthday
work

Irregular Verb Forms

Base Form	Past	Past Participle
pay tell	paid told	paid told

Grammar Focus

Review of superlatives (Lesson 7)

Use the superlative form of the adjective to denote that which surpasses all others. Three or more persons or things require the superlative.

- Use the definite article *the* as part of the superlative.
- Add *-est* to a one-syllable adjective. *Bill is the quietest student in the class.*
- Add *-st* to a one-syllable adjective that ends in *e*. *Mother's Day is the nicest holiday.*
- Change *y* to *i* and add *-est* to a two-syllable adjective ending in *y*. *New Year's Day is the happiest holiday of the year.*
- Use *most* in front of a two-syllable adjective not ending in *y*, or an adjective with more than two-syllables. *What is the most important holiday in your country?*
- Some common irregular adjective superlatives are:
good = *the best* Which holiday do you like the best?
bad = *the worst* Valentine's Day is the worst holiday for lonely people.

More present/past/present perfect (Lessons 1, 2, and 8)

Present

*We celebrate Mother's day every year. Halloween is the scariest holiday.
We like Thanksgiving Day. Our family celebrates many holidays together.*

Past

Jack worked last New Year's Day. Cynthia had a wonderful Valentine's Day.

Present perfect

*I've seen my family every holiday. We've just eaten a wonderful Thanksgiving dinner.
Holidays have given me special childhood memories.*

Expanding on the Lesson



Hold an *International Day* celebration. Have students wear holiday clothing from their native countries. Ask them to bring in some holiday food and music. Discuss the holidays in class. Eat holiday foods and dance to holiday music.

Ask the class these questions:

- What holiday is **coming up**? How and why do people celebrate it?
- What are some important **religious** holidays that you celebrate?
- How and why do you celebrate them?

Superstitions

Vocabulary New Words



bad luck
believe
black cat
bouquet
break

catch
four-leaf clover
good luck
horseshoe
ladder
lucky
mirror
open
rabbit's foot

salt
spill
superstition
sweep
true
umbrella
under
walk
wedding

Let's Talk Words

get married
happen
invent
say
secret
unlucky
unmarried

Irregular Verb Forms

Base Form	Past	Past Participle
break	broke	broken
catch	caught	caught
spill	spilt	spilt
sweep	swept	swept

Grammar Focus

Present real conditional

Use the present real conditional in the *if* clause to show:

- Future plans or possibilities
If I catch the wedding bouquet, I'll get married soon.
You'll have bad luck if a black cat crosses your path.
- A weaker conclusion with *might*
If he walks under a ladder, he might have bad luck.

Say and tell

Say and *tell* have similar meanings. They can be used in

- Direct speech with quotations to repeat someone's exact words.
- Reported speech (Lesson 14) to repeat the ideas of a spoken message.

The choice between *say* and *tell* is determined by the use of an indirect object.

- When you use *tell*, an indirect object is usually needed to identify the listener.
Kim always tells her granddaughter stories about superstitions.
- When you use *say*, an indirect object is optional. The direct object usually follows *say*.
Lisa always says nice things (to Bill). Rob said, "Be careful today. It's Friday the 13th!"

Expanding on the Lesson

Here are other superstitions. Ask students what might happen if:

- their left eye **itches**.
- their left hand itches.
- they eat from a **pot**.
- their right eye itches.
- their right hand itches.
- they **step on a crack**.



Horoscopes are modern superstitions. Copy the horoscope section of a newspaper. Have students form into groups according to their **astrological sign**. Encourage them to discuss their own **personality traits**. How are they **alike**? Tell them to read their horoscopes. Do they believe their horoscopes will **come true**?

Sleep

Vocabulary New Words



always
blanket
daily
day off
dream

get (up)
go (to bed)
good night
hour
lullaby
never
nightmare
often
position
rarely

schedule
sleep
sleeping aid
sleepwalk
snore
sometimes
tired
tuck in

Let's Talk Words

alarm clock
allow
enough
noise
oversleep
ring
scream
sing
sound

wake up

Irregular Verb Forms

Base Form	Past	Past Participle
dream	dreamt	dreamt
oversleep	overslept	overslept
ring	rang	rung
sing	sang	sung
sleep	slept	slept
wake	woke	woken

Grammar Focus

Adverb of frequency

Use an adverb of frequency to describe how often an event or series of events occurs. Note that the adverb precedes the verb.

- These are approximate percentages:

always	=	100%	<i>I always sleep with a blanket.</i>
usually	=	80% - 90%	<i>My wife usually snores.</i>
often	=	70% - 80%	<i>They often go to bed late.</i>
sometimes	=	40% - 60%	<i>Sometimes we see people sleeping in the park.</i>
rarely	=	5% - 10%	<i>I rarely sleep on the beach.</i>
never	=	0%	<i>We never use sleeping aids.</i>

Review of present (Lessons 1, 2, 8, and 11)

- Habitual actions in the present
I always get up early. They never sleep late.
- Uses with stative verbs, especially *be*
She is a light sleeper.
- Present perceptions and emotions
She likes to sleep eight hours a day.

Expanding on the Lesson



Ask students to think about the following:

- What words are associated with sleep? (*bed, pillow, tired . . .*) Have students work in groups. How many words can students name? Have each group write a list. See which group forms the longest list.

Ask the students these questions.

- Do you **fall asleep** with the music on? with the TV on? with a book in your hand? How often?
- What do you do when you want to sleep but you have to stay awake? How do you **keep from** falling asleep?

Stealing

Vocabulary New Words



age
chronically
common
fewer
frequently

less
person
punishment
someone
steal
thief

Let's Talk Words

criminal
future
hide
judge
rob
robbery

victim
violent

Irregular Verb Forms

Base Form	Past	Past Participle
hide steal	hid stole	hidden stolen

Grammar Focus

Adjective comparatives: *less* versus *fewer*

Less and *fewer* are the negative (opposite) of *more*.

- *Fewer . . . than* is used before count nouns when making a comparison.
Bill's store has fewer TVs than Jack's store.
The jewelry store had fewer diamonds in its front window after the robbery.
(That is, fewer diamonds than it had before the robbery).
- *Less . . . than* is used before non-count nouns when making a comparison.
Linda has less money saved than her sister does.
The bank had less money in the vault after the robbery.

Expanding on the Lesson



Ask the local police department to send an officer to your classroom to discuss crime **prevention**. Later have students discuss in class the ideas presented. Ask the students how each of them could help their communities reduce crime.

Let your students be the judge. What punishments (if any) would they give people for stealing . . .

- food to feed their children?
- medicines from **pharmacies** for sick friends?
- sports cars to go on **joy rides**?
- money to buy alcohol?
- anything to sell to pay their rent?
- jewelry to give as a gift?

More questions for students to think about and discuss:

- What is a **pickpocket**? How can you protect yourself from pickpockets?
- What is **cleptomania**? Do you believe that cleptomania is a disease, or do you think it is an excuse for stealing?
- What do you think about governments that **cut off** people's hands for stealing?
- Do you know of any other **cruel** punishments given to people? Does your country's government have limits to the kind of punishment people can receive for stealing?
- If you know a store cashier hasn't charged you enough for a product, do you tell the clerk? If you don't, are you stealing from the store? What if the clerk gives you too much change? What is the **ethical** thing to do in these situations?

Vocabulary New Words



article
continue
false
fill
gossip
hear

loud
news
recently
spread
whisper
wrong

Let's Talk Words

right

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Irregular Verb Forms

Base Form	Past	Past Participle
hear spread	heard spread	heard spread

Grammar Focus

Reported speech

Use direct speech with quotations when repeating someone's exact words.

Becky said, "I love to listen to gossip."

Use reported speech when repeating the ideas of a spoken message (not necessarily word for word).

Becky said she loved to listen to gossip.

Direct speech can be changed to reported speech.

