

# **English Discoveries Online**

## **Scope and Sequence**

### **First Discoveries through Advanced 3**



# English Discoveries Online

## **Scope and Sequence First Discoveries**

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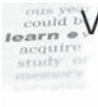
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# First Discoveries: Course Overview

In *First Discoveries*, learners access and make use of oral and written information needed for daily communication through a variety of media and text types. Oral and written texts contain simple vocabulary and basic syntactic structures appropriate for elementary and false beginner learners.

Description	Topics	Course objectives
 <b>Listening</b>		
Learners access oral information through video clips	The short video clips deal with everyday topics such as going shopping, visiting the doctor, and moving house.	Learners identify the main characters in the video, comprehend the general meaning and significant details of the video clip, and understand questions and answers given in the video clip. They use the information to answer questions, complete tables, and cloze sentences.
 <b>Speaking</b>		
Learners are exposed to video clips of oral interactions in familiar situations.	The simple short dialogues are between friends, receptionists and callers, sales assistants, and customers.	Learners practice speech functions such as asking for and providing information, making appointments, and introducing yourself.
 <b>Reading</b>		
Learners access written information through the following text types (25-50 words): <ul style="list-style-type: none"> <li>• Postcards</li> <li>• Advertisements</li> <li>• Stories</li> <li>• Notes</li> </ul>	The texts are very simple and are on topics related to the learners' experience, such as clothing sales, letters to friends, and instructions for medication.	Learners understand the main ideas and supporting details in texts, draw inferences from simple information, understand factual information and use the information in the texts to complete cloze passages, sort items according to categories, and answer questions.

 <h2>Writing</h2>		
<p>Learners are exposed to and practice the written conventions of the following text types:</p> <ul style="list-style-type: none"> <li>• Forms</li> <li>• Emails</li> <li>• Letters</li> <li>• Notes</li> </ul>	<p>The texts are very simple and are on topics related to the learners' experience, such as emails to friends, shopping lists, and short personal letters.</p>	<p>Learners practice the conventions used in short written texts. They recognize and identify key vocabulary and complete cloze version of the model texts. They then write their own version of the model text, often incorporating personal information.</p>
 <h2>Alphabet</h2>		
<p>Learners are introduced to basic sound symbol associations of the English alphabet, in order to help their spelling and pronunciation.</p> <ul style="list-style-type: none"> <li>• Letters A-Z</li> <li>• Consonant digraphs and clusters</li> <li>• Short and long vowel sounds and combinations</li> </ul>	<p>Learners are exposed to sounds and names of the letters of the alphabet, as well as the most common consonant and vowel combinations.</p>	<p>Learners recognize and discriminate between letter sounds and combinations in speech and writing in response to sounds, words, or pictures.</p>
 <h2>Vocabulary</h2>		
<p>Learners are exposed to and practice everyday lexical groups such as:</p> <ul style="list-style-type: none"> <li>• Food and drink</li> <li>• Parts of the Body</li> <li>• Numbers 1- 100</li> <li>• Days of the Week</li> <li>• Colors</li> </ul>	<p>The focus is on simple, everyday words and phrases related to the adult beginner learners' needs and experiences.</p>	<p>Learners recognize everyday vocabulary in spoken and written form. They identify vocabulary in response to sounds, words, and pictures and discriminate between different words and phrases. They also classify different words according to categories.</p>



## Grammar

Learners are exposed to simple grammatical topics and structures relevant to elementary and false beginner level.

Learners receive explanations of each grammatical structure as well as an animated example dialogue.



Learners are exposed to structures and tenses such as: the verb “Be,” Present Simple, Present Progressive, adverbs, nouns, articles, imperatives, etc.

# Scope and Sequence


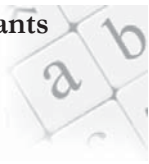
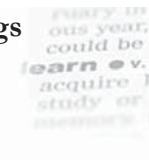
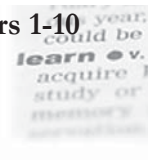
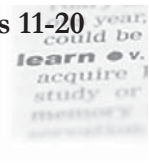
## Introduction

### Unit Description

This introductory unit aims to develop learners’ phonemic awareness and decoding skills in English. Learners are introduced to basic sound symbol associations of the English alphabet, in order to help their spelling and pronunciation. They are also introduced to and practice everyday greetings and the numbers 1-20.

Component	Summary	Objectives
<p><b>Letters A-L</b></p> 	<p>Learners are familiarized with the sound and name of the letters of the alphabet from A-L. They are also presented with the capital and small form of each letter.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize initial letters sounds in speech and writing.</li> <li>• identify initial letter sounds in response to the letter sound, word, or picture.</li> <li>• recognize and name each letter of the alphabet and be aware of alphabetical order.</li> <li>• differentiate between capital and small letters.</li> </ul>
<p><b>Letters M-Z</b></p> 	<p>Learners are familiarized with the sound and name of the letters of the alphabet from M-Z. They are also presented with the capital and small form of each letter.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize initial letter sounds in speech and writing.</li> <li>• identify initial letter sounds in response to the letter sound, word, or picture.</li> <li>• recognize and name each letter of the alphabet and be aware of alphabetical order.</li> <li>• differentiate between capital and small letters.</li> </ul>







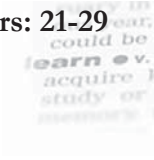
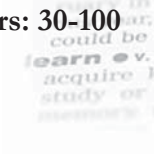
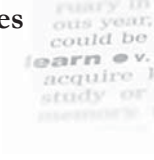
<b>Vowels</b> 	Learners are familiarized with short and long vowel sounds and vowel combinations in the middle of simple words: <i>ee, ea, oo, ou</i> , etc.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize different long and short vowel sounds and vowel combinations in speech and writing.</li> <li>• identify vowel combinations and sounds in response to sounds, words, and pictures.</li> <li>• discriminate between different vowel sounds and combinations.</li> </ul>
<b>Consonants</b> 	Learners are familiarized with various consonant digraphs, and clusters: <i>sh, ch, th, ng, wh, ck, kn</i> .	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize consonant digraphs in speech and writing.</li> <li>• identify consonant digraphs in response to the letter sound, word, or picture.</li> <li>• discriminate between different initial and end consonant clusters.</li> </ul>
<b>Greetings</b> 	Learners are exposed to and practice using some basic English greetings.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize basic greetings in spoken and written form.</li> <li>• identify greetings in response to sounds, words, and pictures.</li> <li>• discriminate between different greetings.</li> </ul>
<b>Numbers 1-10</b> 	Learners are exposed to and practice using numbers 1-10.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize numbers 1-10 in spoken and written form.</li> <li>• identify numbers 1-10 in response to sounds, words, and pictures.</li> <li>• discriminate between different numbers.</li> </ul>
<b>Numbers 11-20</b> 	Learners are exposed to and practice using numbers 11-20.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize numbers 11-20 in spoken and written form.</li> <li>• identify numbers 11-20 in response to sounds, words, and pictures.</li> <li>• discriminate between different numbers.</li> </ul>

## Unit 1 - About Me

### Unit Description

In this unit learners become more accurate in using the language of the introductory unit (alphabet, numbers, greetings) and learn to introduce themselves and ask and answer personal questions. They watch a video clip about a student registering for college classes, listen to and take part in a short dialogue in which two people are introducing themselves, read a short ad about a college, and read and complete an application form. They are introduced to and practice numbers 21-100 and the names of various countries.



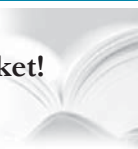
Component	Summary	Objectives
<b>We're Neighbors!</b> 	Learners watch a video clip about Steve, who is registering for classes at a community college. Steve meets a fellow student, Li Mei, who is also his neighbor.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• identify the main characters in the video.</li> <li>• comprehend the general meaning and significant details of the video clip.</li> <li>• understand personal questions and answers given in the video clip.</li> <li>• practice pronouncing words with first syllable stress.</li> </ul>
<b>I'm Tom Smith!</b> 	Learners watch a short video clip in which Tom introduces himself to Li Mei.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the content of the speaking video.</li> <li>• complete a cloze version of the dialogue.</li> <li>• practice introducing themselves and saying where they're from.</li> <li>• practice pronouncing words with the sound: /ai/.</li> </ul>
<b>Register Today!</b> 	Learners read a short ad for a community college.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the general meaning and significant details of an ad.</li> <li>• complete sentences using vocabulary from the ad.</li> <li>• classify information from the ad according to headings.</li> </ul>


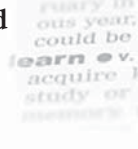
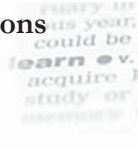
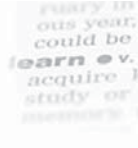
<p><b>Steve's Application Form</b></p> 	<p>Learners read a college application form and then complete a form with their own personal information.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• practice the conventions used in forms, e.g. name, address, telephone, email.</li> <li>• classify information from an application form according to headings.</li> <li>• use their own personal information to complete an application form.</li> </ul>
<p><b>Numbers: 21-29</b></p> 	<p>Learners are exposed to and practice using numbers 21-29.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize numbers 21-29 in spoken and written form.</li> <li>• identify numbers 21-29 in response to sounds, words, and pictures.</li> <li>• discriminate between different numbers.</li> </ul>
<p><b>Numbers: 30-100</b></p> 	<p>Learners are exposed to and practice using numbers 30-100.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize numbers 30-100 in spoken and written form.</li> <li>• identify numbers 30-100 in response to sounds, words, and pictures.</li> <li>• discriminate between different numbers.</li> </ul>
<p><b>Countries</b></p> 	<p>Learners are exposed to and practice using words for different countries in the context of saying where they are from.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize countries in spoken and written form.</li> <li>• identify countries in response to sounds, words, and pictures</li> <li>• discriminate between different countries.</li> </ul>

## Unit 2 - Supermarket Shopping

### Unit Description

This unit focuses on the language needed for supermarket shopping and talking about food and drink. Learners watch a video clip set in a supermarket, listen and take part in a dialogue between a customer and a cashier, read an ad for a supermarket, and read and write a shopping list. They are also presented with and practice words for food and drink, prepositions, and the family.




Component	Summary	Objectives
<b>Where's the Milk?</b> 	Learners watch a video clip about Lisa, who comes home to find there is no food in the house. She goes to the supermarket, not realizing that her husband, John, has also gone shopping.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>recognize and identify key vocabulary from the video clip.</li> <li>comprehend the general meaning and significant details of the video clip.</li> <li>identify who says what in the video.</li> <li>draw inferences on the basis of information from the video clip.</li> <li>practice pronouncing words with the sound: /k/.</li> </ul>
<b>Cash or Credit?</b> 	Learners watch a short video clip of a conversation between John and the supermarket cashier.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the content of the speaking video.</li> <li>identify appropriate language for a customer and a cashier</li> <li>practice language used in making a purchase at the supermarket checkout.</li> <li>practice pronouncing words with the sound: /a/.</li> </ul>
<b>Come to City Market!</b> 	Learners read a short ad for a supermarket.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of an ad.</li> <li>recognize and identify key vocabulary from the ad.</li> <li>classify information from the ad according to categories.</li> <li>complete a cloze version of the ad.</li> <li>draw inferences on the basis of information from ad.</li> </ul>



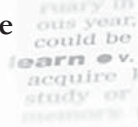
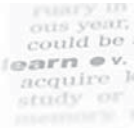
<p><b>Lisa's Note</b></p> 	<p>Learners read Lisa's note to John and then write their own shopping list.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• practice the conventions used in lists and short, personal notes.</li> <li>• recognize and identify key vocabulary from a shopping list.</li> <li>• complete a cloze version of Lisa's note.</li> <li>• write their own supermarket shopping list.</li> </ul>
<p><b>Food and Drink</b></p> 	<p>Learners are exposed to and practice basic food and drink vocabulary.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize basic food and drink vocabulary in spoken and written form.</li> <li>• identify food and drink vocabulary in response to sounds, words, and pictures.</li> <li>• discriminate between different kinds of food and drink.</li> <li>• classify food and drink vocabulary according to different categories.</li> </ul>
<p><b>Prepositions</b></p> 	<p>Learners are exposed to and practice using some basic prepositions.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize basic prepositions in spoken and written form.</li> <li>• identify prepositions in response to sounds, words, and pictures.</li> <li>• Discriminate between different prepositions.</li> </ul>
<p><b>The Family</b></p> 	<p>Learners are exposed to and practice using words to describe immediate family relationships, within the context of talking about their own families.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize words to describe immediate family relationships in spoken and written form.</li> <li>• identify family relationships in response to sounds, words, and pictures.</li> <li>• discriminate between different family relationships.</li> <li>• classify words for the family according to different categories.</li> </ul>

## Unit 3 - My Day

### Unit Description

This unit focuses on the language we use to talk about daily routines and occupations. Learners will watch a video clip about the day in the life of a married couple. They will listen to and participate in a dialogue between two people who are discussing their daily routine. They will read a story about the background of the married couple from the video and read and write a short postcard. They will be presented with and practice vocabulary to talk about occupations, routines, and telling the time.


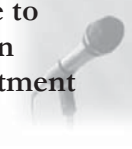

Component	Summary	Objectives
<b>Have a Nice Day!</b> 	Learners watch a video clip in which a mother leaves her baby with her husband for the day while she goes out to work.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>recognize and identify clock times from the video clip.</li> <li>comprehend the general meaning and significant details of the video clip .</li> <li>identify who says what in the video.</li> <li>draw inferences on the basis of information from the video clip.</li> <li>practice pronouncing the third person “s” and words with the sound: /i/.</li> </ul>
<b>What Do You Do?</b> 	Learners watch a short video clip of a conversation in which Sam is asking his friend, Sarah, about her job.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the content of the speaking video.</li> <li>complete a cloze version of the dialogue.</li> <li>practice language used in talking about your daily routine.</li> <li>practice pronouncing words with the sound: /w/.</li> </ul>
<b>Meet John and Lisa!</b> 	Learners read a story about a married couple, John and Lisa.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a story.</li> <li>complete a cloze description of one of the characters from the story.</li> <li>draw inferences on the basis of information from the story.</li> </ul>

<p><b>Karen's Postcard</b></p> 	<p>Learners read Karen's postcard to her mother about her new daily routine.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• practice markers of time and the conventions used in writing postcards e.g. greeting, sign-off.</li> <li>• complete a cloze version of Karen's postcard.</li> <li>• write answers to questions about their day.</li> <li>• write a postcard to a friend describing their daily routine.</li> </ul>
<p><b>Occupations</b></p> 	<p>Learners are exposed to and practice words to describe occupations.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize vocabulary of occupations in spoken and written form.</li> <li>• identify occupations in response to sounds, words, and pictures.</li> <li>• discriminate between different kinds of occupations.</li> </ul>
<p><b>The Time</b></p> 	<p>Learners are exposed to and practice telling the time in English.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize vocabulary of telling the time in spoken and written form.</li> <li>• identify different times in response to sounds, words, and pictures.</li> <li>• discriminate between different times of day.</li> </ul>
	<p>Learners are exposed to and practice the language of daily routines in English.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize words and phrases to describe daily routine in spoken and written form.</li> <li>• Identify daily routines in response to sounds, words, and pictures.</li> <li>• Discriminated between different daily routines.</li> </ul>


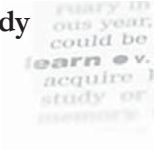


## Unit 4 - At the Doctor

### Unit Description

This unit focuses on the language we use to talk about physical complaints and to make appointments with the doctor. Learners will watch a video clip about a man who visits the doctor. They will listen to and participate in a dialogue between a woman and a medical receptionist. They will read a set of instructions to accompany some pills and will read and write an email message in which the writer explains that they are sick. They will be presented with and practice vocabulary to talk about parts of the body, at the doctor, and days of the week.

Component	Summary	Objectives
<b>How Are You Feeling?</b> 	Learners watch a video clip in which a young man visits the doctor.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details of the video clip.</li> <li>identify who says what in the video.</li> <li>draw inferences on the basis of information from the video clip.</li> <li>practice pronouncing words with the sound: /ou/ and /D/.</li> </ul>
<b>I'd Like to Make an Appointment</b> 	Learners watch a short video clip in which a woman makes an appointment with a medical receptionist.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the content of the speaking video.</li> <li>identify appropriate language for a caller and a receptionist.</li> <li>practice language used in making appointments.</li> <li>practice pronouncing words with the sound: /ei/.</li> </ul>
<b>Easy Pain</b> 	Learners read the instructions on a bottle of pain relief pills.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a set of instructions.</li> <li>complete a cloze version of the text.</li> <li>draw inferences on the basis of information from the text.</li> </ul>



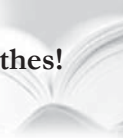



<p><b>Sam's Email</b></p> 	<p>Learners read an email from Sam to his boss, in which he explains that he can't come to work because he is sick.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• practice the conventions used in writing work related emails e.g. email address, subject line, greeting, opening, closing, sign-off.</li> <li>• complete a cloze version of Sam's email.</li> <li>• write an email to their boss explaining that they are sick.</li> </ul>
<p><b>The Body</b></p> 	<p>Learners are exposed to and practice words for parts of the body.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize words relating to parts of the body in spoken and written form.</li> <li>• identify parts of the body in response to sounds, words, and pictures.</li> <li>• discriminate between different parts of the body.</li> </ul>
<p><b>At the Doctor</b></p> 	<p>Learners are exposed to and practice words and phrases used in connection with visiting the doctor and talking about physical complaints.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize words and phrases associated with going to the doctor in spoken and written form.</li> <li>• identify words and phrases associated with going to the doctor in response to sounds, words, and pictures.</li> <li>• complete sentences with words and phrases associated with going to the doctor.</li> </ul>
<p><b>Days of the Week</b></p> 	<p>Learners are exposed to and practice the days of the week.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize days of the week in spoken and written form.</li> <li>• complete a cloze dialogue using days of the week.</li> <li>• discriminate between different days of the week.</li> </ul>

## Unit 5 - Shopping for Clothes

### Unit Description

This unit focuses on shopping for clothes. Learners will watch a video clip about a young woman who is shopping for clothes with her boyfriend. They will listen to and participate in a dialogue between a customer and a sales assistant in a clothes store. They will read an ad for a clothing sale and read and write a thank you letter. They will be presented with and practice vocabulary for clothes, colors and months of the year.