- If the direct speech is in the present, reported speech changes tense to the past.
Susie said, "Billy is so handsome." Susie said Billy was so handsome.
- If the direct speech is in the past, present perfect, or past perfect, reported speech changes tense to the past perfect.
John said, "Ben got married." John said Ben had gotten married.
Kay said, "I haven't seen Marge in a long time." Kay said she hadn't seen Marge in a long time.
- If the direct speech contains a modal, reported speech uses a past modal.
Tina said, "Kim can write well." Tina said Kim could write well.

Expanding on the Lesson



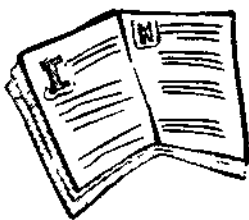
Have students form into groups. Have them imagine they write for a world-famous talk show. Tell them to brainstorm ideas for their show. Then have them write a list of as many discussion topics for their show as they can. What topics do they suggest? Which ones are **taboo**?

More questions on gossip:

- How can false **rumors** or gossip **ruin** someone's career or marriage?
- Can gossip ever be positive? Have your class think of ways gossip might help people in certain situations. Discuss as a class.
- What **talk radio** and TV programs are popular in your area?
- What topics do they talk about?
- What is **slander**? How is it different from gossip?

Ghosts and the Supernatural

Vocabulary New Words



careful
create
creature
Earth
event
exist
free
ghost
imagine

investigate
know
leave (behind)
look (like)
mysterious
phenomena
phenomenon
planet
present

séance
search
should
space ship
strange
supernatural
UFO
understand
witness

Let's Talk Words

eye witness
hold (a séance)
legal
make contact (with)
spend
take (place)

Irregular Verb Forms

Base Form	Past	Past Participle
hold	held	held
know	knew	knew
leave	left	left
spend	spent	spent
understand	understood	understood

Grammar Focus

Modal *should* (*shouldn't*)

Should conveys the opinion of the speaker (it is a weaker form of *ought to*).
Fred saw a ghost? I think he should take a day off from work and relax.

Use *should* to:

- Give a suggestion
You should read the new literature about ghosts. It is fascinating.
- Ask for advice
I saw a UFO in my backyard. Should I call the police?

Expanding on the Lesson



Put all the chairs into a circle. Turn on a flashlight or light a small candle. Close the lights and the blinds. Have the students think back to their childhood. Have them take turns telling scary ghost stories to the class. See who can tell the scariest story.

Many religious books include stories about supernatural events. Ask students to give examples of supernatural stories or events described or **predicted** in their religious books.

Now ask these additional questions:

- Why do you think people **hesitate** to report that they have seen a ghost?
- Do you think the police believe people who report UFOs or ghosts?
- What does **clairvoyant** mean?
- What is **telekinesis**? Do you know anyone who has **telekinetic** powers?
- Halloween is a **spooky** holiday. Some people celebrate it by **dressing up** in costumes and attending a Halloween party. Children usually wear **scary costumes**, such as a ghost or **goblin**, and **knock** on neighbors' doors and ask for candy. What other spooky holidays do people celebrate? How do they celebrate them?

Vocabulary New Words



appropriate
boyfriend
break up
consider
difficult
girlfriend
impolite

lazy
love
relationship
sloppy
teenager
would

Let's Talk Words

approve
bring home
care about
constant
culture
decide
disapprove

generation
judge
potential
race
religion

Irregular Verb Forms

Base Form	Past	Past Participle
bring	brought	brought

Grammar Focus

Present unreal conditional

A *conditional* sentence states a relationship between cause and effect. The present unreal conditional tense shows a hypothetical (unlikely to occur) or counterfactual (impossible) idea, action, or event.

- Use the past form of the verb in the *if clause* (the cause) to express a present imaginary action.
If Val had more time, she would date more often.
If Claire were younger, she would have another child.
If you disapproved of a family member's relationship, would you tell that person?
- Use *would* or *could* (followed by the base form of the verb) in the *effect (result) clause*.
If they wanted to get married, they would marry each other.
He would never marry a woman if his family disapproved of her.

Expanding on the Lesson



Ask the class what characteristics they heard in the students' answers to questions one and two in their book (page 62). List the characteristics on the chalkboard. Now have the class number the characteristics in order of importance. Do the students agree with each other? If not, do their opinions **diverge** according to country, gender, or something else?

Ask volunteers to tell the class about their first boyfriend or girlfriend. How did they meet? How did their parents react? What happened to the relationship?

Has anyone in class ever gone out on a **blind date**? Who set up the date? Did the student have a nice time?

In some countries marriages are arranged. Ask the students to think about this while answering these questions:

- Is love necessary for marriage? Why or why not?
- Can people learn to love someone, or is there **chemistry** between people that can't be invented? Explain.
- What does the expression **love is blind** mean?
- What is **love at first sight**? Do you believe it exists?
- What does **falling in love** mean?
- What is love?

Vocabulary New Words



associate
employee
less than
manage
million

more than
owe
raise
shout
sight
stress

Let's Talk Words

afraid
better
cause
combat
deal with
destroy
handle
mental

negative
nervous
occur
optimist
pessimist
physical
positive
reduce

relax
responsibility
scare
throughout
upset
way

Irregular Verb Forms

Base Form	Past	Past Participle
deal	dealt	dealt

Grammar Focus

Adjective comparatives *less . . . than/more . . . than*

- *Less . . . than* is the opposite of *more . . . than*.
Raising two children is more stressful than managing a hundred employees.
Managing a hundred employees is less stressful than raising two children.
- *Less . . . than* is used with non-count nouns, and *less* is separated from *than* by the adjective.
Discussing a problem is less stressful than arguing about it.
Walking is less strenuous than lifting weights.
- *Less . . . than* and *more . . . than* can be used to compare other major parts of speech in English.
These weights weigh more than eight pounds each.
Julie has less money than Beth.
Ben weighs more than Matt.

Expanding on the Lesson



Have students choose a problem or stressful situation in their lives and write about it. Tell students **not** to write their names on their papers. Collect the papers and mix them up. Now have students work in pairs. Pass out one paper to each pair. Ask the pairs to discuss the stressful situation and write suggestions for solving or lessening it. Collect the papers; read the problems and solutions to the class. Does the class agree with the ideas given by the paired students?

Work as a class. Have students answer these questions to reflect upon how stress affects them:

- Do you believe that stress can cause a person to become sick? What are some **stress-related** illnesses?
- When you have a lot of stress in your life, how does it affect your work? your relationships with friends and family?
- A wedding can be a positive event that causes stress. What other positive events can cause stress?

Moving Children Out

Vocabulary New Words



immediate family
issue
move out
remain

Let's Talk Words

across
adult children
advice
down
on your own
over
reaction

regret

Grammar Focus

Review of say and tell (Lesson 11)

Say and tell have similar meanings. They can be used in:

- Direct speech with quotations when repeating someone's exact words.
- Reported speech (Lesson 14) when repeating the ideas of the spoken message.

The differences between say and tell are the position and use of the indirect object.

- When using tell, the indirect object is used to identify the listener. The object (direct or indirect) appears immediately following tell.

His father told him about the time when he moved out of his parents' house.

Their grandmother told them beautiful stories.

- When using say, an indirect object is optional. When it is used, it can never immediately follow say.

Lilia said, "Please move out" to her thirty-eight-year-old son.

Beth said she wanted her son to move out when he turned twenty-nine.

Expanding on the Lesson



What are the **benefits** of living at home with parents? What are the **disadvantages**? Divide the class in half. Ask half of the class to give **advantages** to living at home as an adult child. Ask the other half to respond with disadvantages. List the answers on the chalkboard. Which list is longest? Which has the most **valid** reasons?

Refer to **Exercise B. Think** on page 72. Start a list on the chalkboard of items to give an adult child when he or she moves out. Ask volunteers to add to the list. Then discuss with the class which items are the most necessary.

Ask students these questions:

- Why do you think adult children move out of their parents' home even when their parents want them to stay?
- How can parents prepare children for moving out when they become adults?
- Where are some places young adults might live after they move out of their parents' home (college **dormitory**, apartment with **roommates**, religious house, **hostel** . . .)?
- Sometimes young adults move out of their parents' home to **cohabitate** with someone they love. How do you feel about this?
- Why do some young children run away from home? What local services are available to help **runaway** children?

Growing Old

Vocabulary New Words



accomplish
achieve
grow (old)
make a
difference
old
senior citizen
take turns

Let's Talk Words

advantage
affect
ail
cane
care
convalescent
hospital
depict
distinguished
elderly
fear

golden years
help
how old
leader
lifestyle
mandatory
media
negative light
nursing home
pass away
plan

positive light
recognized
reflect
refuse
retirement
wheel chair

Grammar Focus

Pronunciation of past regular verbs

The pronunciation of the final *-ed* in the past form of regular verbs is based upon the letter *sound* immediately preceding the *-ed*.

- *-ed* is pronounced [t] when it follows a voiceless consonant.
(excluding the consonant "t").
The senior citizens group worked hard last week.
The elderly man next door baked delicious cookies for us.
- *-ed* is pronounced [d] when it follows a vowel sound or voiced consonant (excluding "d").
We learned a lot from our grandparents.
They studied hard to pass the test.
They listened to their grandfather play the violin.
- *-ed* is pronounced [ɪd] when it follows the consonants *t* or *d*.
When we were younger, we visited our grandparents every month.
Joel's grandmother planted flowers last year.
Sam needed to spend less in order to save for his retirement.

Expanding on the Lesson



Have students take out the pictures they drew for **Exercise C** on page 76. How does the class view aging?

Continue the discussion on aging by asking the students the following questions:

- If you could **retain** the body of a twenty-five-year-old or have the **mind** of a healthy ninety-year-old for the **rest of your life**, which would you choose?
- What do you think is the most difficult thing about being old?
- Do you think that old people are lonelier than young people? Why or why not?
- Do you think that old people should be **kept alive** on **respirators** and other **artificial** machines? How do you feel about **euthanasia**?
- What do you think happens to people after they die?

Pollution and Recycling

Vocabulary New Words



aluminum
bottle
can
garbage

glass
noise pollution
paper
plastic
pollute
pollution
problem
recycle

smog
store
styrofoam
waste

Let's Talk Words

active
concern
conserve
contribute
convince
depend on
director
earth
eliminate

environmental
group
force
frequent
gasoline
improve
recycling center
resources
safe
volunteer

Grammar Focus

Passive voice

Use the passive voice when the result of the action, not the doer, is emphasized.

- Place the direct object in subject position.
People recycle cans. Cans are recycled by people.
- The subject, now in object position, is frequently deleted.
Cans are recycled by people. Cans are recycled.
- Use the verb *be* (to show the tense) and the past participle. Students often think of passive voice in the past. Remind them that the passive voice, like the active voice, takes varying tenses.
*Glass bottles and aluminum cans are always recycled (by Denise).
The bottles and cans were recycled (by Denise).
The bottles and cans have been recycled (by Denise).*

Expanding on the Lesson



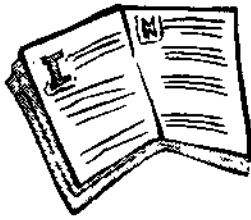
Start recycling in your school. Get a few boxes and label them: aluminum cans, glass bottles, newspapers, and other **recyclables**. Have a volunteer student take the recyclables to a center once a month. If your state pays a refund on bottles, save the money. Ask students what they would like to do with the money. (**Donate** it to an environmental group, give it to a local **charity** . . .)

Ask students these questions:

- How can people in your country conserve more of your country's resources? What about the people in the United States?
- What are some other important environmental issues? (Ask students to write their ideas on the chalkboard.)
- How can we keep from polluting our air? Are there cleaner burning fuels available? What do you think about electric or **solar** cars?
- **Offshore** oil **drilling** and oil spills cause pollution in our oceans. What can be done about this problem?
- In a world with **finite** resources, recycling is important. What things not being recycled now might need to be recycled in the future?

The Homeless and Welfare

Vocabulary New Words



anyone
find out
homeless
represent
services
social worker
someone
welfare

Let's Talk Words

aid	jobless	specific
assist	low cost	success
business	housing	successful
change (money)	needs	suggest
cross out	offer	support
depressed	poverty	system
food stamps	private	the best way
give reasons	profession	unemployed
hunger	program	unhealthy
in order for	provide	utility rates
individual	public assistance	
job counselor	receive	

Irregular Verb Forms

Base Form	Past	Past Participle
give	gave	given

Grammar Focus

Some and any

Some and *any* describe the quantity of a noun. Alone they function as pronouns.

Use *any*:

- In negative sentences
I'm sorry, I don't have any change.
- In negative answers
Do you have any job openings? No, I'm sorry we don't have any.

Use *some*:

- In positive sentences
Pat gave some money to the homeless charity drive.
- In positive answers
Could you give me some change? Sure, here's some.

Expanding on the Lesson



Have students form into groups. Let them discuss the **criteria** needed for a person to be **eligible** for welfare benefits. Then have them write a welfare **recipient** law.

How can society help homeless people who also are dealing with . . .

- | | |
|----------------------------------|--------------------------------------|
| • drug addiction? | • extreme handicaps? |
| • recurring physical illnesses? | • mental illness? |
| • alcohol abuse problems? | • social behavioral problems? |

Discuss these additional questions:

- Are social problems the **responsibility of society**, the individual, or the individual's family, or is the government responsible for healing these problems?
- What are some important social problems in your country?
- Describe a perfect world. Then write a paragraph **illustrating** your ideas.

Vocabulary New Words



bomb
category
disaster
drought
earthquake

fire
flood
food
poisoning
insect
infestation
natural
disaster
oil spill
plague

storm
tornado
volcano
war

Let's Talk Words

blow
damages
dinosaur
disaster proof
effect
erupt
extinct
flock
food supply
futuristic
guarantee

homeowner
human race
insurance
policy
insure
lack of
major
natural
resource
pattern
population

predict
roam
salesperson
scientist
survival
unseasonable
use up
useful
weather

Irregular Verb Forms

Base Form	Past	Past Participle
blow	blew	blown

Grammar Focus

Future perfect

Use the *future perfect* tense for an action or state that is expected to happen or be completed in the future prior to another future time or event.
We will have finished all the construction work on the shelter by 6:00 p.m. tonight.

Use *will*, the auxiliary *have*, and the past participle to form the future perfect.
They will have bought sand bags for their house before the end of summer and the start of the rainy season.

Expanding on the Lesson



Refer to the *Usage* exercise on page 85 of the student text. Copy this chart on the chalkboard. Ask volunteers to add other items to the appropriate columns (*Natural disasters* or *Other disasters*). As each list grows, ask the students if they can find a main difference between the disasters in each column. Ask, "If the other disasters aren't natural, what are they?" Try to elicit names for the disasters in this category. Encourage students to say: *unnatural*, *created*, **accidental**, or **man-made**.

What **supplies** can prevent or **minimize** damages before, during, or after disasters? Have students form into groups and make a list of **emergency** supplies. Discuss which items could be needed for each disaster (some ideas: **sand bags**, flashlights, first aid kits). See which group will be the most prepared for future disasters.

Organize an emergency plan to **cope** with a possible disaster. Work in small groups to make maps for **escape routes** from your classroom to outside the school. Decide who will be in charge. Who will check for **injured** people? Who will run for help?

What other verbs are used to show the action of disasters? For example, **shake** (shook, shaken) is used to show the action of earthquakes.

Ask students these additional questions:

- What disaster do you fear most? Why?
- Why do you think the news media focuses on disasters rather than on positive news?
- Why do you think natural disasters exist?