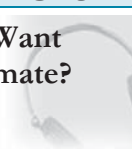



Component	Summary	Objectives
<b>You Look Great!</b> 	Learners watch a video clip in which Ana goes clothes shopping with her boyfriend, Mike.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details of the video clip.</li> <li>identify who says what in the video.</li> <li>draw inferences on the basis of information from the video clip.</li> <li>practice pronouncing words with the sound: /r/.</li> </ul>
<b>How Much Are These Pants?</b> 	Learners watch a short video clip in which a man is asking a sales assistant for information about some pants.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the content of the speaking video.</li> <li>identify appropriate language for a customer and a sales assistant.</li> <li>practice language used in asking for information and giving information about clothes.</li> <li>practice pronouncing words with the sound: /h/.</li> </ul>
<b>Sale at Crazy Clothes!</b> 	Learners read an ad for a sale at a clothes store.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of an ad.</li> <li>complete a cloze version of the text.</li> <li>draw inferences on the basis of information from the text.</li> </ul>
<b>Ana's Letter</b> 	Learners read a letter from Ana to her mother in which she thanks her for a new shirt.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>practice the conventions used in writing personal letters, e.g. date, greeting, opening, closing, sign-off.</li> <li>complete a cloze version of Ana's letter.</li> <li>write a thank-you letter to your mom.</li> </ul>

<p><b>Clothes</b></p>	<p>Learners are exposed to and practice words for clothes.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize words relating to clothes in spoken and written form.</li> <li>• identify clothes in response to sounds, words, and pictures.</li> <li>• discriminate between different clothes.</li> </ul>
<p><b>Colors</b></p>	<p>Learners are exposed to and practice colors.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize colors in spoken and written form.</li> <li>• identify colors in response to sounds, words, and pictures.</li> <li>• discriminate between different colors.</li> </ul>
<p><b>Months</b></p>	<p>Learners are exposed to and practice months of the year.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize months of the year in spoken and written form.</li> <li>• complete a cloze dialogue using months of the year.</li> <li>• discriminate between different months of the year.</li> </ul>

## Unit 6 - A Place to Live

### Unit Description

This unit focuses on moving house. Learners will watch a video clip about a young man who is looking for a new roommate. They will listen to and participate in a dialogue between a real estate agent and a client. They will read some housing ads and read and write a short email requesting information about renting an apartment. They will be presented with, and practice, vocabulary for adjectives, rooms of the house, and furniture.





Component	Summary	Objectives
<b>So You Want a Roommate?</b> 	Learners watch a video clip in which Dave shows three prospective roommates around his apartment.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• identify the main characters in the video.</li> <li>• comprehend the general meaning and significant details of the video clip.</li> <li>• identify who says what in the video.</li> <li>• draw inferences on the basis of information from the video clip.</li> <li>• practice correct stress in compound words.</li> </ul>
<b>I'd Like to Rent an Apartment</b> 	Learners watch a short video clip of a phone conversation between a real estate agent and a woman who wants to rent an apartment.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the content of the speaking video.</li> <li>• practice language used in asking for information and giving information about real estate.</li> <li>• practice pronouncing words with the sounds: /au/ and /ɛ/.</li> </ul>
<b>Thomson Real Estate</b> 	Learners read two ads for a real estate agent.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• Understand the general meaning and significant details of two ads</li> <li>• Complete a cloze version of the text</li> <li>• Classify information from the ads into categories</li> </ul>
<b>Kate's Email</b> 	Learners read an email from Kate to a real estate agent, asking for information about renting an apartment.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• practice the conventions used in writing emails, e.g. email address, subject line, greeting, opening, closing, sign-off.</li> <li>• complete a cloze version of Kate's email.</li> <li>• write an email to an estate agent requesting information about renting an apartment.</li> </ul>

<b>Rooms of the House</b>	Learners are exposed to and practice words for the rooms of the house.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize rooms of the house in spoken and written form.</li> <li>• identify rooms in response to sounds, words, and pictures.</li> <li>• classify rooms of the house according to different categories.</li> </ul>
<b>Furniture</b>	Learners are exposed to and practice words for everyday pieces of furniture.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize words for furniture in spoken and written form.</li> <li>• identify furniture response to sounds, words, and pictures</li> <li>• discriminate between different kinds of furniture.</li> <li>• classify furniture according to different categories.</li> </ul>
<b>Adjectives</b>	Learners are exposed to and practice adjectives in the context of describing objects and giving opinions.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize adjectives in spoken and written form.</li> <li>• identify adjectives in response to sounds, words, and pictures.</li> <li>• classify adjectives according to different categories.</li> <li>• complete sentences using appropriate adjectives.</li> </ul>

## Unit 7 - Going Out

### Unit Description

This unit focuses on leisure activities. Learners will watch a video clip about a young man who wants to go out with his friends. They will listen to and participate in a dialogue between two friends who are deciding to go out. They will read a movie theater program and read and write a personal email. They will be presented with, and practice vocabulary, for hobbies and places of work.



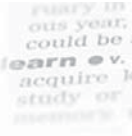
Component	Summary	Objectives
<b>Have Fun!</b> 	Learners watch a video clip in which Tom wants to go out with his friends. Unfortunately they are all busy.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• identify the main characters in the video.</li> <li>• comprehend the general meaning and significant details of the video clip.</li> <li>• identify who says what in the video.</li> <li>• draw inferences on the basis of information from the video clip.</li> <li>• practice pronouncing <i>can</i> and <i>can't</i>, and words with the sounds: /ei/, /ng/.</li> </ul>
<b>What Do You Want to Do Tonight?</b> 	Learners watch a short video clip of a phone conversation between two friends who are deciding to go out.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the content of the speaking video.</li> <li>• practice language used in making suggestions.</li> <li>• Practice pronouncing words with the sounds: /u/.</li> </ul>
<b>Movie City</b> 	Learners read the program for a local movie theater.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the general meaning and significant details of a movie theater program.</li> <li>• complete a cloze version of the text.</li> <li>• classify information from the program into categories.</li> </ul>
<b>Tom's Email</b> 	Learners read an email from Tom to Laura, suggesting they go out.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• practice the conventions used in writing personal emails, e.g. email address, subject line, greeting, opening, closing, sign-off.</li> <li>• complete a cloze version of Tom's email.</li> <li>• write an email to a friend suggesting they go out.</li> </ul>

<p><b>Hobbies</b></p> <p>every in ous year; could be <b>learn</b> v. acquire k study or memory's</p>	<p>Learners are exposed to and practice words and phrases to talk about free-time activities.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize words and phrases to talk about hobbies in spoken and written form.</li> <li>• identify hobbies in response to sounds, words, and pictures.</li> <li>• classify hobbies according to different categories.</li> </ul>
<p><b>Places</b></p> <p>every in ous year; could be <b>learn</b> v. acquire k study or memory's</p>	<p>Learners are exposed to and practice words for places of work and recreation.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• recognize words for different places in spoken and written form.</li> <li>• identify places in response to sounds, words, and pictures.</li> <li>• discriminate between different kinds of places.</li> <li>• classify places according to different categories.</li> </ul>

## Unit 8 - Review and Test

### Unit Description

This unit provides learners with the opportunity to review the language of the course and to test themselves on what they have learned. Learners will watch a video clip about a young woman who has moved into a new apartment. They will read a letter in which a woman describes her new apartment to her sister and they will review the vocabulary of the course.

Component	Summary	Objectives
<b>It's Sunday Morning!</b> 	Learners watch a video clip in which Kate moves into a new apartment.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• identify the main characters in the video.</li> <li>• comprehend the general meaning and significant details of the video clip.</li> <li>• identify who says what in the video.</li> <li>• draw inferences on the basis of information from the video clip.</li> </ul>
<b>My New Apartment</b> 	Learners read a letter from Liz to her sister, in which she describes her new apartment.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the general meaning and significant details of a personal letter.</li> <li>• draw inferences on the basis of information from the text.</li> <li>• practice the conventions used in writing personal letters e.g., date, greeting, opening, closing, sign-off.</li> <li>• complete a cloze version of the letter.</li> </ul>
<b>Review</b> 	Learners review and are tested on the vocabulary that they have covered during the course.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize words and phrases from the course in spoken and written form.</li> <li>• identify words and phrases from the course response to sounds, words, and pictures.</li> <li>• classify words and phrases from the course according to different categories.</li> <li>• complete sentences using appropriate words and phrases from the course.</li> </ul>



# Explore Texts

## Letters



### Letters A-L

A a	apple	G g	girl
B b	bed	H h	hat
C c	cat	I i	ink
D d	dog	J j	jacket
E e	egg	K k	kite
F f	frog	L l	lemon



### Letters M-Z

M m	man	T t	tent
N n	nut	U u	umbrella
O o	orange	V v	vase
P p	pink	W w	window
Q q	queen	X x	x-ray
R r	rabbit	Y y	yellow
S s	sand	Z z	zebra



### Vowels

a	cat	u	student
e	bed	ea	teacher
i	ring	oo	book
o	dog	ou	house
u	cup	ee	street
a	cake	ai	train
i	kite	ow	cow
o	rope		



### Consonants

sh	shoe	wh	white
ch	cheese	ck	clock
th	mouth	kn	knife
ng	ring		



## Greetings

Hi!  
 Hello!  
 Good morning!  
 Good afternoon!  
 Good evening!  
 Good night!  
 Goodbye!  
 Bye!



## Numbers: 0-10

zero	zero	six	six umbrellas
one	one dog	seven	seven beds
two	two cats	eight	eight hats
three	three lemons	nine	nine shoes
four	four jackets	ten	ten apples
five	five books		



## Numbers: 11-20

eleven	eleven clocks	sixteen	sixteen bananas
twelve	twelve rings	seventeen	seventeen lemons
thirteen	thirteen cups	eighteen	eighteen candies
fourteen	fourteen frogs	nineteen	nineteen balls
fifteen	fifteen tents	twenty	twenty nuts

## Unit 1 - About Me



### We're Neighbors!

Steve: Hi. Good morning.

Sarah: Good morning. Can I help you?

Steve: Yes. I'd like to register for classes.

Sarah: No problem. What's your name?

Steve: Steve Jones.

Sarah: And your address?

Steve: It's 43 Park Road.

Sarah: 43 Park Road.

Sarah: And your phone number?

Steve: 956 4221.

Sarah: 956 4221. And how old are you, Steve?

Steve: I'm 22.

Sarah: All right.

Li Mei: Hey, Sarah. How are you?

Sarah: Fine thank you, Li Mei. This is Steve. He's a new student.

Li Mei: Hi, Steve. Nice to meet you.

Steve: Hi.

Li Mei: Sarah, I have a new address. It's 45 Park Road.

Steve: 45 Park Road! I live on 43 Park Road.

Li Mei: We're neighbors then!

Steve: Yes!



### I'm Tom Smith

Tom: Hi, I'm Tom Smith.

Li Mei: Nice to meet you. I'm Li Mei.

Tom: Where are you from?

Li Mei: I'm from China.



### Register Today!

#### Register today!

Springfield Community College  
English classes - morning and evening

72 Arbor Street, Springfield

Call Sarah Cook for information at:  
(305) 678 3342 or email: sarahc@springfield.edu




### Steve's Application Form


**Springfield Community College**

Application Form


Name: Steve Jones  
 Age: 22  
 Address: 43 Park Road, Springfield, New York  
 Country: United States  
 Telephone: (305) 538 5542  
 Email: stevej@acl.com

 **Numbers: 21-29**

twenty-one	twenty-six
twenty-two	twenty-seven
twenty-three	twenty-eight
twenty-four	twenty-nine
twenty-five	

 **Numbers: 30-100**

thirty	seventy
forty	eight
fifty	ninety
sixty	one hundred

 **Countries**

Australia	He's from Australia.
China	He's from China.
England	I'm from England.
Canada	They're from Canada.
Mexico	I'm from Mexico.
United States	She's from the United States.

## Unit 2 - Supermarket Shopping



### Where's the Milk?

- Lisa: Oh, no fruit! No milk! And no eggs! John? John! I'm going to the supermarket.
- Lisa: Excuse me, where's the milk?
- Assistant: Over there, next to the cheese.
- Lisa: Thanks.
- Lisa: Excuse me, can you help me? Where are the eggs?
- Assistant: The eggs are over there, next to the milk.
- Lisa: Oh, thanks.
- Lisa: Hello again. Where are the bananas?
- Assistant: Bananas are in the fruit and vegetable section.
- Lisa: Fruit and vegetables. Right.
- Assistant: Let me show you.
- Lisa: Bananas! Milk! Eggs! John! John!



### Cash or Credit?

- Cashier: That's \$25.50, please. Cash or credit card?
- John: Credit card.
- Cashier: Sign here, please .
- John: Thank you.
- Cashier: Have a nice day.



### Come to City Market!

**Come to City Market!**  
**Great Prices!**

Open 7 days a week

On Sale Today:

Fruits and Vegetables

Bread

Coffee and Tea

City Market - 20 President Avenue, Princetown



### Lisa's Note

Tuesday Morning

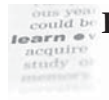
Dear John,

Please go to the supermarket and buy:

12 eggs  
bread  
cheese  
milk  
6 apples

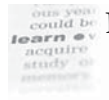
Thanks,

Lisa



### Food and Drink

a banana	some cheese
a cucumber	some butter
a tomato	some bread
a pepper	some juice
a cake	some milk
a cookie	some water
an apple	some tea
an orange	some coffee
an egg	
an ice cream	



### Prepositions

next to	The orange is next to the cake.
behind	The mug is behind the apple.
in	The water is in the glass.
on	The milk is on the table.
under	The pepper is under the table.

OUR 3000  
COULD BE  
**learn** • v  
acquire •  
study •  
memorise

## The Family

a mother	She's a mother.
a father	He's a father.
a son	He has two sons.
a daughter	They have one daughter.
a brother	They're brothers.
a sister	They're sisters.
a child	I have two children.
a baby	She has a baby.
a wife	This is my wife.
a husband	This is her husband.
a grandmother	She's a grandmother.
a grandfather	He's a grandfather.

**Unit 3 - My Day****Have a Nice Day!**

Lisa: John?

John: Everything's OK. We're fine. Go to work.

Lisa: Now remember... The baby wakes up at 8:30. She has her milk at 9:00. The milk is in the fridge.

John: I know, I know. Everything's OK. Go to work.

Lisa: She has her lunch at 12:30. She goes to sleep at 2:30. I finish work at 3:30.

John: Lunch at 12:30. Sleep at 2:30. You finish work at 3:30. No problem.

Have a nice day!

Lisa: OK, bye!

John: Bye, Lisa.

John: 8:30 already! Where's the milk?

John: Shh, shh.

John: 12:30. Lunchtime!

John: Hello?

Lisa: John, is everything OK? How are you? How's the baby?

John: Hi honey. Everything's fine. See you later.

John: Aah! 2:30! Time to go to sleep!

Lisa: John, I'm home! John?

**What Do You Do?**

Sam: What do you do, Sarah?

Sarah: I'm a secretary.

Sam: When do you start work?

Sarah: I start work at around 8:00 in the morning.

Sam: When do you finish work?

Sarah: I finish work at 3:30 in the afternoon?





## Meet John and Lisa!

Meet John and Lisa!

John and Lisa are married. John is from England and Lisa is from Canada. They have a baby.

John is a real estate agent and Lisa is a secretary. Lisa starts work at nine in the morning. She finishes work at 3:30 in the afternoon. John works from home.

In the morning John looks after the baby. In the afternoon, Lisa looks after the baby and John works. They have dinner together in the evening, after the baby goes to sleep.



## Karen's Postcard

Dear Mom,

College is great! I have classes in the morning from 9:30 to 1:30.

I have a new job. I'm a cashier in a supermarket. I start work at 4:00 in the afternoon and I finish work around 7:00.