Vocabulary New Words



ban
cigarette
correct
dash
debate
farmer
gallows

hang
hangman
idea
incorrect
industry
non-smoker
smoke
smoker
spell
tobacco

Let's Talk Words

bad habit
bother
break a habit
cancer
chew
could
determine
illegal
instead
permit
quit

second-hand smoke
since
surgeon general
tempt
try

Irregular Verb Forms

Base Form	Past	Past Participle
hang quit	hanged or hung quit	hung quit

Grammar Focus

Could as probability

Could can be used to:

- Make a general request
Could you smoke outside, please.
- Ask permission
Could I come to your Smokers Anonymous group?
- Show probability of an action occurring
Could he have gotten cancer from smoking?
- Convey present meaning
Could you reach the cigarettes on the table?

Could is also used to express ability in the past

He could run faster two years ago. (He didn't smoke then.)

Review of should (Lesson 15)

Should can be used to:

- Convey an opinion
Everyone who smokes should go to a clinic to break the habit.
- Give a suggestion or ask for advice
You should stop smoking and improve your health. Should I give up desserts?

Expanding on the Lesson



Have students find **advertisements** for cigarettes in magazines, newspapers, and on billboards. Tell them to bring in copies of the **ads**. (For **billboards** have the students write down what the ad says and remember the picture.) Hang the ads around the classroom. Discuss how the ads make cigarettes **appealing**. Ask students why they think these ads help sell cigarettes.

Now have students work in small groups. Ask each group to create an ad that shows the negative effects of cigarette smoking. Have groups present their ads to the class.

Ask the students:

- Do you think smoking is as harmful as most doctors **claim**? If so, why is it legal?

Gambling

Vocabulary



beat (the odds)
brainstorm
enroll
friendship
gamble
game
job placement

New Words

life
location
mean (signify)
pay off
purchase
residence
show
take a chance
win

Let's Talk Words

addiction
alcohol
attend
beg
bet
bingo
cheat
crime
cycle
excitement
famous

force
form
fulfill (dreams)
Gambler's
Anonymous
hope
horse races
lie
lottery
make a bet
overeat

overwork
poker
recovery
revenue
self-help
group
site
slot machine
town

Irregular Verb Forms

Base Form	Past	Past Participle
beat	beat	beaten
bet	bet	bet
mean	meant	meant
win	won	won

Grammar Focus

Review of present perfect with **ever** (Lesson 5)

Use **ever**:

- In questions
Have you ever gambled and won a lot of money?
Have you ever bet money on a horse race?
- When the exact time the action occurred in the past is not relevant
Have you ever gone to a famous gaming town?

Review of other present perfect uses (Lessons 1 and 10)

- Past action that continues to the present
I've lived here for three years.
- Recently completed action
Alice has just won a large jackpot prize.
- Past experience or action with current relevance
Kim has already learned how to play Black Jack.

Expanding on the Lesson



Refer to **Let's Start** on page 93. Recreate the chart on the chalkboard. Ask students to volunteer the information on their charts. Write all the decisions students have taken a chance on. Discuss why **taking a risk** or taking a gamble is important in **developing a full life**.

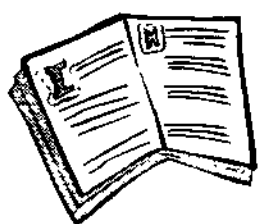
Have students name some forms of saving money that **involve** risk. Do they think these types of **investing** are the same as or are similar to gambling?

Ask these additional questions:

- Do you think more or fewer people will gamble in the future? Why?
- What new forms of gambling do you **envision** for the future? (Think about all the new **technology** available, and imagine gambling on the **internet**.)
- What were some of the most difficult decisions (gambles) you had to make in your life?

War and the Military

Vocabulary New Words



conflict
current
military
neither
nor

Let's Talk Words

both	educate	justify	Red Cross
close	effective	medal	resolve
relationship	engage in	military	reward
defend	enlist	service	risk
devastate	fight	necessary	serve
dilemma	generation	peacetime	soldier
dishonorable	historian	prison	solve
discharge	honorable	punish	United
disobey	discharge	purple heart	Nations
draft	injure	purpose	voluntary
during	involved in	rebuild	wartime

Irregular Verb Forms

Base Form	Past	Past Participle
fight rebuild	fought rebuilt	fought rebuilt

Grammar Focus

Past continuous tense

Use the past continuous tense to:

- Tell a story in the past
The two countries were fighting over where to draw their borders.
- Show a continuing past action that is interrupted by another past action
They were watching television when the war started in their city.
- Refer to an action taking place during a period of time in the past
The United States was fighting Iraq in the Persian Gulf War.

Expanding on the Lesson



Have students think back into their own country's history. What wars do they think could have been avoided? Have students work with people from their native country to rewrite history in order to avoid wars. Then have the students tell the class about their revised history.

Refer to **Exercise B. Think** on page 100. Ask volunteers to write some of their ideas on the chalkboard. As a class, discuss all the ideas.

Other issues to discuss:

- Is world peace possible?
- What countries recognize **dual citizenship**? Does your country?
- Is it possible to be **loyal** to more than one country? What might happen to your loyalty during a war between the countries that you love?
- What is a **civil war**? Have there been any civil wars in your country?
- Are separate countries necessary? What might happen if there were no countries or militaries? Do you think a world government is possible?

Money Management

Vocabulary



account
already
apply
at least
bill
broke (poor)

New Words

budget
charge
cheer up
context
credit card
due
earn
forever
join
luxury

money
management
my treat
of course
paycheck
payment
pay off (bills)
penny
tell me about it

Let's Talk Words

accept
basic
bond (savings)
charity
comfortable
compare
cost
debt
invest

major purchase
manage
(money)
modify (debts)
nest egg
properly
save
stock
unable
wise

Irregular Verb Forms

Base Form	Past	Past Participle
cost	cost	cost

Grammar Focus

Future *will*/ *be going to*

Use *will* and *going to* to make future predictions.

We will owe ninety dollars on our credit card next month.

We are going to owe ninety dollars on our credit card next month.

- Use *will* to show future willingness.

Call me anytime. I will help you invest your money wisely.

Will you accept a job in a different country?

Are you willing to accept a job in a different country?

- Use *would* to replace *will* if a question is hypothetical.

Would you accept a job in another country?

- Use *be going to* to show prior plans.

Why did you save so much money? I'm going to buy a new car.

- Sometimes *will* is seen as more formal than *be going to*.

I will have the money for you by Friday.

Expanding on the Lesson



Discuss as a class. How much money does it take . . .

- to be comfortable?
- for a family of four to **live well**?
- to be **debt free**?
- to be rich?

Are people ever **satisfied** with their **living standards**, or do they always want more?

More questions on money management:

- What does it mean to **live within your means**?
- What is **bankruptcy**? Why do people file for bankruptcy?
- What does "**barter**" mean? Do you think that life was easier when people bartered for items and didn't use money?
- Do you think paper money will become **obsolete** and people will use only **electronic transactions** to pay for their **purchases**?

Vocabulary

New Words

Let's Talk Words



anybody
begin
copy
nobody
order
poem

prosper
report
right reason
somebody
view

advertising
business
transaction
car part
cashier
catch
cheating
claim
commercial
customer

deceptive
demonstrate
disappoint
exam
get away with
get caught
insurance
mechanic
medical
owner

prestigious
pretend
product
replace
short-change
solution
subject
surgeon
themselves
yourself

Irregular Verb Forms

Base Form	Past	Past Participle
begin	began	begun

Grammar Focus

Indefinite pronouns

An *indefinite pronoun* is used to represent a non-specific person or thing.

Someone/somebody is:

- Used in affirmative sentences
Someone copied my test.
- Used in a question when the asker assumes the recipient of the question has knowledge of the question's topic, and also assumes that the recipient will answer positively
Did someone see who copied Sally's test?

Anyone/anybody is used in:

- Negative sentences
He doesn't know anyone in the class.
- General questions
Can anyone help me with this question?
- Positive sentences to express generality
Anybody can pass this class.

No one/nobody is used as the subject of an affirmative sentence that makes a strong statement.

*No one cheated on the test.
Nobody failed the class.*

Expanding on the Lesson



In what other **aspects of life** do people cheat? Refer to **Exercise B. Think** on page 108. What do people hope to gain by cheating? How can a **loss of credibility** lessen the value of anything **gained** by cheating?

Explain why the following are considered to be cheating:

- **exaggerating** on a resume
- taking extra time on a work break
- helping a friend with a take-home test
- paying someone to write your report

How can cheating be **dangerous** to society?

Government Spending

Vocabulary



street sign
business loan
wildlife
museum

legal aid
sanitation
grants
disability
benefits
highway
dental care
medical care
primary

New Words

public
require
research
ambulance
unemployment
benefits
jail
repair
secondary

space
exploration
mentally ill
government
spending
benefit
lighting

Let's Talk Words

be in charge
collect
donate
government
funding
income
inheritance
power
property

tax
wage

Grammar Focus

Review of present unreal conditional (Lesson 16)

The present unreal conditional tense shows hypothetical (unlikely to occur) or counterfactual (impossible) ideas, actions, or events.

- Use the past form of the verb to express a present imaginary action.
If Steve had extra money, he would donate it to his school.
- Use *if* in the same clause as the past verb.
If Joe were the budget director, we would save more money.
- Use *would* (followed by the base form of the verb) in the main clause.
If I were president of my country, I would spend more money on education.
I would spend more money on education if I were the president of my country.
- Use *Imagine* as another way to show the present unreal conditional.
Imagine you were in charge of your country's budget. How would you spend its money?

Expanding on the Lesson



A government collects money through taxes. How do other countries **raise** government revenue. Make a double-column chart on the chalkboard. Label one column *Country* and the other *Government revenue*. Have students complete the chart. Here are some ideas:

- police **citations**
- public parking **fees**
- stamps for postage
- government-run lottery
- **toll** roads
- selling **bonds**
- licenses (car, business)
- **recreation** fees
- **non-resident** student fees

Refer to **Exercise C. Write** on page 112 in the student book. Ask volunteers to read their ideas. Discuss as a class.

In the United States, most government programs have budgets. If the budget director doesn't use all the **funds**, they are not available next year. Do you think this is a good **policy**? What budget **restrictions** does your country's government have for its programs?

More questions on government spending:

- Do you think there should be more or fewer government programs?
- Which is more **beneficial** to most people, one large national government or many small local governments?
- What happens to governments that **overspend** their budgets?
- Why do some governments **lend** money to other countries? Do the people of either country usually approve of this?

Prejudice and Discrimination

Vocabulary



against
aloud
assign
categorize
define
different
discriminate
discrimination
divide
free (of)

New Words

label
nationality
prejudice
raise children
separate
size
social status
stereotype

Let's Talk Words

as well as
called (named)
civil right
Constitution
document
entitle to
experience
expose
highest
invite

law
opinion
personal liberties
prevent
protect
World's Rights
Organization

Grammar Focus

Past perfect

Use the past perfect tense in the main clause:

- To show a past action that occurred before another past action
By the time I walked in the door and sat down, the personnel director had already stereotyped me.
- With *before* and the simple past in the adverbial clause
Before the civil rights movement in the United States began, government officials had done little to protect people from prejudice and discrimination.

Expanding on the Lesson



Refer to the **Let's Start** exercise on page 113. What other categories did your class think about? Discuss whether or not those categories are necessary to describe people. How else can people refer to one another? (Other categories: religion, hair color, occupation, **intellect**, hobbies, . . .)

How can prejudice and discrimination be prevented? How can the views of prejudiced people be changed? Refer to **Exercise B. Think** on page 116 in the student book. Ask students to share their ideas. Write a list of ideas on the chalkboard. Discuss them. Then submit the list to your school newspaper.

Ask students to:

- Give examples in history where prejudice and discrimination **destroyed** the lives of many people.
- Name some common characteristics of people who discriminate against others. Ask them why they think **certain** people have these characteristics.
- Show how language can be **sexist** and can discriminate against women (for example: *mankind* meaning *people*). Have students give examples from their languages.
- Think about ways in which people discriminate in their taste for things (foods, drinks, furniture, clothes . . .).
- Write a short paragraph about how they felt when **prejudicial** feelings were personally justified for a particular **incident**. (For example, a woman is walking to her car and sees a man approaching her. She **clutches** her purse.)

Divorce

Vocabulary



acquire
asset
aware
divorce
faithful
finish
get divorced
identity
react

New Words

save
(a marriage)
thoughts
tool
trust
wish

Let's Talk Words

agreement
alimony
be around
child support
ex-spouse
ex-wife
funny
intelligent
joint custody
kind

laugh
lively
marital status
patient
remain
rich
split
wonder

Irregular Verb Forms

Base Form	Past	Past Participle
split	split	split

Grammar Focus

Past unreal conditional/*wish*

The past unreal conditional tense is used to express a past imaginary action.

If Lisa had married Joe, she would have had money to travel.

- Use *if* in the same clause as the past perfect tense.
If Sally had known Mike better, she wouldn't have married him.
- Use *would* (followed by the present perfect tense) in the main clause.
Becky would have divorced John if he had been unfaithful to her.

Use *wish*:

- Plus the present unreal conditional
Hal wishes he were married.
Kelly wishes she had a patient husband.
- Plus the past unreal conditional
Steve wishes he had invited his ex-wife to the party.
Their children wish their parents hadn't gotten a divorce.

Expanding on the Lesson



How is divorce viewed by:

- people from different countries?
- people of different religions?
- the older generation?
- the younger generation?

Discuss these issues:

- How does divorce affect a child? Does divorce affect children of different ages differently?
- Should couples stay together "for the children," even if the parents are no longer in love?
- In your country, after parents divorce, does a child have a **legal right** to choose which parent to live with?
- What do you think about **mandatory** marriage counseling for couples who have marital problems?
- How do you feel about **prenuptial agreements**? What about five-year **renewable** marriage **contracts**?

Calling In Sick

Vocabulary



New Words

absent
artist
average
call in sick
carpenter
housekeeper
lunch break
painter
personnel

plumber
secretary
sick
various
writer

Let's Talk Words

manager
per
previous
sick day
valid

Grammar Focus

Review of passive voice (Lesson 20)

Use the passive voice to show when the result of an action, not the doer, is emphasized.

- Place the direct object in subject position.
The company paid Anna for sick days. Anna was paid for sick days by the company.
- The subject, now in object position, is frequently deleted.
Anna was paid for sick days by the company. Anna was paid for sick days.
- Use the verb *be* (to show the tense) and the past participle. Students often think of passive voice in the past. Remind them that the passive voice, like the active voice, takes varying tenses.
Employees are usually allowed five sick days a year.
Employees were allowed five sick days a year at EGO Company last year.
Employees have been allowed five sick days a year.
- Modals can be used in the passive voice.
An employee should be allowed sick days with pay.

Expanding on the Lesson



Have students work together in a small group as a personnel team. Tell them to write criteria for receiving **compensation** for workdays missed. Which of these reasons for absence will their company consider valid? Which will not be **compensated** for?

- | | | |
|-------------------------|----------------------|---------------------------------|
| • employee illness | • bereavement | • religious holiday |
| • a day in court | • sick child | • transportation problems |
| • personal problem | • mental health day | • car or property damage |
| • city-wide disaster | • employee injury | • elderly parent care |

Encourage students to add their own ideas. Then discuss their answers as a class.

Have students pretend they are in a **management** position. Ask them the following questions:

- How do you feel about parents taking days off to care for their sick children?
- What about people taking days off to care for their sick elderly parents?
- How can employees' **obligations** to their family affect their jobs?
- What would you do if an employee called in sick **excessively** for **legitimate** reasons?
- How do you feel about paying people for unused sick time?