In the evening I go out with my friends.

Love,  
Karen



## Occupations

a student	I'm a student.
a teacher	She's a teacher.
a doctor	He's a doctor.
a nurse	She's a nurse.
a taxi driver	He's a taxi driver.
a secretary	She's a secretary.
a police officer	They're police officers.
a cashier	She's a cashier.
a sales assistant	I'm a sales assistant.
a real estate agent	He's a real estate agent.



## The Time

5:00	It's five o'clock. It's five.
5:10	It's ten past five. It's five-ten.
5:15	It's quarter past five. It's five-fifteen.
5:30	It's half past five. It's five-thirty.
5:45	It's quarter to six. It's five forty-five.
5:50	It's ten to six. It's five-fifty.
morning	They start work in the morning.
afternoon	They finish school in the afternoon.
evening	They go out in the evening.
night	We go to bed at night.



## Routines

get up	She gets up at seven o'clock.
go to sleep	She goes to sleep at half past ten.
start work	They start work around nine.
finish work	I finish work at half past five.
have breakfast	They have breakfast in the morning.
have lunch	We have lunch in a restaurant.
have dinner	They have dinner in the evening.
go shopping	He goes shopping in the supermarket.
study English	They study English at night.

## Unit 4 - At the Doctor



### How Are You Feeling?

- Doctor: Please sit down. Mr....
- Mr. Adams: Adams. Dave Adams.
- Doctor: Now, Mr. Adams. How are you feeling?
- Mr. Adams: Well, I...
- Doctor: You don't look very well.
- Mr. Adams: But I feel fine! I wanted to...
- Doctor: Shh. Do you have a sore throat?
- Mr. Adams: No.
- Doctor: Do you get a lot of headaches?
- Mr. Adams: Umm. Sometimes.
- Doctor: Do you smoke?
- Mr. Adams: No, I don't.
- Doctor: Good. Do you exercise?
- Mr. Adams: Exercise? No. Not really.
- Doctor: Hmm. Exercise is very important, you know. Here, take these pills for your headaches. Do you have any questions?
- Mr. Adams: Yes. What's wrong with your computer?
- Doctor: Computer?
- Mr. Adams: I'm from Computer Services. I'm here to fix your computer!



### I'd Like to Make an Appointment

- Receptionist: Good morning, can I help you?
- Patient: Yes, I'd like to make an appointment with the doctor.
- Receptionist: Is tomorrow at 4:30 OK?
- Patient: No, I want a morning appointment.
- Receptionist: How about today at 11:00?
- Patient: Yes, that's fine.



### Easy Pain

#### **EASY PAIN - PAIN RELIEF PILLS**

For headaches, backaches, stomachaches  
Directions for use - Adults (over 12 years): 1-2 pills, three times a day.  
Do not take for more than three days.

**KEEP AWAY FROM CHILDREN**



### Sam's Email

To: Tom Smith

Subject: Can't Come to Work

Hi Tom,

I'm sorry - I can't come to work today. I don't feel very well. I have a headache and a sore throat. I have a doctor's appointment this morning .

Let's talk this afternoon.

Best wishes,

Sam

**The Body**

- |          |           |
|----------|-----------|
| a hand   | a face    |
| an arm   | an eye    |
| a leg    | a nose    |
| a foot   | an ear    |
| a finger | a mouth   |
| a toe    | some hair |
| a head   |           |

**At the Doctor**

- |                |  |
|----------------|--|
| a sore throat  | I have a sore throat.                            |
| a headache     | He has a headache.                               |
| a backache     | She has a backache.                              |
| a stomachache  | She has a stomachache.                           |
| some pills     | Take these pills three times a day.              |
| a prescription | Here is a prescription for your headache.        |
| an appointment | I'd like to make an appointment with the doctor. |
| a nurse        | She's a nurse.                                   |
| a doctor       | He's a doctor.                                   |



## Days of the Week

Sunday	They play football on Sunday.
Monday	She goes to work on Monday.
Tuesday	I study English on Tuesday.
Wednesday	Can I see the doctor on Wednesday?
Thursday	I want to see the nurse on Thursday.
Friday	They go dancing on Friday.
Saturday	We go shopping on Saturday.
today	Let's go out for lunch today!
tomorrow	You can see the doctor tomorrow.

**Unit 5 - Shopping for Clothes****You Look Great!**

Mike: That's a nice dress, honey. Try it on.  
Ana: OK.  
Ana: What do you think?  
Mike: You look great.  
Ana: Thank you. But, you know, what I really want is a new skirt.  
Sales Assistant: Good morning. Can I help you?  
Ana: Yes, please. Do you have this in green?  
Sales Assistant: Yes, I think so. What size?  
Ana: An 8, please.  
Sales Assistant: Here you are.  
Ana: Thank you.  
Ana: What do you think?  
Mike: Not bad.  
Sales Assistant: Try this shirt, it's on sale.  
Ana: Really? Mike, honey. I want to try this shirt.  
Ana: Do I look OK?  
Mike: You look great. Let's buy it.  
Ana: I don't know, maybe a different color? What do you think?  
Mike: Ana - I really don't know!  
Sales Assistant: We also have these dresses in yellow and pink. They're also on sale.  
Ana: Really? Thank you. Mike, just a minute.  
Ana: Mike! Mike!  
Mike: Oh sorry. Now that's a nice dress. Let's buy it.  
Ana: Mike! This is my dress!

**How Much Are These Pants?**

Sales Assistant: Can I help you, sir?  
Customer: How much are these pants?  
Sales Assistant: \$30, sir. They're on sale.  
Customer: Do you have them in a size 34?  
Sales Assistant: Sure. Here you are.  
Customer: Thank you.



## Sale at Crazy Clothes!

### August Sale at Crazy Clothes!

All Men's Pants Half-Price!

30% Off All Dresses!

Opening hours:

Monday - Saturday 10:00 - 5:30

Springfield Shopping Center

Telephone: (305) 245 6678



## Ana's Letter

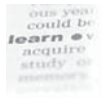
July 7

Dear Mom,

Thank you for the new dress. It looks great! I love the color. Blue is my favorite color . Please can you buy Mike some new pants? He wants a black or brown pair, size medium.

Thanks again.

Love,  
Ana



## Colors

black a black cat  
white a white rabbit  
green a green frog  
blue a blue shirt

red a red dress  
yellow a yellow shirt  
pink a pink house  
brown a brown dog

**Clothes**

a hat	She has a green hat.
a skirt	I have a white skirt.
a shirt	The man has a blue shirt.
a T-shirt	The boy has a yellow T-shirt.
a jacket	He has a black jacket.
a coat	She has a blue coat.
shoes	The woman has new shoes.
a dress	She has a nice dress.
pants	He has brown pants.
a sweater	He has a nice sweater.

**Months**

January	My birthday is in January.
February	She starts work in February.
March	We start classes in March.
April	Her birthday is in April.
May	The sale is in May.
June	They finish school in June.
July	We go on vacation in July.
August	She goes shopping in August.
September	They start school in September.
October	He finishes work in October.
November	The party is in November.
December	The sale is in December.



## Unit 6 - A Place to Live



### So You Want a Roommate?

Pete: Hi, I'm Pete. I'm here to see the apartment.

Dave: Ah yes. Come in. This is the living room area. That's the air conditioning...

Pete: Nice.

Dave: This is the kitchen. This is the garden through there.

Dave: Umm... This is the bedroom.

Pete: Great. How much is the rent?

Dave: Umm... Excuse me.

Dave: Mike?

Mike: Yes, that's right. I'm here to see the apartment.

Dave: Come in.

Mike: So, you want a roommate?

Dave: Er, yes.

Dave: This is the living room.

Mike: It's big. A lot of room for my band.

Dave: Your band?

Mike: Yes, I play in a rock band. Do you like rock music?

Dave: Er, not really.

Nina: Hi, I'm Nina.

Dave: Oh, please, come in.

Nina: Thanks.

Dave: This is the living room.

Nina: Nice.

Nina: Is this your friend?

Dave: No. He just wants to see the apartment.

Nina: Oh.

Dave: This is the kitchen.

Dave: This is the bedroom. He also wants to rent the apartment.

Nina: Oh, really?

Dave: Can I show you the bathroom?

Nina: No that's OK. I've seen enough. Thanks.

Dave: So what do you think?

Nina: Well, I like your apartment. But I don't like your friends. I'll let you know.

Dave: My friends? She doesn't like my friends?

**I'd Like to Rent an Apartment**

Real Estate Agent: Hello, Thomson Real Estate. Can I help you?

Kate: Yes. I'd like to rent an apartment.

Real Estate Agent: How many rooms do you want?

Kate: I want two bedrooms.

Real Estate Agent: And, where do you want to live?

Kate: I'd like an apartment in the center of town.

**Thomson Real Estate**

FOR RENT FROM JUNE!

Modern apartment. 2 bedrooms. Big living room.  
Good for students - near the college .

FOR SALE FROM OCTOBER!

Small house near the center of town.  
3 bedrooms. Nice garden .

Thomson Real Estate Agency  
Telephone: (305) 256 4983  
Email: john@thomsonreal.com

**Kate's Email**

To: Thomson Real Estate  
Subject: Apartment for Rent

Dear John,

I would like to rent an apartment in the center of town. How much is the rent for a two-bedroom apartment?

My telephone number is 254 8672.

Thank you.  
Kate Edwards

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## Rooms of the House

a bedroom	I go to sleep in the bedroom.
a living room	She watches television in the living room.
a kitchen	We have a small kitchen.
a garden	They have a nice garden.
a dining room	We have dinner in the dining room.
a bathroom	They have a big bathroom.
a garage	He has a big garage.

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## Furniture

a bath	We have a big bath.
a refrigerator	The milk is in the refrigerator.
a television	They watch movies on television.
a sofa	The sofa is in the living room.
a stove	She has a new stove.
a shower	The shower is in the bathroom.
a table	This is a big table.
a chair	I have a new chair.
a toilet	Where is the toilet?

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## Adjectives

small	This is a small ball.
old	He is an old man.
big	He has a big ball.
new	He has a new shirt.
nice	That's a nice dress.
young	The baby is very young.
great	This is a great party!
terrible	This is a terrible movie!

**Unit 7 - Going Out****Have Fun!**

Liz: Hi Tom.

Tom: Hi Liz. Do you want to go out to the movies?

Liz: Oh, sorry Tom. I'm going dancing with Steve.

Tom: Oh, well have fun.

Liz: Bye.

Tom: Bye.

Tom: Hey Sam.

Sam: Hi.

Tom: Are you going to a football game?

Sam: Yeah, I have tickets to the big game tonight.

Tom: Oh. Can I come?

Sam: Sorry. I'm going to the game with Ben.

Tom: Well, have fun.

Sam: Bye.

Tom: Bye.

Laura: Hi, I'm Laura. I live next door.

Tom: That's right. We're neighbors.

Laura: Yes. I can't get into my apartment. My roommate has my key and he finishes work late tonight.

Tom: Would you like to wait here?

Laura: Yes, thanks.

Tom: I'm Tom. Please come in.

Tom: Hey man.

Sam: Hey.

Tom: How was the game?

Sam: Terrible, it rained.

Tom: Hey, good night.

Liz: Ouch!

Tom: Oh Liz.

Liz: Oh, my feet!

Tom: How was your party?

Liz: Steve is a terrible dancer.

Tom: Do you want to go out to eat?

Laura: Sounds good.

Tom: Do you like Italian food?

Laura: I love Italian food!

Tom: Great. Let's go.



### What Do You Want to Do Tonight?

Steve: What do you want to do tonight?  
Liz: Let's see a movie.  
Steve: OK. Where do you want to meet?  
Liz: Um, let's meet at my apartment, around 9:00?  
Steve: Great!



### Movie City

#### Movie City

103 Main Street, Springfield, NY, 11375  
Movies for Week of May 15-21

#### Evening in London

1hr 40 min  
Showtimes: 2:00, 4:00, 6:00, 8:00, 10:00

#### The Girl Next Door

2 hrs 10 min  
Showtimes: 12:30, 3:15, 5:45, 8:15, 10:40

For tickets, call: (305) 578 2457 or visit our website: [www.moviecity.com](http://www.moviecity.com)



### Tom's Email

To: Laura Green  
Subject: Let's Go to a Movie!

Hi Laura,  
How are you?

Do you want to go to a movie tonight? Let's meet at my apartment around 6:00 and we can go together.

Best wishes,  
Tom

**Hobbies**

watching television	She likes watching television.
studying	She likes studying English.
reading	She loves reading books.
dancing	They love dancing.
playing football	We like playing football.
going out	She likes going out with friends.
shopping	She loves shopping.
going to the movies	We like going to the movies.

**Places**

a school	The children go to school in the morning.
an office	They work in an office.
a post office	The post office is open in the morning.
a bank	She works in a bank.
a restaurant	Let's go to a restaurant!
a hospital	The doctor works in a hospital.
a police station	The police officer works in a police station.
a supermarket	Let's buy some food in the supermarket!

## Unit 8 - Review and Test



### It's Sunday Morning!

Tim: What are you doing? It's Sunday morning!

Kate: But it's 11 o'clock in the morning!

Tim: But I work on Saturday night and I sleep on Sunday morning.

Kate: Ok. No more noise. I promise.

Tim: Good!

Kate: Hello?

Laura: Hi Kate, it's Laura. Listen. Let's go out tonight.

Kate: I don't know, Laura. I'm very tired and I have a headache.

Laura: Kate, I want you to meet someone.

Kate: Who?

Laura: His name is Tim and he's from England. He's really nice.

Kate: What does he do?

Laura: He's a student and he plays in a band.

Kate: How old is he?

Laura: He's 26.

Kate: OK, then.

Laura: Good. Let's meet at my apartment around 6:30 tonight?

Kate: All right. See you there!

Laura: So, how's the new apartment?

Kate: Nice. I have a new kitchen and a big living room. But I don't like my neighbor...

Laura: Oh, Just a minute, I think that's Tim!

Laura: Kate, this is Tim.

Kate: Nice to meet you, Tim.



### My New Apartment

Dear Sue,

My new apartment is great! It's in the center of town. I have a big living room and the kitchen and bathroom are new. My bedroom is small, but that's OK. My friend Laura lives next door.

I have two roommates - Tom and Sam. They are students. We have dinner together in the evening.

Love from your sister,  
Liz



**English**  
Discoveries  
**8** Online

**Scope and Sequence**  
**Basic**



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## Overview of Basic Courses

In the Basic levels, learners access and make use of oral and written information needed for daily communication through a variety of media and text types. Learners are exposed to and take part in oral interactions on familiar topics in everyday situations. Oral and written texts in each Basic level course contain simple vocabulary and basic syntactic structures relevant to that level and text type.

Description	Topics	Course objectives
 <b>Reading</b>		
Learners access written information through the following text types: <ul style="list-style-type: none"> <li>• Postcards (50-100 words)</li> <li>• Advertisements (50-100 words)</li> <li>• Stories (200-250 words)</li> <li>• Articles (200-250 words)</li> </ul>	The texts are simple and are on topics close to the learners' own lives and environment, including family, food, shopping, travel, sports, etc.	Learners understand the main ideas and supporting details in texts, draw inferences from simple information, understand factual information and use the information in the texts to fill in reports, sort items according to categories, order events in the correct sequence, and answer questions.
 <b>Listening</b>		
Learners access oral information through the following media: <ul style="list-style-type: none"> <li>• Radio programs</li> <li>• Voice mail</li> <li>• TV programs</li> </ul>	The short passages are simple and deal with topics such as: music, ordering food, ads, sports, asking for and giving information and directions, interviews, restaurant reviews, etc.	Learners access information such as the general meaning and significant details of a passage, understand main ideas and supporting details, and draw inferences. They use the information to answer questions, and complete ads, forms, scripts, and letters.


