Justice Systems

Vocabulary New Words



court case
fair
forget

guilty
innocent
justice
justice served
justice system
outcome
phrase
should have
verdict

Let's Talk Words

arrest
capital
punishment
commit
corporal
punishment
crime of passion
death row
deserve
enforce
fist fight

fit (equal)
hindsight
inmate
legal system
look back
maximum
minimum
minor
mistake
murder
perspective

prisoner
rape
right to
security
send to prison
sentence (court)
theft
try in court

Irregular Verb Forms

Base Form	Past	Past Participle
fit forget send	fit forgot sent	fit forgotten sent

Grammar Focus

Modal perfect *should have*

Use *should have* to show regret for past choices.

- Use the positive form to show regret for an action not taken.
The jury should have found the man guilty of the crime.
- Use the negative form to show regret for an action that was done or taken.
Larry shouldn't have stolen the car.

Expanding on the Lesson



Have students work in groups to try to decide what causes people to commit crimes. Have the groups list their ideas and share them with the class. If they haven't mentioned the following explanations, suggest them and discuss with the class.

- poverty
- low self-esteem
- no parental guidance
- lack of education
- loss of, or no, religious faith
- lack of job opportunities
- no set of values

Additional questions for class discussion:

- Does the fear of punishment **deter** people from committing crimes? Why or why not?
- Do most punishments fit the crime?
- How have crime and punishment changed over the past fifty years in your country? Give some examples.
- In the United States, **suspects** of crimes are judged by a jury and **sentenced** by a judge. Who judges and sentences criminal suspects in your country?
- What does "justice" mean to you?

Drugs and Medicine

Vocabulary



aspirin
caffeine
classification
cocaine
drug

New Words

headache
marijuana
medicine
patient
penicillin
prescription
side effect

Let's Talk Words

ailment
backache
catch selling
catch using
constipation
diarrhea
garlic
generic
ginger root
ginseng

herb
ill
legalize
on the street
over the
counter
prescribe
rehabilitation
center
remedy

sore throat
stomachache
stuffy nose
vomit

Grammar Focus

Embedded questions used to show politeness

An embedded question is more polite than a regular question.

Do you know what the side effects of this drug are?

- When a form of *be* is in the embedded question, use regular sentence order.
What kind of medicine is that? Do you know what kind of medicine that is?
- Where *do* is in the question, it is dropped in the embedded question.
How much does that medicine cost? Could you tell me how much that medicine costs?
- In an embedded yes-no question, use regular sentence order and add *if* or *whether*.
Do you know if garlic is an herb? Could you tell me whether I should take aspirin or ginseng for my backache?

Expanding on the Lesson



Encourage students to bring in empty **packaging** from common over-the-counter **medications**. Have them work in groups to read all the **literature information** about the medications. (Each group will work on a different medication.) Have students explain the directions to each other in their own words. When they finish, have them tell the class about the medications. Be sure they can explain:

- **usage**
- correct **dosage**
- common side effects
- general **warnings**
- drug **precautions**
- remedies for **accidental overdose**

Additional questions to talk about:

- How do you feel about **herbal** remedies?
- How can drug-addicted people be helped?
- How can people stop **street vending** of drugs?
- When should over-the-counter medicine *not* be given without a doctor's **recommendation**? (examples: a pregnant woman, a baby, an elderly person who is taking other medications . . .)
- How do you feel about people with **terminal illnesses** using prescribed **experimental** drugs?

What Would You Do If...

Vocabulary



New Words

conclusion
creative
develop
fluently
logical
paragraph
pound
swell up
translator
weigh

Let's Talk Words

admit
bookkeeper
born
discover
embezzle
fail
final
fond of
grant
human being
kill

magic lamp
notify
overhear
read minds
turn around

Irregular Verb Forms

Base Form	Past	Past Participle
overhear read	overheard read	overheard read

Grammar Focus

Review of present unreal conditional (Lesson 16)

The present unreal conditional tense shows a hypothetical (unlikely to occur) or counterfactual (impossible) idea, action, or event.

- Use the past form of the verb to express a present imaginary action.
If you were granted three wishes, what would you wish for?
What would you buy if you won the lottery?

Review of Past unreal conditional (Lesson 30)

The past unreal conditional tense expresses a past imaginary action.

If we had won the lottery, we would have bought a new car.
I wouldn't have gotten sick if I hadn't eaten the old food.

More on wish

Wish can be used in:

- The present unreal conditional
I wish I spoke English fluently. I wish I had a job.
- The past unreal conditional
I wish I had gotten up earlier.

Expanding on the Lesson

Ask students these questions:



- If you had the power to eliminate one illness of your choice, what illness would you eliminate? Why?
- If you could change places with anyone in the world, who would you change places with and why?
- If you hadn't chosen to study English, what would you have done with your time?

Employment Issues

Vocabulary



New Words

career
classified
could have
flexibility
in house
job security
pension plan
priority

section
telecommute
vacation

Let's Talk Words

available
boss
confront
damage
directions
following
incentive
might have

occasional
performance
promote
reputation

Grammar Focus

Perfect modals *could have/might have*

Use *could have* to show:

- Past possibilities
Helen could have opened the office door this morning.
- That the action referred to was not accomplished
I could have applied for the management position (but I didn't).
- Past generalities
John could have gotten any job he wanted.
They could have hired anyone for that job.

Use *might have* to show:

- Past possibilities with an unknown outcome (Many speakers use *could have* here too.)
Jack went home early because he might have finished all his work. (I don't know if he finished his work or not.)
- Past possibilities that did not occur
If she had lifted the heavy machinery, she might have hurt her back. (She didn't hurt her back.)

Teacher's Note: Have students look at the opening sentence of the *Usage* section on page 137 in the student text: "You might have the opportunity to look for a (new) job." Ask students the difference between the words *might have* (modal, verb) and the perfect modal *might have*. Ask students how the meaning would change in the following sentence: You *might have* had the opportunity to look for a new job.

Expanding on the Lesson



Discuss some employment issues or problems students might have or might already have had at a job site. Have them write a situation. Tell them not to write their names on their papers. Collect the papers. Read one employment issue to the class each day and discuss how the situation might have been resolved.

Find out what students feel is most important in making a career choice. Refer to **Let's Start** on page 137. What was the highest priority for career choices? What was the lowest? What other incentives are important when making a career decision?

Ask the students about these employment issues:

- What is **harassment**? What is **sexual harassment**? What should you do if you are harassed at work?
- What does **equal opportunity employment** mean?
- What questions should employers not ask employees during job interviews?
- What questions should employees not ask employers?

Excuses and Lies

Vocabulary



New Words

amusement park	light
attendant	must
cancel	really
estimate	safety
even though	smell
excuse	taste
extremely	terrible
funeral	twice
heavy	
lady	

Let's Talk Words

catch in a lie
difference
make up
request
think back
white lie

Grammar Focus

Modal **must** (**mustn't**)

Use **must** to show:

- Necessity
I want to go out to dinner with you, but I really must stay on my diet.
- Obligation
There was an emergency at the office. I must go in to work immediately.
- Demanded mandatory action
We won't tolerate any more excuses. You must come to work on time.

Expanding on the Lesson



Here are some **awkward** situations. Should students answer honestly, tell an excuse or lie, or somehow avoid questions about:

- the burnt chicken their spouse cooked?
- their grumpy supervisor?
- their age or their weight?
- their political views?
- their personal finances?

Have students work in pairs. Tell them to make a list of situations where "**white lies**" might be appropriate. Then collect the lists and write students' ideas and white lies on the chalkboard. See if the entire class agrees on the classification of these situations and ideas.

Ask these additional questions:

- What excuses have students in the class used? In what situations did the students feel they had to make up an excuse?
- How can parents teach their children not to lie?

Have the students imagine they are teachers. In pairs, have them write a list of excuses they might hear from students for their absences and tardiness. Then discuss together which excuses have been used in your class.

Forms of Government

Vocabulary



New Words

capitalism
communism
form of government
information
prime minister
ruler
socialism
world leader

Let's Talk Words

decision	_____
global economy	_____
mention	_____
operate	_____
stand for	_____
_____	_____
_____	_____

Grammar Focus

Questions: present/past/present perfect (Lesson 2)

To form a question:

- With the verb *be*, a modal, or the auxiliary *have*, invert the usual sentence order.
Is she a world leader? Can capitalism survive in a global economy? Have you ever voted?
- When there is no verb *be*, modal, or auxiliary, use the correct tense of the auxiliary *do* before the subject.
Do people in your country usually vote? Do you have information about the election?
- After the auxiliary *do*, use the base form of the verb (without *to*).
Did you vote in the last election? What policies does your prime minister stand for?
- When *who* or *what* is the subject, show the verb tense (*do* is not used).
Who guards the security of your president? Who went to the voting booth (polls) with you?

To the teacher:

Review any grammar focus that seems appropriate for the students. Here are some ideas: present and present perfect, Lesson 1; gerunds, Lesson 6; passive voice, Lesson 20; conditional sentences, Lessons 11, 16, and 30.

Expanding on the Lesson



Have students form into groups. Tell them to make a list of all the great world leaders they know something about. Then copy their lists on the chalkboard. Discuss how these people changed the world.

Ask students these historical questions:

- What do you think about the **collapse** of the Soviet Union? Why?
- How do you feel about the fall of the Berlin wall? Why?
- Do you know of any other recent changes in government in your native country? What are they?

Talk more about how governments **shape the world**. Ask these questions:

- If a global economy were to exist, would independent governments and countries be necessary?
- What does a "**free trade agreement**" mean? How does (or would) this type of agreement affect your country?

Professionalism

Vocabulary New Words



appearance
character actress
comedian
contract
hair stylist
lawyer

librarian
marketing
manager
meeting
must have
past life
personality
politician
profession
professionalism
psychic

renewal
review (at work)
TV series
TV show ratings

Let's Talk Words

accountant
background
break down
dishonest
earn a living
employ
ethical
influence
pursue
take
advantage of

true professional
trustworthy
unethical
unprofessional
unskilled
workforce

Grammar Focus

Perfect modal *must have*

Use *must have* to make a conclusion, inference, or deduction from the evidence.

Jackie is very happy with her job evaluation. She must have gotten a promotion.

Joe is looking through the want ads. He must have lost his job.

Tom took the bus to work last week. He must have had car trouble.

Violet fired her assistant last week. He must have arrived late for work again.

Expanding on the Lesson



Have students work in small groups. Tell them to list as many professions as they can think of and what the people do on those jobs. Write their suggestions on one side of the chalkboard. Then ask all the students what qualifications they think are necessary for each job listed. Write their ideas next to the job. Now ask students which jobs they feel are prestigious. What do all prestigious careers have in common? How do they differ from **blue collar jobs**?

Have students form different small groups. Give them these questions to discuss.

What profession have you always wanted? Do you have the career you want? If so, explain how you achieved your **goal**. If not, what happened in your life to keep you from getting the career you wanted? How could you obtain the employment you desire in the future?

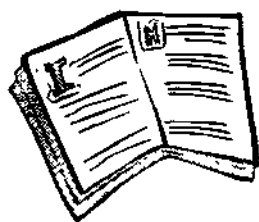
More discussion points:

- The most and least desirable jobs in students' native countries
- Salary effects on evaluation of a profession
- Professions that can change the world
- Illegal jobs or professions. Why are they illegal?
- Unethical or unprofessional behavior

Vocabulary

New Words

Let's Talk Words



close friend
decent
integrity
keep
own
possess
possession
powerful
rare
valuable

achievement
anniversary
business contact
generally
goal
in mind
in terms of
keep in touch
network
organize

personal contact
renowned
social life
type of
work hard

Irregular Verb Forms

Base Form (without "to")	Past	Past Participle
keep	kept	kept

Grammar Focus

General review of modals *can/might/must/should*

Use *can* (*can't*) to show:

- Ability *She can network in this organization.*
- Permission in some questions *Can I keep in touch with you?*
- Request in some questions *Can you organize our network of business contacts?*

Use *might* (*might not*) to signify:

- Present or future possibility
He might work hard, or he might not. Let's hire him and find out.

Use *must* (*mustn't*) to signify:

- Necessity
I want to work overtime, but my doctor says I must get some rest.
- Obligation
There was an emergency in my family. I must go home immediately.
- Mandatory action demanded
You must work hard to be successful at this company.

Use *should* to:

- Convey the opinion of the speaker
All people who work hard should become successful at what they do.
- Give a suggestion or ask for advice
You should network to become successful.

To the Teacher:

Review any grammar focus that seems appropriate for the students. Here are some ideas: imperatives, Lesson 3; reported speech, Lesson 14; future and future perfect, Lesson 22.

Expanding on the Lesson



Refer to the **Let's Start** exercise on page 153. Survey the class and find out how each group viewed success. What was their highest priority? What was the lowest? What other types of success did they discuss?

Begin and end the class with a few success stories. Have students get up in front of the class and tell other students what kind of success or accomplishments they have experienced. (Be sure to clap when they finish their stories.) Who would you change places with and why?

Let's Talk...

Vocabulary



New Words

Let's Talk Words

Vocabulary

Look at the vocabulary words students wrote in their boxes. In your Teacher's Manual, copy the words that appear most frequently in the students' books. Explain these words to the class.

Expanding on the Lesson



Refer back to question 1 on page 158. Have students write some additional questions they want to ask people in the class. Make a master list of questions on the chalkboard. Have students form into groups and ask each other some of the additional questions.

Ask students what careers they hope to have in the future. Discuss where they might find help getting those types of jobs. If some students plan other events in their future (family, more school, travel), have them discuss their future hopes.

Here are some additional topics students might find interesting.

- Marriage and Fidelity
- Clubs and leisure
- Travel
- Illegal Professions
- Government Parties
- Environmental Issues
- Cohabitation
- Roommates
- The Media in Society
- Countries' Symbolism and Gestures
- Raising Children
- Materialism
- Plastic Surgery
- Conformity

Have students write several questions for each topic. Have them work in pairs and ask and answer the questions they wrote.

Ask students to suggest other topics they enjoy talking about. Find out which ones they would add to a conversation book.

Have students describe games people play at parties in their countries. Play some of those games the last day of class.

Get a giant piece of construction paper. Give all students one last chance to say goodbye to you and to each other. Have each student write a few sentences on the paper. Hang it up the last day of class.

Games for Verb Practice

Write Right Fast

Divide your chalkboard in half. Write *Past* on the top of one half and *Past Participle* at the top of the other half. Put a chair next to the center of the chalkboard. Place any small item on the chair (such as a pen, ruler, or paper). Divide the class into two teams. Ask one student from each team to go up to the board. Read the base form of a verb from your verb tense chart. One student writes the past and the other, the past participle. Encourage class participation by having students shout out the answer to their team members. The student who finishes first takes the object off the chair. That student receives a point for his or her team. The team with the most points at the end wins. (Another variation of this game involves giving all students a past verb or past participle on a flash card. All the students with a past verb are part of one team, and all the students with a past participle form the other team. Call out a base form of a verb. The students with the past and past participle of that verb run to the front of the room and put their verb cards on the chalk tray. The fastest student receives the point.)

If You're Wrong, You'll Hang

Play Hangman against the students. (The complete directions for this game can be found on page 89 in the student book.) Write dashes on the chalkboard. Each dash represents one letter in the base form of a verb. As in regular Hangman, students guess letters to complete the word; however, in this version the students don't guess the exact word. Instead they shout out the past and past participle of the verb base form that is growing letter by letter on the chalkboard. Remember, every time a student guesses a wrong letter or word, a body part is drawn on the gallows. Students must guess the correct past and past participle of the verb before they hang, or the teacher gets a point. For example, if there are three blanks and the students guess the letters *ea*, they cannot say *eat*; they must shout out *ate* and *eaten* to get a point.