 <b>Speaking</b>		
<p>Learners are exposed to oral interactions in familiar situations such as: street, hotel, restaurant, office, railway station, party, airport and department store.</p>	<p>The simple short dialogues are about everyday topics such as: ordering food, transportation, phone calls, clothes, and making plans for the day.</p>	<p>Learners practice speech functions such as: asking for and providing information, forming and expressing opinions, ordering food, making appointments, saying goodbye, etc.</p>
 <b>Grammar</b>		
<p>Learners receive explanations of and practice in simple grammatical topics and structures relevant to their level.</p>	<p>The structures are practiced in short sentences and dialogues on everyday topics.</p>	<p>Learners learn structures and tenses such as: the verb “Be,” present simple, present and past progressive, future, adverbs, gerunds, nouns, articles, Past Simple, imperatives, modals, etc. They practice using them in multiple choice, cloze, and fill-in-the-gap exercises.</p>






















# Basic 1


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## Course Map

Unit Name	Component and Title		
<b>Meet a Rock Star</b>	 Radio: Art		Be: Affirmative
	 Meet Me!		Be: Yes/No Questions
	 Maxi's Room		Be: Contractions
<b>Against the Law</b>	 TV: Mystery		Be: Short Answers
	 Follow That Man!		Nouns: This/That/These/Those
	 No Parking		
<b>At the Restaurant</b>	 Radio: Food		Nouns: Singular/Plural
	 New Mexican Restaurant		Nouns: There Is/There Are
	 Delicious Salads		Nouns: Articles

<b>Going Out</b>		TV: Drama		Present Progressive: Negative
		Richard's Romance		Present Progressive: Wh Questions
		Let's Go		
<b>On a Business Trip</b>		Voice Mail: Business		Present Progressive: Affirmative
		More Women Traveling		Present Progressive: Yes/No Questions
		Coffee Please		Present Progressive: Short Answers
<b>About People</b>		Voice Mail: Outgoing Message		Be: Negative
		Monaco		Present Progressive: Spelling Changes
		Studies		
<b>For Sale</b>		Radio: Ad		Nouns: Possessive
		Cars for Sale		Present Progressive: Contractions
		Phone Call		

<b>On the Move</b>		TV: Adventure		Pronouns: Subject
		Susan's Train Ride		Pronouns: Object
		Bus Stop		Pronouns: Possessive









## Scope and Sequence

### Meet a Rock Star

#### Unit Description


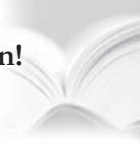



This unit deals with the excitement of a rock show and meeting your favorite star. Learners will listen to a radio report from a rock show. They will listen to and take part in a dialogue about fans looking for their rock idol, and read a personals ad from a rock star looking for a girlfriend. The grammar section deals with the verb “Be”: affirmative, Yes/No questions, and contractions.

Component	Summary	Objectives
<b>Radio: Art</b> 	A radio program about the opening of Rock and Roll Night at the Apollo Theater.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand main ideas and details in a short radio program.</li> <li>match characters to simple descriptions based on a short radio program.</li> </ul>
<b>Meet Me!</b> 	A personals ad written by a rock singer looking for a girlfriend.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand explicit information describing a person’s likes and dislikes in a personals ad.</li> <li>use information in a personals ad to complete a reply to it.</li> </ul>
<b>Maxi's Room</b> 	A man at the entrance to a hotel is asking questions and another man is answering him.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>ask questions/give answers in a short dialogue.</li> </ul>
<b>Be: Affirmative</b> 	Presentation and practice of the affirmative form of the verb “Be.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the verb “Be” in simple affirmative sentences..</li> </ul>
<b>Be: Yes/No Questions</b> 	Presentation and practice of Yes /No questions using the verb “Be.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>ask basic Yes/No questions using the verb “Be.”</li> </ul>
<b>Be: Contractions</b> 	Presentation and practice of contracted forms of the verb “Be.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the contracted form of the verb “Be” in short sentences and questions.</li> </ul>

## Against the Law

### Unit Description




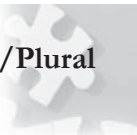


This unit deals with crime and the law. Learners will watch a video clip about the mysterious Mr. Montenegro and the Blue Angel necklace. They will listen to and take part in a dialogue about a young man getting a parking ticket, and read a story about a woman who has her wallet stolen in New York City. The grammar section deals with “Be”: short answers and demonstratives.

Component	Summary	Objectives
<b>TV: Mystery</b> 	A TV show with two men and a woman in a restaurant. One of the men is showing the woman a necklace called the Blue Angel.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend and draw inferences from information in a video clip.</li> <li>identify the names of characters from a video clip.</li> <li>complete a letter based on the plot of a video clip</li> </ul>
<b>Follow That Man!</b> 	A story in which a tourist in New York City has her wallet stolen. She sees the thief eating at a restaurant and calls the police to arrest him.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand factual information in a story.</li> <li>understand the sequence of events in a story.</li> </ul>
<b>No Parking</b> 	A driver is objecting to a policeman giving him a parking ticket.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a short dialogue in which they express objection..</li> </ul>
<b>Be: Short Answers</b> 	Presentation and practice of short answers using the verb “Be.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>give short answers to simple questions using the verb “Be.”</li> </ul>
<b>Nouns: This/That/These/Those</b> 	Presentation and practice of the demonstratives, “this,” “that,” “these,” “those.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the demonstratives, “this,” “that,” “these,” and “those” in short descriptive sentences.</li> </ul>

## At the Restaurant

### Unit Description




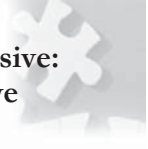

This unit focuses on eating out. Learners will listen to a radio ad about a café. They will listen to and take part in a dialogue in which two women decide what to eat at a restaurant. They will read about a new Mexican restaurant in New York City. The grammar section deals with noun: singular/plural, there is/there are, and articles.

Component	Summary	Objectives
<b>Radio: Food</b> 	An advertisement for The International Cafe.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a radio advertisement.</li> </ul>
<b>New Mexican Restaurant</b> 	An article about a low-priced Mexican restaurant that has opened in New York City.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in an article.</li> <li>classify items according to information in an article.</li> </ul>
<b>Delicious Salads</b> 	Two women are looking at restaurant menus and deciding what to eat.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>ask/express opinions about food in a restaurant.</li> </ul>
<b>Nouns: Singular/Plural</b> 	Presentation and practice of singular and plural nouns: focus on spelling changes.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the correct plural form of nouns in simple sentences.</li> </ul>
<b>Nouns: There</b> 	Presentation and practice of “there is” and “there are.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use “there is” and “there are” in short statements.</li> </ul>
<b>Nouns: Articles</b> 	Presentation and practice of articles: <i>a, an, the</i> .	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use definite and indefinite articles in short sentences and questions.</li> </ul>

## Going Out

### Unit Description





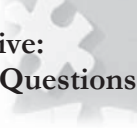
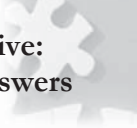
This unit focuses on dating and going out. Learners will watch a video clip of two young women in a restaurant discussing a young man. They will listen to and take part in a dialogue between two people deciding whether to take a taxi or not, and read a story about a young man writing a note to a young woman. The grammar section deals with Present Progressive: negative and Wh questions.

<p><b>TV: Drama</b></p> 	<p>A video clip of two young girls in a restaurant booth talking about a boy sitting in another booth.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the general meaning and significant details in a video clip.</li> <li>• complete information in the script of a video clip.</li> </ul>
<p><b>Richard's Romance</b></p> 	<p>A story about a young man writing a note to a young woman to make a date with her.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand and identify factual information in a story.</li> <li>• use information in a story to complete a summary of it.</li> <li>• use key words and information from a story to complete a letter about it.</li> </ul>
<p><b>Let's Go</b></p> 	<p>A couple is sitting in a hotel lobby deciding whether to walk or take a taxi.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• take part in a short dialogue in which they decide to do something.</li> </ul>
<p><b>Present Progressive: Negative</b></p> 	<p>Presentation and practice of the negative form of the Present Progressive.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• use the negative form of the Present Progressive to provide information about what is not happening now or in the future.</li> </ul>
<p><b>Present Progressive: Wh Questions</b></p> 	<p>Presentation and practice of Wh questions using the Present Progressive.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• ask simple Wh questions in the Present Progressive to get information about something happening now or in the future.</li> </ul>

## On a Business Trip

### Unit Description






This unit is about being away on a business trip. Learners will listen to a voice mail message giving details of a business lunch in a Chinese restaurant. They will listen to and take part in a dialogue between a waitress taking an order from a customer, and will read an article about special hotels designed for women on business trips. The grammar section deals with Present Progressive: affirmative, Yes/No questions, and short answers.

<b>Voice Mail: Business</b> 	A voice mail message in which Mr. Black informs Betty about a business lunch to take place at a Chinese restaurant.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand and draw inferences from information in a voice mail message.</li> <li>• complete a note based on information in a voice mail message.</li> </ul>
<b>More Women Traveling</b> 	An article about hotels offering more services for women traveling on business.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details of an article.</li> <li>• draw inferences from information in an article.</li> </ul>
<b>Coffee Please</b> 	A waitress in a restaurant is taking an order from a male customer.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• give/take a simple order for coffee.</li> </ul>
<b>Present Progressive: Affirmative</b> 	Presentation and practice of the affirmative form of the Present Progressive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• use the affirmative form of the Present Progressive to answer questions/make statements about things happening now and in the future.</li> </ul>
<b>Present Progressive: Yes/No Questions</b> 	Presentation and practice of Yes/No questions using the Present Progressive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• use the Present Progressive to ask questions that can be answered with Yes/No.</li> </ul>
<b>Present Progressive: Short Answers</b> 	Presentation and practice of short answers to questions in the Present Progressive tense.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• give short answers to Yes/No questions in the Present Progressive.</li> </ul>

## About People

### Unit Description






This unit is about people and families. Learners will listen to an outgoing voice mail message from the Dixon family. They will listen to and take part in a dialogue of a young man being interviewed about his studies, and will read a postcard about a family on vacation in Monaco. The grammar section deals with “Be”: negative, and Present Progressive: spelling changes.

<b>Voice Mail: Outgoing Message</b> 	The outgoing voice mail message of the Dixon family.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand details in a voice mail message.</li> <li>• complete the transcript of a voice mail message.</li> </ul>
<b>Monaco</b> 	A postcard from Monaco.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand factual information in a postcard.</li> <li>• draw inferences from information in a postcard.</li> </ul>
<b>Studies</b> 	A woman is interviewing a young man about his studies.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• ask/answer questions in a short dialogue about studying.</li> </ul>
<b>Be: Negative</b> 	Presentation and Practice of the negative form of the verb “Be.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• use the negative form of “Be” to answer questions in the negative and make negative statements.</li> </ul>
<b>Present Progressive: Spelling Changes</b> 	Presentation and practice of spelling changes involving the Present Progressive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• use the correct spelling of verbs in the Present Progressive in short answers and sentences.</li> </ul>

## For Sale

### Unit Description







This unit focuses on things for sale. Learners will listen to an ad for a sale at a department store. They will listen to and take part in a dialogue with a man setting up an appointment to present his new products, and will read a “for sale” notice for a sports car. The grammar section deals with possessive nouns and Present Progressive: Contractions.

<b>Radio: Ad</b> 	An advertisement announcing a sale at Fred’s Furniture Store.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details of a radio advertisement.</li> </ul>
<b>Car for Sale</b> 	A For Sale ad for a red and white sports car.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of an advertisement.</li> <li>classify information from an advertisement into categories.</li> </ul>
<b>Phone Call</b> 	A man in an office is making an appointment by phone.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>make an appointment in a simple phone conversation.</li> </ul>
<b>Nouns: Possessive</b> 	Presentation and practice of the possessive form of nouns.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the possessive form of nouns to show who or what a thing belongs to in short statements and answers.</li> </ul>
<b>Present Progressive: Contractions</b> 	Presentation and practice of contracted forms of the Present Progressive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the contracted forms of the Present Progressive in short questions and statements.</li> </ul>

## On the Move

### Unit Description

This unit deals with travel and transportation. In it learners will watch a video clip of a man enquiring about the price of a bus ticket and where the bus stop is. They will listen to and take part in a dialogue between a couple at a bus stop, and will read a story about a woman on a train trip to Washington, D.C. The grammar section deals with pronouns: subject, object, and possessive.

 <p><b>TV: Adventure</b></p>	<p>A video clip in which two men are waiting at a bus stop. One is asking about the price of a bus ticket and if he is at the correct stop.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of an interaction seen in a video clip.</li> <li>draw inferences on the basis of information in a video clip.</li> </ul>
 <p><b>Susan's Train Ride</b></p>	<p>A story about Susan who is on her way by train to a meeting in Washington, D.C. She falls asleep on the train, misses her stop and is late for her appointment.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a story.</li> <li>apply knowledge of time markers to follow the sequence of events in a story.</li> </ul>
 <p><b>Bus Stop</b></p>	<p>A couple is saying goodbye at a bus stop.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>take part in a short dialogue in which they say goodbye to someone.</li> </ul>
 <p><b>Pronouns: Subject</b></p>	<p>Presentation and practice of subject pronouns.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>use pronouns to refer to the subject of a sentence instead of proper names and nouns.</li> </ul>
 <p><b>Pronouns: Object</b></p>	<p>Presentation and practice of object pronouns.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>use pronouns to refer to the object of a sentence instead of proper names and nouns.</li> </ul>
 <p><b>Pronouns: Possessive</b></p>	<p>Presentation and practice of possessive pronouns.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>use possessive pronouns to replace the name of the owner of an object in a sentence.</li> </ul>



## Explore Texts

### Meet A Rock Star



#### Art

- Announcer: This is Bill Winter talking to you from radio station WNYC in New York City. Tonight is Rock and Roll Night at the Apollo Theater. Our reporter Linda Chavez is at the theater. Can you hear me, Linda?
- Linda: Yes, I can, Bill.
- Announcer: Who can you see, Linda?
- Linda: Bill! I see the rock star, Maxi! She's with her friend Rocky! Maxi! Can I ask you some questions?
- Maxi: Not now, Linda. I'm busy.
- Linda: Maxi is walking into the theater now. Back to you, Bill.



#### Meet Me!

I'm a rock and roll singer.  
I'm twenty-eight years old.  
I like travel, healthy food, and good movies.  
I don't like classical music.  
I'm looking for a new girlfriend.  
Write P.O. Box 123,  
New York, NY.



#### Maxi's Room

Is this the right hotel?  
Yeah. Maxi is staying here.  
She is? How do you know?  
There's a story about her in the newspaper today.  
Well, what room is she in?  
I don't know.  
That isn't in the newspaper story

**Against the law****Mystery**

Mr. Montenegro: Susan Bailey?  
 Susan: Yes?  
 Mr. Montenegro: I'm Sergio Montenegro. And this . . . is the Blue Angel.  
 Susan: Very nice. Mr. Montenegro, this is: -  
 Mr. Montenegro: Susan, this is the United States. Sergio, please.  
 Susan: Sergio, this is Mike Valacci. Mike, this is Mr. Sergio Montenegro.  
 Mr. Montenegro: How do you do, Mike?  
 Mike: Nice to meet you. Please.  
 Mr. Montenegro: Ah, yes.  
 Waiter: This is Mr. Montenegro?  
 Susan: Yes, it is.  
 Waiter: A menu, sir.  
 Mr. Montenegro: Thank you.

**Follow That Man!**

Sam and Becky are touring New York City. Suddenly, a man in a blue suit is pushing Becky!

“Are you all right, Becky?” asks Sam.

“No! No, no! My handbag is open and my wallet is gone! That man is a thief!” shouts Becky. They look for the man all afternoon.

“There he is!” shouts Becky, “He is eating in that nice restaurant.”

Sam sees a police officer. “Officer! Officer! That man's a thief!”

“That's Nate the Napkin,” answers the police officer. “He robs people and then eats lunch in a nice restaurant.”

“OK, Nate,” says the police officer. “What are you doing here?”

“Just a minute, Officer. I'm just finishing my coffee.”

**No Parking**

- Oh, no. What are you doing?
- I'm giving you a ticket.
- A ticket? How much is it?
- It's twenty dollars.
- Twenty dollars! But I'm a student. I don't have any money!

## At the Restaurant



### Food

Are you looking for a good restaurant?

Are you looking for a restaurant with a lot of different food?

The International Cafe is the restaurant for you!

They make delicious Italian food.

They have Chinese food.

They also have Mexican food.

The American food is good, too: hamburgers, hot dogs, and French fries.

They're open Monday through Sunday for lunch and dinner.

The address is 234 Henry Street.



### New Mexican Restaurant

There are a lot of Mexican restaurants in New York City, but not all of them are good. Taco City is a good Mexican restaurant at 845 Spring Street in Soho. Taco City has wonderful Mexican food at low prices.

Today, Taco City is selling two big tacos with beans, chicken or beef, cheese, lettuce, and salsa for only \$4.25.

A complete dinner, with soup, a main dish, a salad, and dessert is only \$10.95. Mexican beer is \$2 a bottle. This week they are giving a free drink with each dinner.

Visit Taco City soon and enjoy some great Mexican food.



### Delicious Salads

- Is the food good here?
- Yes, it's delicious.
- What's good?
- The hamburgers are excellent.
- What about the salads, are they good, too?
- Yes, the tuna and chicken salads are very good.

## Going Out



### Drama

Katie: He's looking over here, isn't he?  
 Amy: Who? What are you talking about?  
 Katie: Mark, of course. What's he doing? Is he looking over here?  
 Amy: OK. He's listening to his Walkman.  
 Katie: Oh. Ask him what he's listening to.  
 Amy: No! You ask him.  
 Katie: Ask him if the food is good. Yes, ask him that.  
 Amy: He's not eating now. Katie, just turn around and say hi.  
 Katie: No way!



Richard is a student at New York University. He's studying Spanish. Right now he's in class. "Hi. I'm Penny," says a young woman to Richard. She is sitting next to him. The teacher is talking. Richard isn't listening. He's writing a note to Penny.

I'm Richard. Meet me at Le Cafe Restaurant after class at 2:30.

It's three o'clock now. Richard and Penny are at the restaurant. They are eating salads. They are looking at each other. Penny is smiling. "What is she thinking?" Richard asks himself. Penny is thinking, "What a salad!"



### Let's Go

- Are you ready?
- Yes, let's go.
- Are we walking or taking a taxi?
- Let's walk. The weather is beautiful.
- That's a great idea.

### On a Business Trip



#### Business

Betty, this is Mr. Black.

It is now 9:00 a.m.

You are meeting with Mr. Harold Stone for lunch at 12:30 at the Chinese restaurant on Main Street. Mr. Stone is very interested in our electronics products. Be on time.



#### More Women Traveling

“More and more women are traveling on business,” says Linda Holms, manager of the Dorchester Hotel. “More businesswomen are staying at our hotel. So we are offering them more services.”

“We now have more guards in the hotel,” says Ms. Holms. “There are two guards 24 hours a day. From 11 p.m. to 7 a.m., there are two more guards.”

“Businesswomen are asking for more fresh fruit and vegetables,” Ms. Holms says. “So we are now serving more of these foods in our restaurant. We are doing many things to help our women guests.”



#### Coffee Please

- Hello. How are you today?
- Fine, thanks. How're you doing?
- Good. Here's a menu.
- Thanks.
- Would you like something to drink first?
- Yes. A cup of coffee, please.

## About People



### Outgoing Message

Hello, this is 232-2663, home of the Dixon family.  
We aren't at home right now.  
Please leave your name and phone number after the beep.



### Monaco

Dear Shirley,  
We're having a great time in Monaco! I'm sitting by the pool and drinking a cool, pink drink. Susie is swimming. The children are playing and fighting. John is fine. He's reading in the hotel room. Tomorrow we're going to Barcelona.  
Hope you're feeling fine!  
Much love,  
Jenny, John, and the kids



### Studies

- So, Jeff, are you a student?
- Yes. I am. I'm going to school at night.
- What are you studying?
- I'm studying business.
- Are you enjoying your classes?
- Yes, I am. Very much.

## For Sale



### Ad

Hi, I'm Fred. And this is Fred's Furniture Store.  
Fred's Furniture Store is having a big sale!  
We're selling all our furniture.  
Everything is fifty percent off the regular price.  
A new sofa is fifty percent off the regular price.  
A new bed is fifty percent off the regular price.  
We're open Monday to Saturday from 9:00 a.m. to 12 o'clock midnight.  
I'm waiting for you at Fred's Furniture Store,  
55 Park Avenue in New York City.  
This sale is for one week only.  
So come to Fred's Furniture Store,  
55 Park Avenue in New York City.



### Car for Sale

Corvette sports car for sale. Red and white with a radio and CD player. Needs new paint.  
78,000 mile. Very clean and fast. A beautiful car.  
Price is \$20,000.  
Phone Dave 980-6321.



### Phone Call

- Hello, may I speak with Mr. Dickson?
- This is Mr. Dickson.
- How may I help you?
- I'm interested in your company's new products.
- I'd be happy to tell you about them.
- Would you like to make an appointment?
- Yes, I would.

## On the Move



### Adventure

- Younger Man: Excuse me, are you waiting for a bus?  
 Older Man: Yes.  
 Younger Man: How much is the bus fare?  
 Older Man: Where are you going?  
 Younger Man: Trenton Street.  
 Older Man: It's 40 p. But this isn't the bus stop for Trenton Street. That's over there. Sorry.



Susan Kim is a sales manager. She is working on a big computer project in New York City. But today she has an important meeting in Washington D.C. at 3:00 p.m.

It is now 9:30 a.m. She is on the train. She's sitting next to a man.

“How are you this morning?” the man asks.

Susan starts to answer, but the man is talking again: on and on.

After an hour, the man is still talking, but now Susan is sleeping. Suddenly, the train conductor is shouting, “The next stop is Richmond, Virginia!”

“What? Richmond, Virginia?”

But that's after Washington D.C. and I'm going to Washington D.C. for a three o'clock meeting!” Susan shouts. “Sorry, ma'am,” says the conductor. “The next train to Washington D.C. is at three o'clock. You're going to be very late.”



### Bus Stop

















- What time is it?
- It's seven-thirty.
- My bus is late.
- This is your bus, isn't it?
- Yes, it is.
- Well, see you later, Frank.
- Goodbye, Jane.
- Have a good day.
- You, too.






























## Basic 2

### Course Map

Unit Name	Component and Title			
<b>Buying and Selling</b>		Voice Mail: Phone Sales		Be-Past: Statements
		Wrong Color		Be-Past: Questions
		Dress From Paris		
<b>Healthy Eating</b>		Radio: Food		Nouns: Non-Count and Quantifiers
		Dieters Are Feeling Great!		Nouns: Count Nouns and Quantifiers
		Piece of Cake		
<b>Getting Help</b>		TV: Help		Present Simple: Statements
		Clean-House Agency		Present Simple: Yes/No Questions
		Newsstand		Present Simple: Wh Questions

<b>Sports</b>		Radio: Soap Opera		Comparison of Adjectives: Equality
		People Are Crazy About Sports		Comparison of Adjectives: Comparatives
		Let's Go Swimming		Comparison of Adjectives: Superlatives
<b>Enjoy Your Meal</b>		TV: Restaurant		Good to See You
		Sale at Shopright		Nouns: Count and Non-Count Nouns
<b>Interesting People</b>		Radio: Interview		Past Simple: Regular Verbs
		Do It!		Past Simple: Irregular Verbs
		Movie Star		Past Simple: Questions
<b>Family Life</b>		TV: Breakfast		Present Simple: Tag Questions
		The Family Picnic		Modals: Can
		Can I?		






<b>A Bad Day</b>		TV: Search		Modals: Have To
		Grumble's Department Store		Modals: May
		Don't Do That		

# Scope and Sequence

## Buying and Selling

### Unit Description






In this unit learners will listen to a telesales message about a magazine subscription. They will listen to and take part in a dialogue between two women at a party discussing a new dress, and will read a story about a woman who didn't get the chair she ordered from a furniture store. The grammar section deals with the past tense of "Be"- statements and questions.

Component	Summary	Objectives
<b>Voice Mail: Phone Sales</b> 	A voice mail message about a sale of <i>Working People Magazine</i> .	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and details of a phone sales message.</li> </ul>
<b>Wrong Color</b> 	A story in which a woman receives the wrong colored chair. When she goes to the store to return it, she finds another customer returning the chair she had ordered.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a story.</li> <li>apply knowledge of time markers and tenses to understand the sequence of events in a story.</li> </ul>
<b>Dress From Paris</b> 	A woman at a party is asking her friend about the dress she is wearing.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a simple dialogue in which they give/receive compliments.</li> </ul>
<b>Be-Past: Statements</b> 	Presentation and practice of statements using the past form of the verb "Be."	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the past form of "Be" in affirmative and negative statements about things that happened in the past.</li> </ul>
<b>Be-Past: Questions</b> 	Presentation and practice of questions using the past form of the verb "Be."	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the past form of "Be" in Yes/No and Wh questions to ask about things that happened in the past.</li> </ul>

## Healthy Eating

### Unit Description





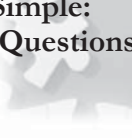
This unit is about healthy food and dieting. Learners will listen to a radio show about the benefits of eating salads. They will listen to and take part in a dialogue in which a waiter is offering cake to a guest at a party, and will read an article about people losing weight by following a new diet. The grammar section deals with nouns: non-count and count and their quantifiers.

Component	Summary	Objectives
<b>Radio: Food</b> 	A radio show about the value of eating fresh salads.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details of a radio program and ad.</li> </ul>
<b>Dieters Are Feeling</b> 	An article about people who lost weight by following the “Fit Feels Great” diet book.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of an article.</li> <li>classify information from an article into categories.</li> </ul>
<b>Piece of Cake</b> 	A waiter at a party is offering some cake to a woman.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a short dialogue in which they offer/accept something.</li> </ul>
<b>Nouns: Non-Count and Quantifiers</b> 	Presentation and practice of non: count nouns and quantifiers.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use quantifiers to show amount when referring to non: count nouns in statements and questions.</li> </ul>
<b>Nouns: Count Nouns and Quantifiers</b> 	Presentation and practice of count nouns and quantifiers.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use quantifiers to show amount when referring to countable nouns in statements and questions.</li> </ul>

## Getting Help

### Unit Description




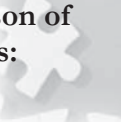


This unit focuses on the topic of receiving and providing help. Learners will watch a video clip of a man asking for directions. They will listen to and take part in a dialogue in which a girl is answering a tourist's questions, and will read an ad for a house-cleaning agency. The grammar section deals with the Present Simple: statements, Yes/No questions and Wh questions.

Component	Summary	Objectives
<b>TV: Help</b> 	A video clip of a man on the phone asking for directions. He stops a young passerby to borrow a pen.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of an interaction in a video clip.</li> <li>draw inferences on the basis of information in a video clip.</li> <li>understand directions given in a video clip.</li> </ul>
<b>Clean-House Agency</b> 	An advertisement for a house-cleaning company.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of an advertisement.</li> <li>complete an interview based on information in an advertisement.</li> <li>draw inferences based on information in an advertisement.</li> </ul>
<b>Newsstand</b> 	A girl behind a newsstand isn't sure about the answers to a tourist's questions.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask questions/express uncertainty.</li> </ul>
<b>Present Simple: Statements</b> 	Presentation and practice of statements using the Present Simple.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use verbs in the present tense in affirmative statements to describe events, things, or actions that occur repeatedly, at any time or all the time.</li> </ul>
<b>Present Simple: Yes/No Questions</b> 	Presentation and practice of Yes/No questions using the Present Simple.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>ask and answer questions about actions in the present or general time that require a Yes/No answer.</li> </ul>

## Sports

### Unit Description

In this unit learners will listen to a radio report of the day's sporting events. They will listen to and take part in a dialogue in which two girls are making plans for the day, and will read an article about the moneymaking business of sport. The grammar section deals with comparison of adjectives - equality, comparatives, and superlatives.





Component	Summary	Objectives
<b>Radio: Sports</b> 	A radio report of the day's sports results.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a short radio report.</li> <li>use information in a short radio report to match descriptions to people.</li> <li>understand time expressions to know when certain events happened according to a radio report.</li> </ul>
<b>People Are Crazy About Sports</b> 	An article about the business of sport where a winning team can earn millions of dollars each year.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an expository article.</li> </ul>
<b>Let's Go Swimming</b> 	Two teenage girls in the street are making plans for the afternoon.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they make/accept suggestions.</li> </ul>
<b>Comparison of Adjectives: Equality</b> 	Presentation and practice of comparative structures for expressing equality.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>compare things and persons that are similar or alike using comparative structures of equality.</li> </ul>
<b>Comparison of Adjectives: Comparatives</b> 	Presentation and practice of comparative adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>compare things and persons that are unequal using comparative adjectives.</li> </ul>
<b>Comparison of Adjectives: Superlatives</b> 	Presentation and practice of superlative adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>compare things and persons that are unequal using superlative adjectives.</li> </ul>



## Enjoy Your Meal!

### Unit Description







This unit focuses on food and eating. Learners will watch a video clip in which a waiter takes an order from diners in a restaurant. They will listen to and take part in a dialogue in which two friends decide to go for coffee, and read an ad for a sale at a supermarket. The grammar section deals with count and non-count nouns.

Component	Summary	Objectives
<b>TV: Restaurant</b> 	A video clip in which a waiter is taking an order from two girls.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand and draw inferences from information in a voice mail message.</li> <li>complete a note based on information in a voice mail message</li> </ul>
<b>Sale at Shopright</b> 	An advertisement announcing a sale at Shopright supermarket.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an advertisement.</li> <li>draw inferences on the basis of information in an advertisement.</li> </ul>
<b>Good to See You</b> 	A man and woman in the street decide to go for a coffee.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they offer/decline/accept an invitation.</li> </ul>
<b>Nouns: Count and Non-Count Nouns</b> 	Presentation and practice of count and non-count nouns.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use quantifiers to express the amount or number of count and non-count nouns in statements and questions.</li> </ul>

## Interesting People

### Unit Description






This unit deals with people who have done interesting things. Learners will listen to a radio interview with the inventor of the “whistling wallet.” They will listen to and take part in a dialogue in which a couple is having a difference of opinion, and read an article about a woman who started her own cleaning business. The grammar section deals with the Past Simple - regular, irregular, and question form.

Component	Summary	Objectives
<b>Radio: Interview</b> 	A radio interview with Larry about his newest invention: the “whistling wallet.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand factual information from a radio interview.</li> </ul>
<b>Do It!</b> 	An article about a woman who started her own cleaning business because she liked telling people what to do.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand factual information in an article.</li> <li>understand the sequence of events in an article.</li> </ul>
<b>Movie Star</b> 	A man and a woman at a party have a difference of opinion.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they have a difference of opinion about someone.</li> </ul>
<b>Past Simple: Regular Verbs</b> 	Presentation of the Past Simple form of regular verbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Past Simple form of regular verbs to talk about past events and actions.</li> </ul>
<b>Past Simple: Irregular Verbs</b> 	Presentation and practice of Past Simple forms of irregular verbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Past Simple form of regular verbs to talk about past events and actions.</li> </ul>
<b>Past Simple: Questions</b> 	Presentation and practice of questions using the Past Simple.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Past Simple form to ask Yes/No and Wh questions about things that happened in the past.</li> </ul>

## Family Life

### Unit Description






This unit is about different aspects of family life. Learners will watch a video clip of a couple getting ready for work. They will listen to and take part in a dialogue in which a young boy is asking permission to play at the train station, and will read a story about a family argument during their reunion get-together. The grammar section deals with the Present Simple - tag questions, and the modal “can.”

Component	Summary	Objectives
<b>TV: Breakfast</b> 	A video clip of a husband and wife getting ready to go to work.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the factual information in a short video clip.</li> <li>understand the time expressions in a video clip.</li> </ul>
<b>The Family Picnic</b> 	A story of a family argument about a basketball game during a family reunion.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>understand time expressions to follow the sequence of events in a story.</li> <li>classify items from a story according to categories.</li> </ul>
<b>Can I?</b> 	A young child at the train station is asking for his mother’s permission to play.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask for/give permission.</li> </ul>
<b>Present Simple: Tag Questions</b> 	Presentation and practice of tag questions using the Present Simple.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use tag questions to ask Yes/No questions when a certain answer is expected.</li> </ul>
<b>Modals: Can</b> 	Presentation and practice of the modal “can.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the modal “can” to express ability, permission or possibility in affirmative and negative sentences, and in Yes/No and Wh questions.</li> </ul>

## A Bad Day

### Unit Description

This unit deals with people having a “bad day.” Learners will watch a video clip of a woman looking for a script in a friend’s messy apartment. They will listen to and take part in a dialogue of a boss reprimanding a worker, and will read a postcard of a girl’s difficult experiences in her summer job. The grammar section deals with the modals “have to” and “may.”

Component	Summary	Objectives
<b>TV: Search</b> 	A video clip of a young woman looking for a script in her friend’s messy apartment.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a short video clip.</li> <li>understand prepositions of place in a video clip.</li> </ul>
<b>Grumble's Department</b> 	Tammy is writing a postcard about her summer job in the women’s clothing department of Grumble’s Department Store.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a postcard.</li> </ul>
<b>Don't Do That</b> 	An employer is reprimanding an office worker about his inappropriate behavior.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which someone tells someone else not to do something.</li> </ul>
<b>Modals: Have To</b> 	Presentation and practice of the modal “have to.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the modal “have to” to express obligation in affirmative and negative sentences, and in Yes/No and Wh questions.</li> </ul>
<b>Modals: May</b> 	Presentation and practice of the modal “may.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the modal “may” to express permission and possibility in affirmative and negative sentences, and in Yes/No and Wh questions.</li> </ul>

## Explore Texts

### Buying and Selling



#### Phone Sales

Hi, there! This is Chuck Wood calling from *Working People Magazine*. We have something good for you today: our biggest sale of the year! The price of our magazine was \$2.50 each. Now it's only \$10 for ten magazines. That's \$1 each. Call now! The number is 555-9663. Don't forget! That number was 555-9663. Remember: *Working People Magazine* works for you!



#### Wrong Color

Today Ms. Green was very late for work. She waited for the delivery of her new chair. But the delivery man brought the wrong chair. Ms. Green called the store manager. "I ordered a brown chair," she said, "not green!" "Don't be angry," said the manager. "We all make mistakes, don't we?" "Some people make bigger mistakes than others!" Ms. Green answered. The manager found her order. "Ha," he laughed. Another customer, Mr. Brown, ordered a green chair and got your chair instead. Isn't that funny?" "No, it isn't. I want my chair. I paid enough money for it," said Ms. Green. "Come to the store now and get a different chair," he said. But Ms. Green went to work instead. After work, she went to the store, but it was already closed. A handsome young man was also there. "I'm late," he said. "Now I have to wait until tomorrow for my green chair." "Are you Mr. Brown?" she asked. "Yes, but . . ."

"I can help you with your chair," said Ms. Green. And she smiled for the first time that day.



#### Dress From Paris

- Mmm. What a lovely dress.
- Really? Do you like it?
- Of course. It's beautiful. Is it new?
- Yes. I bought it in Paris last week.
- Well, it's really nice.
- Thank you.