Concentrate on the Verbs

Have all verb base forms on flash cards in one pile, and all the past and past participles mixed up in another. One complete set is needed for each group of students. Have students form into small groups of about ten students. Appoint one student to pass out all the verb base forms equally among his or her group. Another student shuffles the past and past participles and puts them face down on a large table. Students look at their cards. The first student to play turns over a card on the table. (Everyone can see it.) If the student has in his hand the base form card of the past or past participle card showing, the student collects the turned-over card and chooses another card to turn over. If not, the student returns the card face down, and the next student chooses a card. When a student finds the past and past participle cards of the base verb form from the cards he holds, the student eliminates those cards from his or her hand. The first student who is left with no cards wins.

Irregular Verb Tense Chart

Infinitive	Past	Past participle	Infinitive	Past	Past participle
be	was/were	been	leave	left	left
beat	beat	beaten	lose	lost	lost
become	became	become	make	made	made
begin	began	begun	mean	meant	meant
bet	bet	bet	meet	met	met
blow	blew	blown	overhear	overheard	overheard
break	broke	broken	oversleep	overslept	overslept
bring	brought	brought	pay	paid	paid
buy	bought	bought	put	put	put
catch	caught	caught	quit	quit	quit
choose	chose	chosen	read	read	read
cost	cost	cost	rebuild	rebuilt	rebuilt
deal	dealt	dealt	ride	rode	ridden
do	did	done	ring	rang	rung
draw	drew	drawn	say	said	said
dream	dreamed	dreamt	see	saw	seen
drink	drank	drunk	sell	sold	sold
drive	drove	driven	send	sent	sent
eat	ate	eaten	sing	sang	sung
feel	felt	felt	sleep	slept	slept
fight	fought	fought	speak	spoke	spoken
find	found	found	spend	spent	spent
fit	fit	fit	spill	spilled/spilt	spilt
fly	flew	flown	split	split	split
forget	forgot	forgotten	spread	spread	spread
get	got	gotten	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	sweep	swept	swept
grow	grew	grown	take	took	taken
hang	hung	hung	tell	told	told
have	had	had	teach	taught	taught
hear	heard	heard	think	thought	thought
hide	hid	hidden	understand	understood	understood
hold	held	held	wake	woke	woken
keep	kept	kept	win	won	won
know	know	known			

Tense Forms

Forms of Tenses (aspect) and Modals

Simple Present Tense	Simple Past Tense	Simple Future Tense
Use the base form of the verb. Add an -s to the third person singular form.	Regular verbs end in -ed. For irregular verbs, see the Verb Tense Chart.	Use the present of the verb <i>be</i> , followed by <i>going to</i> and the base form of the verb.
I live in Peru. You live in Japan. He lives in Mexico. She lives in Iran. It lives in Oz. We live in Korea. They live in Russia.	I liked the chicken. You loved the turkey. He liked his sandwich. She finished her salad. It ate the fish. We ate cereal. They drank tea.	I'm going to play soccer. You're going to plant flowers. He's going to watch TV. She's going to buy some clothes. It's going to stay home. We're going to cook. They're going to study.

Present Continuous	Past Continuous	Future Continuous
Use the present of <i>be</i> , followed by the base form of the verb plus -ing.	Use the past of <i>be</i> , followed by the base form of the verb plus -ing.	Use the (modal) future marker <i>will</i> and the base form of <i>be</i> , followed by the base form of the verb plus -ing.
I'm studying English. You're exercising. He's visiting friends. She's working. It's sleeping. We're speaking English. They're sitting in class.	I was singing. You were leaving. He was thinking. She was buying clothes. It was drinking water. We were driving. They were selling food.	I'll be working. You'll be studying. He'll be playing soccer. She'll be cooking dinner. It'll be eating. We'll be standing in line. They'll be asking questions.

Present Perfect	Past Perfect	Future Perfect
Use the present tense of the auxiliary <i>have</i> , followed by the past participle of the verb.	Use the past tense of the auxiliary <i>have</i> , followed by the past participle of the verb.	Use the (modal) future marker <i>will</i> , followed by the base form of the auxiliary <i>have</i> , followed by the past participle of the verb.
I've studied English. You've eaten. He's visited his friends. She's worked. It's slept. We've sung songs. They've sat in class.	I had sung a lullaby. You had left. He had eaten. She had bought clothes. It had drunk water. We had driven to work. They had sold food.	I'll have worked. You'll have studied. He'll have played soccer. She'll have cooked dinner. It'll have eaten. We'll have bought food. They'll have grown up.

Tense Forms

The base form of the verb follows modals.

Modal will I'll study English. You'll eat. He'll visit his friends. She'll work. It'll sleep. We'll sing songs. They'll sit in class.	Modal can I can sing. You can dance. He can drive. She can buy a car. It can fly. We can study. They can read.	Modal should I should work. You should study. He should cook dinner. She should sleep more. It should eat now. We should buy some food. They should grow up.
Modal might I might study English. You might eat. He might visit his friends. She might work. It might sleep. We might sing songs. They might sit in class.	Modal could I could sing. You could dance. He could drive. She could buy a car. It could fly. We could study. They could read.	Modal must I must work. You must study. He must cook dinner. She must sleep more. It must eat now. We must buy some food. They must grow up.

The auxiliary have and the past participle of the verb follow past modals.

Perfect should have I should have studied. You should have eaten. He should have driven. She should have cried. It should have slept. We should have sung songs. They should have sat in class.	Perfect could have I could have sung. You could have danced. He could have driven. She could have slept. It could have flown. We could have studied. They could have read.	Perfect must have I must have overslept. You must have studied. He must have cooked dinner. She must have worked. It must have eaten. We must have driven too far. They must have grown up.	Perfect might have I might have watched TV. You might have traveled. He might have cooked dinner. She might have worked. It might have eaten. We might have driven too far. They might have walked home.
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Passive Modals	Present Passive	Past Passive	Future Passive
Put the direct object in subject position. Follow it with a modal, the base form of <i>be</i> , and the past participle of the verb.	Put the direct object in subject position. Follow it with the present of <i>be</i> and the past participle of the verb.	Put the direct object in subject position. Follow it with the past of <i>be</i> and the past participle of the verb.	Put the direct object in subject position. Follow it with the (modal) future marker <i>will</i> , the base form of <i>be</i> , and the past participle of the verb.
Bottles can be recycled. Women will be honored. Bob might be hired. Books should be read. English must be taught. Songs could be sung.	That book is always read. His movies are rarely watched.	The food was eaten. The cars were driven safely.	The can will be opened. All languages will be spoken.

Tense Forms

Present Real Conditional	Present Unreal Conditional	Passt Unreal Conditional
Use <i>if</i> and the present tense of the verb in the <i>if</i> clause, and the future (<i>will</i> or <i>be going to</i>) and the base form of the verb in the main clause. (<i>Might</i> can be used for a weaker result.)	Use <i>if</i> and the past tense of the verb in the <i>if</i> clause, and <i>would</i> followed by the base form of the verb in the main clause.	Use <i>if</i> and the past perfect tense of the verb in the <i>if</i> clause and <i>would have</i> , followed by the past participle of the verb, in the main clause.
<p>If I speak English well, I will apply for a better job. If I speak English well, I am going to apply for a better job.</p> <p>If you work hard, you will get a raise.</p> <p>If it eats too much, it will gain weight.</p> <p>If we study hard we are going to pass the test.</p> <p>If they read the book, they will learn something new.</p>	<p>If I spoke English well, I would apply for a better job.</p> <p>If you worked hard, you would get a raise.</p> <p>If it ate too much it would gain weight.</p> <p>If we studied hard, we would pass the test.</p> <p>If they read the book, they would learn something new.</p>	<p>If I had spoken English well, I would have applied for a better job.</p> <p>If you had worked hard, you would have gotten a raise.</p> <p>If it had eaten too much, it would have gained weight.</p> <p>If we had studied hard, we would have passed the test.</p> <p>If they had read the book, they would have learned something new.</p>

When *if* clauses are reversed, no comma is needed.

It will gain weight if it eats too much.
 It would gain weight if it ate too much.
 It would have gained weight if it had eaten too much.

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