## Healthy Eating



### Food

Announcer: Welcome to “Sheila's Kitchen.” Today's program is about salads. Good morning, Sheila.

Sheila: Hello, Mike. And good morning to all our listeners. When I was young, we ate green salads- lettuce or cucumbers- with some salt and a little lemon juice. My mother served the salad with meat, chicken, and fish. But today, salads can be your meal. Salads are healthy summer foods. And for dessert, some people like a fresh fruit salad. And now, a few words about Durelle plates and dishes. You can cook in them, bake in them, and freeze food in them, too. Buy Durelle products and enjoy them in the kitchen and on your table. They are strong enough for cooking. They are pretty enough for guests. Now let's return to our salads.



### Dieters are Feeling Great!

Kim Fit, the famous woman basketball player, introduced her “Fit Feels Great” diet book three months ago. Thousands of people are already losing weight. “They feel wonderful! This diet is healthy and safe. You don't need to buy special foods. Anyone can use my diet!”

David Meals is a 42-year-old businessman. He's doing the “Fit Feels Great” diet. “Before, I only ate a piece of cake for breakfast. Now I understand that breakfast is the most important meal of the day. The body needs energy after a long night without any food,” he explains.

Mr. Meals now eats some bread and some fat-free cottage cheese for breakfast. Rock singer Maxi is doing Kim Fit's diet, too, and she feels terrific. Now, she never eats fried foods. She eats a lot of turkey and chicken; they have less fat than ham and steak. Maxi also doesn't use much salt. “I look ten years younger, don't I?” the superstar says.



### Piece of Cake

- Would you like some cake?
- Ah, not right now, thanks.
- But it's really very good. Are you sure?
- Well, maybe just a small piece.
- Good. Here you are.
- Mmm. This is delicious.

## Getting Help



### Help

- Phil: Can you give me directions? I don't know which street I'm in. But I'm standing in front of a gift shop and a video shop. Uh-huh. Yes. Trenton Street to Leeds Road. And right, up Leeds Road. Then, a men's shop next to the cinema. Then what? Left? OK. Left at the men's shop? Wait a minute, I haven't got a pen. Excuse me. Have you got a pen?
- Teenager: Have you got a cigarette?
- Phil: Cigarette? No. No, I don't smoke. Sorry.
- Teenager: Well, I don't write, so I haven't got a pen. Sorry.



### Clean-House Agency

Do you always have a lot of housework? Do you feel tired all the time? Call the Clean House Agency. We go everywhere. We do everything! The Clean-House Agency can help you. Call 555-1155 and ask for Mary. Don't wait! Do it now!



### Newsstand

- Excuse me. Isn't there a train station near here?
- Ah, I'm not sure, sir. I'm new here.
- Do you sell maps?
- I don't think so.
- Are you sure? Please look.
- Well, I don't see any.

## Sports



### Sports

Good evening. This is Jack Hill, and here are today's sports!

First, baseball. Toronto is in first place. Sam Wilson says that his team is going to win the championship this year. But, he says that every year. In soccer, Bill Brown had the best game of his career. The Tour de France bicycle race started yesterday in Paris at 3 o'clock. Last year, Jacques Chardin won for France. Can he do it again? I don't know...

In California, the Children's Olympics started yesterday. Good luck to all the 600 boys and girls. And, finally, tennis. Tonight is the big tennis game between rock star Maxi and the famous actor, Peter Anson. This is Jack Hill, and that was the sports.



### People Are Crazy About Sports

Why do people love to watch sports? Professor Len Sanders of Georgetown University asks this question in his study, "People and Sports." "We can understand why people like to play sports. It's good exercise and a lot of fun," says Professor Sanders.

"But why do millions of people pay so much money to watch other people play?"

Sports are good business. A winning team can make millions of dollars. A good athlete or player can make a very large salary. For example, at the Wimbledon Tennis Championships, the winner can make more than \$500,000.

Shawn Bradley is a basketball player for the Philadelphia '76ers. He makes one of the highest salaries in basketball. He earns about four million dollars every year.

Sports fans, the people who watch sports, often pay a lot of money for tickets to a game. The Giants Football Stadium in New Jersey can hold 76,891 people.

Fans get very excited when their team wins. Professor Sanders now has the answer to his question: "People love the excitement of a good game."



### Let's Go Swimming

- Let's go to the mall this afternoon.
- Ah... I don't think so.
- Why not?
- Well, I think John's going there today and I don't want to see him.
- Oh. Then why don't we go swimming?
- Oh, good idea. It's hot. Let's go.



## Enjoy Your Meal!



### Restaurant

- Nick: Ladies, your Coke and your coffee.  
Amy: Do you have any sweetener?  
Nick: Sure. Here's some.  
Katie: How are the hamburgers here? They're not very good? Hmm. How about some pizza?  
Nick: I'm sorry we don't have any pizza, but our lasagna is excellent.  
Katie: OK. Sure.  
Amy: I'd like a salad, please.  
Nick: OK. Which one?  
Amy: Are there tomatoes in the house salad?  
Nick: Yes, there are.  
Amy: Let me see. No, bring me the taco salad.  
Nick: How about some chili with that?  
Amy: No, only the salad.



### Sale at Shopright

Sale at Shopright Supermarket.  
Make a fat-free dinner tonight!  
3 cans of vegetables- 33 cents.  
Delicious steak with onions from our chef-1/2 price.  
Try our salt: free turkey only 99 cents a pound.  
Buy a watermelon for \$1.89.  
Eat light! Save money!



### Good to See You

- Pam! It's good to see you.
- Great to see you too, Paul.
- Look, do you have time for lunch?
- Aww... sorry. I can't. I'm in a hurry right now.
- Then how about a quick cup of coffee? Just 15 minutes, okay?
- 15 minutes? Okay, sure. I'd love to.

## Interesting People



### Interview

- Sandra: Welcome to “Meet the People.” I’m Sandra Waters. My guest today is Larry Patel. Larry is an inventor. His newest invention is the “whistling wallet.” Good evening, Larry.
- Larry: Good evening, Sandra.
- Sandra: Larry, what is a “whistling wallet”?
- Larry: Well, it’s a special wallet with a small battery inside. If you sing near it, the wallet whistles. People often lose their wallets in their homes. Now they can easily find them.
- Sandra: Do you need to sing a special song?
- Larry: No. Any song is OK.
- Sandra: Oh, great! It’s easier to sing than to look all over the house. Where can I buy the wallet?
- Larry: Well, I still have to work on it. I gave wallets to some of my friends. Now two of them are angry with me. They went to a rock concert, and their wallets made noise all the time. The people around them were very angry.



### Do It!

I always remember my mother saying, “Wake up. Clean your room. Don’t eat candy. Hurry up. Do your homework. Be good. Don’t run. Sit down. Stand up. Do this. Do that.” I always thought, “Hmm, I like that job.” Five years ago, I started the Clean-House Agency. I put an ad in the newspaper. I answered all the telephone calls and letters, and started my business.

I told all the new workers, “Be quick, and be clean.” I showed them how to clean homes and offices. First, we all worked together. Now, they usually work alone.

Last night I showed my daughter how to make a cake. “First, take four eggs from the refrigerator and some sugar from the cupboard. Then, open the box...”

Suddenly I had a wonderful idea- cookbooks! I’m starting a new business! With my cookbooks, I can tell hundreds of people what to do!



### Movie Star

- Isn't that Robert Richman, the movie star?
- Yes, you're right. I think he's the greatest.
- The greatest? He's the worst actor I know.
- What? But he won an Oscar for best actor last year.
- Yeah? Well, to me he's terrible.
- Well, I like him.

## Family Life



### Breakfast

- Tom: Morning.
- Diana: Morning. Are you going to the office or the factory today?
- Tom: I usually go to the factory on Tuesday, but I have some big meetings at the office. I don't have time to go to Brooklyn. How's this tie? It's OK, isn't it?
- Diana: It's fine, dear. By the way, what's the time?
- Tom: I don't know; I don't have my watch on. About seven, maybe.
- Diana: Uh- oh, I'm late.
- Tom: You're beautiful!



### The Family Picnic

Does your family have family reunions? Once a year, all my relatives meet for a family picnic. We always meet in a park; aunts, uncles, and cousins, young and old. We talk, eat, and have lots of fun. Last year, Uncle Seymour and Aunt Flo had a big fight. I still remember it:

“Seymour, where were you last night? You went to the basketball game, didn't you?”

“Where was I, Flo?”

“Where were you? I phoned home, and no one answered.”

“You phoned? I was at home all night!”

Then someone started the food fight. It was so funny! There was potato salad everywhere. Everyone laughed, even Uncle Seymour and Aunt Flo. Then we went swimming. I love to swim. We swam for a long time.

Then my mother said, “We have to go home now.”

“But, Mom, can't I stay? Do I have to go home with you? Aunt Muriel lives near us. I can go home with her.”

Finally she said yes. It was a wonderful picnic!



### Can I?

- Mom, can I go to see the trains?
- No, Tommy. I don't want you out there alone.
- Then is it OK if I play with that little boy?
- Well, all right. But stay near the door where I can see you.

## A Bad Day



### Search

- Michael: Karen, what are you doing?
- Karen: I'm looking for the script. Michael, this is impossible. Your room is a mess! I don't know where to look.
- Michael: It was on the desk. Maybe it's there.
- Karen: The desk. Right. I've got your script. Here is your script.
- Michael: Thanks. Where was it?
- Karen: It was on the desk. Well, some of the pages were on the desk, some were on the chair, and some were on the floor, under the desk.



### Grumble's Department Store

Dear Susan,

Hi! I have a summer job at Grumble's Department Store. I work on the fifth floor, in the women's clothing department. The store is always crowded with a lot of customers. I have to smile and say: "Can I help you?" I really want to say: "Go home!" I usually have to stand all day, and I don't have any breaks.

I need a vacation!

Tammy




### Don't Do That
























- Peterson, what are you doing?
- Oh. Um. I'm writing a report.
- Well, don't put your feet on the desk.
- Yes, sir. Sorry.
- And tomorrow don't wear jeans. Put on a suit.
- A suit. Ah...sure.









## Basic 3

### Course Map

Unit Name	Component and Title			
<b>Getting A Job</b>		TV: Drama		Modals: Be Able To
		My Education Plans		Gerunds: As Object
		Phone Call		Gerunds: After Prepositions
<b>Business Matters</b>		Voice Mail: Business		A Bit Deaf
		London		More Common Errors: Prepositions After Verbs and Adjectives
		Fax It		More Common Errors: Prepositions After Verbs and Adjectives
<b>Planning a Vacation</b>		Radio: Ads		Modals: Should
		Village Tours		Infinitives: After Verbs
		Vacation at Last		Gerunds: After Verbs

<b>Eating Out</b>		Radio: Food		Past Progressive: Progressive vs. Simple
		Pearl's Party Service		Adverbs: Comparisons
		Japanese Restaurant		
<b>Traveling Abroad</b>		Voice Mail: Outgoing Message		Adverbs: Form
		Rita's Trip Abroad		Future: Will vs. Going To
		Information		Future: Simple Present
				Future: Present Progressive
<b>Emotions</b>		Radio: Drama		Past Progressive: Statements
		Malcolm's Special Day		Past Progressive: Questions and Answers
		There's Tom		
<b>Making Excuses</b>		Voice Mail: Family		Infinitives: After Adjectives
		The Party		Infinitives: After Objects
		Lunch		Gerunds: As Subject

<b>Tickets, Please!</b>		TV: Vacation		Adverbs: Frequency
		Tickets, Please!		Gerunds: Gerund or Infinitive
		Excuse Me		Impersonal Statements: Empty Subject







# Scope and Sequence

## Getting a Job

### Unit Description







This unit deals with people trying to get a job. Learners will watch a video clip of an actor who receives a message about an audition for a part in a play. They will listen to and take part in a dialogue of a receptionist explaining that someone is unavailable, and will read a story about a course on how to succeed in an interview. The grammar section deals with the modal “be able to,” and gerunds as objects and after prepositions.

Component	Summary	Objectives
<b>TV: Drama</b> 	A video clip in which Michael receives a message from his agent about an audition for a play.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a short video clip.</li> <li>understand time expressions in a video clip.</li> <li>draw inferences from the information in a video clip.</li> </ul>
<b>My Education Plans</b> 	A story about a training course where one learns how to succeed in an interview.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>apply knowledge of time expressions and tenses to follow the sequence of events in the story.</li> <li>classify items from the story according to categories.</li> </ul>
<b>Phone Call</b> 	A receptionist on the phone is telling a caller that someone is unavailable.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>answer a request/ask for someone on the telephone.</li> </ul>
<b>Modals: Be Able To</b> 	Presentation and practice of the modal “be able to.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the modal “be able to” to talk about ability in affirmative and negative sentences and Yes/No and Wh questions, in the past, present, and future.</li> </ul>

## Business Matters

### Unit Description




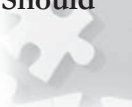


Learners will listen to a voice mail message from a businessman setting up a meeting to discuss a project. They will listen to and take part in a dialogue of a businesswoman requesting her secretary to send a fax, and will read a postcard from a businesswoman looking for a site for her new factory. The grammar section deals with the modals “must/must not,” and “had to/don’t have to.”

Component	Summary	Objectives
<b>Voice Mail: Business</b> 	A voice mail message from someone who wants to make an appointment with Mr. James to discuss a project.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a voice mail message.</li> </ul>
<b>London</b> 	A postcard from Arlene who is on a business trip to London to choose a location for a T-shirt factory.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a postcard.</li> <li>draw inferences on the basis of information in a postcard.</li> <li>use information in a postcard to complete a reply to it.</li> </ul>
<b>Fax It</b> 	A businesswoman is requesting her secretary send a fax.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask someone/reply to a request to do something.</li> </ul>
<b>Modals: Must</b> 	Presentation and practice of the modal “must.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the modal “must” to talk about duty, necessity or obligation to do something in affirmative/negative sentences and in questions.</li> </ul>
<b>Modals: Had To</b> 	Presentation and practice of the modal “had to.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the modal “had to” in sentences and questions to talk about duty, necessity, or obligation to do something in the past.</li> </ul>
<b>Modals: Must Not/Don't Have To</b> 	Presentation and practice of the modals “must not” and “don’t have to.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>differentiate between use of “must not” to express that something is forbidden and “don’t have to” to express that it isn’t necessary to do something.</li> </ul>

## Planning a Vacation

### Unit Description




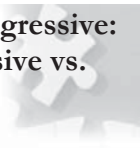

This unit deals with various aspects of planning a vacation. Learners will listen to a radio ad for a travel agency. They will listen to and take part in a dialogue between two girls discussing their vacation, and will read an ad for a travel agency. The grammar section deals with the modal “should,” infinitives after verbs, and gerunds after verbs.

Component	Summary	Objectives
<b>Radio: Ad</b> 	A radio ad for Best Tours, a travel agency.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio advertisement.</li> <li>infer information on the basis of a radio advertisement.</li> <li>classify items from a radio advertisement according to categories.</li> </ul>
<b>Village Tours</b> 	An advertisement describing the services offered by Village Tours Agency.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an advertisement.</li> <li>draw inferences on the basis of information in an advertisement.</li> </ul>
<b>Vacation at Last</b> 	Two teenage girls at the airport are discussing their vacation.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they discuss vacation plans.</li> </ul>
<b>Modals: Should</b> 	Presentation and practice of the modal, “should.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the modal “should” in sentences and questions to talk about things that are duties and obligations and also to give advice.</li> </ul>
<b>Infinitives: After Verbs</b> 	Presentation and practice of the use of infinitives after verbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the infinitive form after another verb (usually expressing the subject’s attitude or ability) in a sentence.</li> </ul>
<b>Gerunds: After Verbs</b> 	Presentation and practice of the use of gerunds after verbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use gerunds as the object of a transitive verb in sentences.</li> </ul>

## Eating Out

### Unit Description





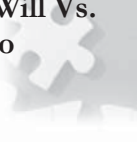
This unit deals with various aspects of eating out. Learners will listen to a radio review of a restaurant. They will listen to and take part in a dialogue of a couple discussing plans for going out, and will read an ad for a catering service. The grammar section deals with the Past Progressive in contrast with the Past Simple, and comparison of adverbs.



Component	Summary	Objectives
<b>Radio: Food</b> 	A radio review of the Prima Vera Restaurant.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio advertisement.</li> </ul>
<b>Pearl's Party Service</b> 	An advertisement for a catering service.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an advertisement.</li> </ul>
<b>Japanese Restaurant</b> 	A man and a woman are walking in the street discussing their plans for the evening.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they inquire about /express preferences.</li> </ul>
<b>Past Progressive: Progressive vs. Simple</b> 	Presentation and practice of differences between the Past Progressive and the Past Simple.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Past Progressive and Past Simple in questions and statements to show a shorter action happened while a longer action was going on.</li> </ul>
<b>Adverbs: Comparisons</b> 	Presentation and practice of the comparative form of adverbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use adverbs of comparison in statements to compare two or more subjects performing the same action.</li> </ul>

## Traveling Abroad

### Unit Description

This unit deals with the topic of overseas travel. Learners will listen to the outgoing voice mail message of a family who is abroad. They will listen to and take part in a dialogue in which a tourist is asking for directions to his hotel, and they will read a story about a girl leaving her village for the first time to fly overseas. The grammar section deals with the Future: “will” in contrast to “going to,” the Simple Present, and Present Progressive.






Component	Summary	Objectives
<b>Voice Mail: Outgoing Message</b> 	A voice mail: outgoing message in which the Jansons inform callers that they are abroad.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a voice mail message.</li> <li>apply knowledge of conditionals to understand information in a voice mail message.</li> <li>infer information from a voice mail message.</li> </ul>
<b>Rita's Trip Abroad</b> 	A story about Rita's first time away from her small village in Mexico. She is on a flight to Washington, D.C. to visit her aunt and uncle.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>understand the sequence of events in a story.</li> </ul>
<b>Information</b> 	A man standing at an information counter is asking how to get to his hotel.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask for/impart information.</li> </ul>
<b>Adverbs: Form</b> 	Presentation and practice of the formation of adverbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the correct form of adverbs to modify verbs in sentences.</li> </ul>
<b>Future: Will Vs. Going To</b> 	Presentation and practice of the future tenses, “will” and “going to.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>differentiate between the use of “will” and “going to” in statements and questions about the future.</li> </ul>

<p><b>Future: Simple Present</b></p> 	<p>Presentation and practice of the use of the Simple Present to talk about the Future.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• use the Simple Present to talk about definite and regular future actions in statements and questions.</li> </ul>
<p><b>Future: Present Progressive</b></p> 	<p>Presentation and practice of the use of the Present Progressive to talk about the Future</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• use the Present Progressive to talk about plans and decisions in the near future in statements and questions.</li> </ul>

## Emotions

### Unit Description




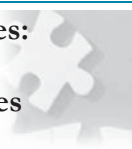


In this unit learners will watch a video clip of a soap opera set in a hospital. They will listen to and take part in a dialogue between two girlfriends discussing how one can meet a boy she is interested in, and they will read a story about how a man feels when he thinks people have forgotten his birthday. The grammar section deals with the Past Progressive: in statements and in questions and answers.

Component	Summary	Objectives
<b>Radio: Drama</b> 	The continuing saga of the TV soap opera “Hospital Adventures.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the implicit and explicit information in a radio drama.</li> </ul>
<b>Malcolm's Special Day</b> 	The story of Malcolm's birthday. He thinks his wife has forgotten it but he returns home to a surprise party.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in a story.</li> </ul>
<b>There's Tom</b> 	A girl sitting in a café with her friend is suggesting how the friend can meet a boy she is interested in.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they give/ask for advice.</li> </ul>
<b>Past Progressive: Statements</b> 	Presentation and practice of statements using the Past Progressive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Past Progressive in negative and affirmative sentences to talk about ongoing actions in the past.</li> </ul>
<b>Past Progressive: Questions &amp; Answers</b> 	Presentation and practice of questions and answers using the Past Progressive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Present Progressive in Yes/No and Wh questions and answers about ongoing actions in the past.</li> </ul>

## Making Excuses

### Unit Description

This unit is about people making excuses and declining invitations. Learners will listen to a voice mail message from a woman apologizing for not being able to attend a party. They will listen to and take part in a dialogue in which a woman doesn't accept a lunch invitation from a colleague, and they will read a story about a man who has forgotten he promised to help his wife prepare a party. The grammar section deals with infinitives after adjectives and objects, and gerunds as the subject of a sentence.






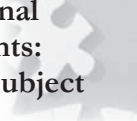
Component	Summary	Objectives
<b>Voice Mail: Family</b> 	A voice mail message from Susan to say that she has a cold and won't be attending a party that night.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in a voice mail message.</li> </ul>
<b>The Party</b> 	A story about a man who forgot that he has to help his wife prepare for a party that night.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in a story.</li> <li>use information in a story to complete a letter about it.</li> </ul>
<b>Lunch</b> 	A woman is turning down a lunch invitation from a young man in her office.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they offer /decline an invitation.</li> </ul>
<b>Infinitives: After Adjectives</b> 	Presentation and practice of the use of infinitives after adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use infinitives after adjectives in statements to talk about how someone thinks or feels about an action or event.</li> </ul>
<b>Infinitives: After Objects</b> 	Presentation and practice of the use of infinitives after objects.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the infinitive after objects in sentences that have two verbs, each with a different subject.</li> </ul>
<b>Gerunds: As Subject</b> 	Presentation and practice of the use of gerunds as subjects.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use gerunds as the subject of questions and statements.</li> </ul>



## Tickets, Please!

### Unit Description

This unit deals with situations in which we have to buy tickets. Learners will watch a video clip about a woman at the airport looking for her airplane ticket. They will listen to and take part in a dialogue of a man showing his ticket and passport to a flight check-in clerk, and they will read an article about theater ushers. The grammar section deals with adverbs of frequency, and gerunds- in contrast to the infinitive and in impersonal statements.

Component	Summary	Objectives
<b>TV: Vacation</b> 	A video clip of a young man and woman waiting for a flight. The woman is looking for something in her handbag.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the implicit and explicit information in a video clip.</li> </ul>
<b>Tickets, Please!</b> 	An article about the work of theater ushers.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> </ul>
<b>Excuse Me</b> 	An airport check- in clerk is asking a man for his passport and ticket.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask/are asked for something.</li> </ul>
<b>Adverbs: Frequency</b> 	Presentation and practice of adverbs of frequency.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use adverbs of frequency in negative and affirmative sentences, and Yes/No and Wh questions to talk about how often something happens.</li> </ul>
<b>Gerunds: Gerunds Or Infinitive</b> 	Presentation and practice of the differences between gerunds and infinitives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>differentiate between the use of gerunds or infinitives after verbs in sentences.</li> </ul>
<b>Impersonal Statements: Empty Subject</b> 	Presentation and practice of the use of impersonal statements in sentences where there is no real subject.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use impersonal statements in sentences where the verb has no real subject.</li> </ul>

## Explore Texts

### Getting a job



#### Drama

Barry: Hi, Michael. This is Barry. Look, I think I got a part for you. Franklin Theater is doing "Cat on a Hot Tin Roof." I know you'd like to do this one. Am I right?

Michael: Yes! Hello. This is Michael Dempsey. May I speak with Barry Weiss? Yes, he works there. He's my agent. Barry! It's me . . . Michael! When are they doing the auditions? Uh-huh. Um, no. No, no, no, not today, Barry. Today is bad. Um, how about tomorrow? Tomorrow I'm free. An appointment in the afternoon is OK. No, it's not important if I'm the last one. I was the last one before, and it was fine. No problem. Uhm, right after lunch is fine. Right after dinner is fine. Morning, noon or night, Barry. It's OK. Just make the phone call and make the appointment for me, please! OK. Four o'clock, tomorrow, June 18th. That sounds good. Call and tell me when you know for sure. Thanks. Bye.



#### My Education Plans

Recently, I began taking a special training course. In the course, I'll learn what to say during a job interview. When the course ends next month, I'm going to apply for a full-time job at a department store. If they hire me, I'll be able to earn a good salary and make extra money working overtime, too. I plan to save money and study at a university in a couple of years.

Some of my friends aren't planning to study, but I think it's important to go. It's not enough just to have a high-school education. When I was in high school, I had to learn many subjects I didn't like. But when I go to study at the university, I'll be able to choose the courses I want. I'm interested in learning business. Maybe one day I'll have my own company. Then, I can interview people and give them jobs!



#### Phone Call

- Good morning. Susan Blake's office.
- Hello. I'd like to speak to Ms. Blake, please.
- I'm sorry. Ms. Blake is in Washington today. Can I help you?
- Well, I'd really prefer to speak to Ms. Blake.
- Certainly. She'll be back next Monday.
- Fine. I'll call her then.

## Business Matters



### Business

Hello, Mr. James? This is Don Barnes, the president of Greater Electric. I'm calling about your plans for the new factory. I'm interested in discussing the matter with you. Can we make an appointment for lunch instead of meeting at my office? Do you mind if I invite my bank manager, too? It's impossible for me to make any decision about the project unless I have his approval. Please call me this afternoon. I'll be in meetings all morning. I'll talk to you later. Goodbye.



### London

Dear Yvonne,

I'm in London on business. I plan to choose a location for another T-shirt factory near the city. I have some offers, and I'm going to see two places this afternoon. Please think about our discussion. I must have an answer as soon as possible. I disagree with your opinion that you can't manage the business. I think you'll be great for the job.

Arlene



### Fax It

- Could you give this to Mr. Block? It's very important.
- I'm sorry. Mr. Block's at the New York office today.
- Oh, I see. Well, will he be here this afternoon?
- No. He's going to be in New York all week.
- Then could you fax it to him?
- Sure. I'll send it right away.

## Planning a Vacation



### Ad

Are you planning to go abroad soon? Are you going on business, vacation, or a sightseeing tour? Go with Best Tours, and have a good time. Make all your travel arrangements with our agency. Let us arrange your non- stop or connecting flights, one-way or round- trip. Let us reserve your hotel room. Do you want to rent a car? We can do that for you, too. We can also arrange your train and bus tickets. Let us plan your visit to foreign countries. Enjoy seeing new towns and villages. For free information, call today! Don't delay! We're the best!



### Village Tours

Do you dislike taking boring vacations?

Does having a good time mean sightseeing in interesting towns and villages?

Then you should come see us today! It's not smart to delay. Village Tours has daily nonstop flights to twenty-seven foreign capitals. We sell one-way and round-trip tickets.

If you decide to cancel, we'll return all your money. Village Tours: We'll send you where the fun is!



### Vacation at Last

- Vacation at last. I'm going to the beach every day.
- Me, too. But...
- But what? What's the matter?
- First I'm going to go shopping.
- Shopping?
- Yeah. I forgot to bring my swimsuit.

## Eating Out



### Food

Hello, listeners! This is Gore May with another restaurant review!

I made a reservation at Prima Vera Restaurant as soon as I heard about it. I was expecting Prima Vera to be a very special place, and I was looking forward to eating there. I came on time for my 1 p.m. reservation, but I had to wait 45 minutes! The manager didn't even apologize. While I was waiting, I looked at Prima Vera's menu.

What prices! Strawberries and cream cost \$15! Finally, my table was ready, but it was dirty. The rolls weren't fresh, and the grilled fish was cold. "Perhaps the desserts are better," I thought. I ordered a slice of chocolate nut cake. While I was eating it, I broke a tooth! I found a small stone in the cake! I complained to the waiter, and phoned my insurance company. Listeners, don't go to Prima Vera Restaurant! Eat at home. I promise you that you'll enjoy it a lot more!



### Pearl's Party Service

Are you expecting guests for an important dinner party? Are you worried that you won't be able to plan the party successfully? We at Pearl's Party Service will prepare the perfect party for you. Here is a sample menu. We usually start with salad and freshly baked rolls. Then, we give you a choice of grilled fish or chicken. And make sure you have room left for dessert. Our desserts are delicious! Your guests will love our fresh strawberries with whipped cream and homemade chocolate nut cake. We think of everything- our waiters will even tell a few jokes! So, if you're planning a party, call Pearl's Party Service today for a party we promise that you'll never forget!



### Japanese Restaurant

- Where do you want to have dinner?
- Let's go to that new Japanese restaurant on Park Avenue.
- Do you want to walk or take a taxi?
- Oh, if it's not far, let's walk.
- Would you like to see a movie after we eat?
- Sounds good to me.

## Traveling Abroad



### Outgoing Message

Hello. This is the Janson family. We are abroad on vacation. We should return by the end of the week. We are going sightseeing in Ecuador. If this is an emergency, and you must reach us, please call Janice Moreau at 508-45-0308. If you dislike leaving messages on answering machines, remember- we will be home again next week. Bye!



### Rita's Trip Abroad

“Ladies and gentlemen, our flight is arriving shortly in Washington, D.C.”

Rita was looking out the window. Around her people were talking excitedly. Rita was nervous. It was not only her first time abroad, but it was also her first time outside her small village in Mexico. She was visiting her aunt and uncle for the summer. She couldn't wait to go sightseeing. But she was a little worried about her English. She knew some English from school, and she hoped it was good enough.

“Ladies and gentlemen, welcome to the capital of the United States.”

Rita checked to make sure she had everything: her passport, the immigration form, and her round-trip ticket. She followed the people out of the plane. She waited with the other foreigners while the immigration officials asked each person many questions. Rita was nervous, but the immigration officer patiently repeated each question slowly and clearly. Rita found her suitcase, and started walking toward the exit. Many people were waiting outside. She was looking around, when she suddenly heard someone shout her name.

“Rita! Rita!” It was her aunt and uncle!

“We're so happy you're here!”

Rita smiled. She knew that she was going to have a good time that summer in America.



### Information

- Excuse me. How can I get to the Tower Hotel?
- The easiest way is by taxi, but there's a bus, too.
- Where's the bus stop?
- It's in front of this building.
- How often does the bus stop here?
- Every 30 minutes.

## Emotions



### Drama

- Narrator: Here we are with another episode of “Hospital Adventures.” You'll remember that last time, Chad was in an accident. He was walking home from work. He wasn't looking where he was going, and he fell down and hit his head. Now, he's in the hospital and doesn't remember who he is.
- Friend: Oh, Morgan, I came as soon as I heard! How is he?
- Morgan: He's still sleeping. The nurse just took his temperature. He has a fever.
- Friend: Look! He's getting up!
- Chad: What a headache! Where am I? Who am I? Who are you?
- Morgan: Chad, it's me, Morgan, your wife. Don't you remember?
- Friend: Here comes the doctor.
- Morgan: Doctor, I'm so worried. What are we going to do?
- Doctor: You must relax. It is important to stay calm. . . It seems that we'll have to operate.
- Morgan: Oh, no!



### Malcolm's Special Day

Malcolm was lying in bed at 7 a.m. on a sunny morning. He was excited because it was his birthday. His wife was still asleep. Malcolm woke her up.

“Debbie, do you know what day it is?”

“May 15th.”

“And...”

“And you have a 9 a.m. appointment with the dentist today. You have to get up!”

Malcolm was upset. “Debbie forgot my birthday,” he thought while he was brushing his teeth.

“Bye, Debbie,” said Malcolm. He was trying to seem calm and relaxed. “Maybe we'll go to a restaurant for lunch.”

“Why? What's special about today?” she asked.

“Oh, nothing.”

Malcolm wasn't nervous at the dentist's office. The pain didn't even bother him. He was thinking about his birthday, and was feeling lonely.

“Even my mother forgot to phone!” he thought.

When Malcolm came home, he slowly opened the door. “Surprise!”

All his friends and relatives were smiling and laughing.

“Happy birthday, Malcolm,” said Debbie. “Do you forgive me?”



### There's Tom

- Look. There's Tom.
- Why don't you go over and talk to him?
- Do you think I should?
- If you like him, you really ought to.
- But what if he doesn't want to talk to me?
- Well, you shouldn't worry about that.



## Making Excuses



### Family

Hi, Mom! It's Susan. I might not come to Aunt Carol's party tonight. I have a cold and a terrible headache. I'm taking a pill for the pain right now, and I'm going to lie down and relax. Don't worry! I'll call when I get up, and tell you if I'll be able to come to the party.



### The Party

After a long, busy day at work, Jason was finally going home. He was tired. He wasn't thinking about anything special.

"Perhaps I should go into the supermarket in our neighborhood, and pick up a couple of pounds of strawberries," Jason thought.

While Jason was driving to the store, his car phone rang. It was his wife, Jenny.

"Jason, where are you? Last night you promised to come home early to help me prepare the food and decorate the house. You know that we're having a party tonight."

"Oh, no!" Jason said.

"I had so much work today that I forgot about the party."

"I know it's always a good idea to remind you to come home early, even when you promise," said Jenny.

"However, this time I expected you to remember."

At first, Jason didn't understand what Jenny was talking about, but then he remembered: Jenny was having a party for him that night. It was his fiftieth birthday!



### Lunch

- How about having lunch with me, Carol?
- I'm afraid I can't today, Ted. I'm too busy.
- But you have to eat.
- No. Really, Ted, I have to work.
- Well, maybe tomorrow, then?
- Maybe.

**Tickets, Please!****Vacation**

- Bob: Could I help you with something?
- Terri: No, thanks. I've got it. I know I brought it with me. I know I didn't forget it. Looking for anything in this bag is impossible. Uh! Nothing is going right today.
- Bob: Are you sure there isn't anything I can help you with?
- Terri: Yes. Could you please . . . ?
- Bob: Take your time. I won't be going anywhere until they begin boarding.
- Terri: Oh! I remember! I put it in here. Ah, thank you so much. Now, can I get everything back into this bag?
- Bob: Here you go. I see you're going to St. Thomas.
- Terri: Yes. Are you?
- Bob: Yeah. I'm looking forward to it. It's a wonderful place.
- Announcer: Good evening, ladies and gentlemen. Delta Airlines Flight 449 to Atlanta is now available for passenger check-in.
- Terri: Well, that's my flight. I have to get my seat.
- Bob: Me, too. Please. After you.

**Tickets, Please!**

by Lily Macbeth

Ushers in theaters and concert halls around the world see performances and plays for free, and never have to wait in line for tickets. What is it like to be an usher?

“People often think that being an usher is an easy job, but it isn't,” says Peter Sullivan, an usher at the Palladium Theater. “It's difficult to stand so much! When I'm tired, I sit in an aisle seat during intermission, but my boss could fire me for that.” Ushers usually stand at the entrance to the auditorium. They give people programs, look at their tickets, and show them their seats. Ushers must keep the audience quiet, especially after the curtain goes up. It isn't always easy.

“Last night one man was talking in a loud voice while the orchestra was playing,” says Xavier Marcos. “I told him to be quiet, but he didn't stop talking. Some people were very angry, but there was nothing I could do.”

Actors and musicians sometimes work as ushers, too. Samantha Page studies acting and is also an usher. “I won't be an usher forever,” she explains. “I'm going to be famous one day. But I'll always remember beginning my career as an usher!”



### Excuse Me

- May I see your ticket and passport, please?
- Ah ... Excuse me?
- I need your ticket and your passport, please.
- Oh, sorry. I didn't understand you. Here they are.



**English**  
Discoveries  
**g** Online

**Scope and Sequence**  
**Intermediate**

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# Overview of Intermediate Courses

In the Intermediate level courses, learners access and make use of oral and written information needed for fluent communication through a variety of media and text types on a wider range of topics. Learners are exposed to and take part in oral interactions on less familiar topics in a range of situations. Oral and written texts in each of the Intermediate courses contain richer vocabulary and more complex syntactic structures relevant to the level and text type.



















Description	Topics	Course objectives
 <b>Reading</b>		
<p>Learners access written information through the following text types:</p> <ul style="list-style-type: none"> <li>• Directions, instructions, and notices (80-150 words)</li> <li>• Stories (250-300 words)</li> <li>• Articles (250- 300 words)</li> </ul>	<p>The texts are longer, written in more complex language, using richer vocabulary, and contain inferential information. They deal with less familiar topics such as: education, festivals and holidays, buying and selling, instructions and directions, current trends, etc.</p>	<p>Learners understand main ideas and supporting details in texts, draw inferences, identify points of view, apply knowledge of discourse markers to obtain information, and understand logical relationships in texts. They use the information to fill in reports, complete letters, email messages and summaries, follow instructions, and answer questions, etc.</p>
 <b>Listening</b>		
<p>Learners access oral information through the following media:</p> <ul style="list-style-type: none"> <li>• Radio programs</li> <li>• Voice-mail</li> <li>• TV programs</li> </ul>	<p>The passages are longer, use richer vocabulary and more complex language, and contain implicit information. They deal with less familiar topics such as: describing problems, celebrity and job interviews, festivals and celebrations, weather reports, quizzes, election results, etc.</p>	<p>Learners understand main ideas and supporting details, understand implicit and explicit information, draw inferences, identify and understand points of view, and apply knowledge of discourse markers to obtain information and understand logical relationships from oral texts. They use the information to fill in reports, complete letters and summaries, follow instructions, and answer questions, etc.</p>









 <b>Speaking</b>		
<p>Learners are exposed to oral interactions in familiar and less familiar situations such as: post office, mall, school, barbecue, street, gym, office, etc.</p>	<p>The longer dialogues are about a range of topics: taking exams, being late, making plans for the day, art shows, sending a parcel, buying and selling, etc.</p>	<p>Learners practice more advanced speech functions such as: expressing uncertainty, apologizing, expressing hope, issuing/declining invitations, giving a warning, etc.</p>
 <b>Grammar</b>		
<p>Learners receive explanations of and practice in more complex grammatical topics and structures relevant to their level.</p>	<p>The structures are practiced in longer sentences and dialogues on a range of topics.</p>	<p>Learners learn structures and tenses such as: Present Perfect, Passive voice, relative clauses, reported speech, conditionals, Past Perfect, past form of modals, etc. They practice using them in multiple choice, cloze, and fill-in-the-gap exercises.</p>

# Intermediate 1

## Course Map

Unit Name	Component and Title			
<b>Celebrations</b>		Radio: Call-In		Sorry I'm Late
		The First Thanksgiving		Passive Voice: With or Without Agent
<b>Bad Weather</b>		Radio: Weather		Relative Clauses: Object Clauses
		Weather Warning		Relative Clauses: Subject Clauses
		Big Storm		Relative Clauses: With or Without Relative Pronouns
<b>At Work</b>		TV: Interview		French Tie
		Overtime		Present Perfect: Contrast With Other Tenses
<b>Sending a Package</b>		Voice Mail: Family		Airmail to Tokyo
		Sending a Package		Passive Voice: Modals





<b>At Work</b>		TV: Interview		French Tie
		Overtime		Present Perfect: Contrast With Other Tenses
<b>Sending a Package</b>		Voice Mail: Family		Airmail to Tokyo
		Sending a Package		Passive Voice: Modals

# Scope and Sequence

## Education

### Unit Description





In this unit learners will listen to a radio interview with a local high school football hero. They will listen to and take part in a dialogue between two students discussing their math test, and they will read an article about the role of pre-school education today. The grammar section deals with the Present Perfect - statements, questions, and answers

Component	Summary	Objectives
<b>Radio: Sports</b> 	A local high school football hero is being interviewed on the radio.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio interview.</li> <li>match characters to their descriptions based on information in a radio interview.</li> </ul>
<b>College for Kids</b> 	This article describes how pre-school education has become extremely important for today's highly motivated parents.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an expository article.</li> <li>understand and identify points of view in an expository article.</li> <li>use the information in an article to complete a text based on it.</li> </ul>
<b>Math Test</b> 	Two male school students are discussing their math test.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express certainty/uncertainty.</li> </ul>
<b>Present Perfect: Statements Q &amp; A</b> 	Presentation and practice of statements, questions, and answers using the Present Perfect.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Present Perfect tense to talk about actions that began in the past and are still relevant in the present - in statements, questions, and answers.</li> </ul>

## Away From Home

### Unit Description




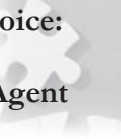
This unit deals with the problems and excitement of being away from home. Learners will watch a video and hear how a French couple is adjusting to life in the US. Learners will listen to and take part in a dialogue with a Japanese student in the US, and read about a study exchange program for learning French. The grammar section deals with the Present Perfect Progressive.

Component	Summary	Objectives
<b>Friends</b> 	In this video clip, Rene, who has just moved to the US. from France, describes his wife's problems adjusting to life away from her family.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in a video clip.</li> <li>classify information from a video clip according to categories.</li> </ul>
<b>Study Exchange</b> 	An article about Craighouse School in Glasgow and an exchange program it conducts in France.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>infer information on the basis of an article.</li> <li>use information in an article to complete a summary of it.</li> </ul>
<b>Enjoying Your Stay</b> 	A woman at a barbeque is asking another woman questions.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask/answer questions</li> </ul>
<b>Present Perfect: Progressive</b> 	Presentation and practice of the Present Perfect Progressive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Present Perfect Progressive to talk about continuous or ongoing events in the Present Perfect..</li> </ul>

## Celebrations

### Unit Description




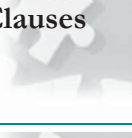
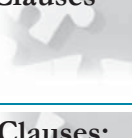
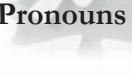
This unit focuses on celebrations and national holidays. Learners will listen to a radio call-in program about national holidays in different countries. They will listen to and take part in a dialogue of a man apologizing for being late to a barbeque, and they will read a story about Thanksgiving, an American national holiday. The grammar section deals with the Passive voice - with or without an agent.

Component	Summary	Objectives
<b>Radio: Call-In</b> 	A radio call-in program on the subject of people's favorite celebrations.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio program.</li> <li>match items on the basis of information in a radio program.</li> </ul>
<b>The First Thanksgiving</b> 	In this story Andrew describes the American holiday, Thanksgiving, to his friend Kenji.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>use information in a story to complete a summary of it.</li> </ul>
<b>Sorry I'm Late</b> 	A man rushing up to a woman at a barbeque is apologizing for being late.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they apologize/accept an apology.</li> </ul>
<b>Passive Voice: With or Without Agent</b> 	Presentation and practice of the Passive, with or without an agent.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Passive with or without an agent in statements and questions (using a range of tenses) when the "doer" is unknown or less important than the action itself.</li> </ul>

## Bad Weather

### Unit Description





This unit deals with different aspects of the topic of bad weather. Learners will listen to the radio weather report warning of a bad storm approaching. They will listen to and take part in a dialogue of a couple deciding what to do in case of bad weather, and they will read a weather warning notice. The grammar section deals with Relative Clauses - object, subject, and with or without relative pronouns.

Component	Summary	Objectives
<b>Radio: Weather</b> 	The morning radio weather report warns listeners of inclement weather approaching the area.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and details in a radio report.</li> <li>use the information in a radio report to complete a written dialogue.</li> </ul>
<b>Weather Warning</b> 	The National Weather Service has published a weather warning notice.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>follow instructions in a warning notice.</li> </ul>
<b>Big Storm</b> 	A man and a woman at a barbeque are deciding what to do if it rains.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express hope that something does/doesn't happen.</li> </ul>
<b>Relative Clauses: Object Clauses</b> 	Presentation and practice of object relative clauses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use object pronouns in relative clauses in sentences.</li> </ul>
<b>Relative Clauses: Subject Clauses</b> 	Presentation and practice of subject relative clauses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use relative clauses in sentences to modify the subject of the sentence by giving more information about it.</li> </ul>
<b>Relative Clauses: With or Without Relative Pronouns</b> 	Presentation and practice of relative clauses with or without pronouns.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use relative clauses with or without relative pronouns in sentences.</li> </ul>

## Arts and Entertainment

### Unit Description

In this unit learners will listen to a radio interview with members of a rock band. They will listen to and take part in a dialogue where a boy is inviting a girl to an art exhibition, and they will read an article about a man who uses garbage to create works of art. The grammar section deals with the Passive Voice: indirect form.




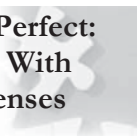
Component	Summary	Objectives
<b>Radio: Music</b> 	A radio interview with members of the rock band, "The Institute of Music."	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and details in a radio interview.</li> <li>complete an ad on the basis of information in a radio interview.</li> <li>classify information from a radio interview according to categories.</li> </ul>
<b>The Garbage Man</b> 	An article about Henry who collects things that people throw away and turns them into works of art.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and details in an article.</li> <li>classify items from an article into categories.</li> </ul>
<b>Picasso Exhibit</b> 	A boy at school is inviting a girl to an art exhibit.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they invite/decline an invitation.</li> </ul>
<b>Passive Voice: Indirect Form</b> 	Presentation and practice of the indirect form of the Passive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the indirect form in the passive where the indirect object becomes the subject of a passive verb.</li> </ul>



## At Work

### Unit Description





This unit deals with various aspects of the workplace. Learners will watch a video clip of a woman being interviewed for a job. They will listen to and take part in a dialogue of a couple deciding whether or not to buy a tie, and they will read a notice advising workers to consult with the new accountant. The grammar section deals with the Present Perfect in contrast with other tenses.

Component	Summary	Objectives
<b>TV: Interview</b> 	A video clip of Karen being interviewed for a job with an advertising agency.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand detailed information in a TV interview.</li> <li>draw inferences on the basis of information in a TV interview.</li> </ul>
<b>Overtime</b> 	A notice advises colleagues at a firm to visit the new accountant if they have any questions about their new work contracts.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a notice.</li> </ul>
<b>French Tie</b> 	A couple at a men's clothing store are deciding whether or not to buy a tie.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they make up their minds about something.</li> </ul>
<b>Present Perfect: Contrast With Other Tenses</b> 	Presentation and practice of the Present Perfect in contrast with other tenses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>decide whether to use the Present Perfect or other tenses in statements and questions based on the meaning of the sentence.</li> </ul>

## Sending a Package

### Unit Description

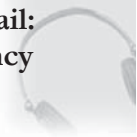



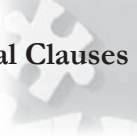

In this unit learners will listen to a voice-mail message about a parcel of baby clothes that were sent. They will listen to and take part in a dialogue between a woman sending a package and postal clerk, and they will read step-by-step instructions on sending a parcel. The grammar section deals with the passive modals.

Component	Summary	Objectives
<b>Voice Mail: Family</b> 	A voice-mail message from Deirdre's mother-in-law informs her about a parcel she sent containing baby clothes.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in a voice-mail message.</li> <li>draw inferences on the basis of a voice-mail message.</li> </ul>
<b>Sending a Package</b> 	Step-by-step instructions are given for wrapping and sending a parcel through the mail.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>follow instructions.</li> <li>draw inferences on the basis of information in instructions.</li> </ul>
<b>Airmail to Tokyo</b> 	A woman at the post office is asking the clerk questions about sending an airmail package.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they clarify/give details about an everyday event.</li> </ul>
<b>Passive Voice: Modals</b> 	Presentation and practice of Passive modals.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use modals to express possibility, probability, and obligation in passive statements and questions.</li> </ul>

## Emergency

### Unit Description

This unit deals with different emergency situations. Learners will listen to a voice-mail message from someone who has been in an accident. They will listen to and take part in a dialogue in which a girl is telling her friend that she is supposed to go and babysit, and will read a story about a woman who is on her way to have a baby when the car runs out of gas. The grammar section deals with Clauses: noun clauses, adverbial clauses, and a review.

Component	Summary	Objectives
<b>Voice-Mail: Emergency</b> 	In this voice-mail message, Mary informs John about an accident in which she and Mike were involved.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in a voice-mail message.</li> <li>understand the sequence of events described in a voice-mail message.</li> </ul>
<b>Marge Has a Baby</b> 	A story about Marge, who is having a baby. Her husband is driving her to the hospital when he runs out of gas along the way.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in a story.</li> <li>draw inferences on the basis of information in the story.</li> </ul>
<b>I Have to Go</b> 	A girl at a barbeque is telling a boy that she is supposed to go and babysit.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express obligation.</li> </ul>
<b>Clauses: Noun Clauses</b> 	Presentation and practice of noun clauses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use noun clauses in sentences and questions to provide and ask for information.</li> </ul>
<b>Clauses: Adverbial Clauses</b> 	Presentation and practice of adverbial clauses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use adverbial clauses of various kinds to provide more information about an action or event in the main clause in a sentence.</li> </ul>
<b>Clauses: Review</b> 	Review of clauses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of the use of clauses in sentences and questions.</li> </ul>

## Explore Texts

### Education



#### Sports

Duke: Welcome to “Local Athletes.” Today's guest is Joe Norse, a secondary school student who has helped his football team win the city championship for the last three years. I myself have seen Joe play, and let me tell you, he has really mastered the game of football. Joe, your school, Jefferson High, has been attended by some of the greatest football players ever. Hank “The Tank” Perry and Dick Verall both graduated from Jefferson. How does it feel to be playing on the same field as those great players?

Joe: Well, Duke, it motivates me, for sure. Our school has always had a great history of producing famous athletes.

Duke: Your coach, Fraser Washington, always says: “A team that is motivated is a team that wins.” Do you agree?

Joe: Yes, I do. It's a fact that even a team with lots of great players can lose if there is no motivation to win.

Duke: Joe, I understand you've already been invited to visit several colleges that are interested in you. Have you accepted any offers yet?

Joe: No, not yet, Duke. Right now I'm thinking mostly about passing my exams and getting my diploma.

Duke: Well, you've made an intelligent decision. Good luck, Joe.

Joe: Thanks, Duke.



### College for Kids

Pre-school education is changing. Once, elementary school was the place to learn 1-2-3 and A-B-C. But today, highly motivated parents have begun teaching these basics to their children before they start school.

Kindergarten has now become a mini-college, where geography, history, and even mathematics are taught. Small children are even given homework assignments.

Professor David Shift, who is the Director of Early Childhood Education at the University of Highville, says, "We must simply accept the fact that children today know more than children did years ago."

Eleanor Idle, of the New School Institute, doesn't agree. "Children need to be children. They learn as they play. They don't need formal education this early. It just isn't normal. Soon they'll be given entrance exams for kindergarten. Very young children shouldn't spend their time worrying about grades and diplomas!"

Dr. Idle believes that if there is already so much competition in kindergarten, there is no limit to how much there will be in high school. "We don't need to make it any harder on students than it already is," she says. "After all, there were still many college graduates when playing was all children did in kindergarten."

Many people who agree with Idle say that early childhood programs should offer subjects that children enjoy and do well in naturally, like art, music, science, and gym. After all, learning should be child's play.



### Math Test

- How did you do on that math test yesterday?
- That was the hardest test I've ever taken.
- Yeah. I wonder if Mr. Pascal has graded them yet.
- I'm sure he has.
- How can you be so sure?
- I saw him this morning, and he wasn't happy at all.

## Away From Home



### Friends

Eric: Salut!

Rene: Cheers.

Eric: So what brought you to the States?

Rene: I was working in the Paris office. I had been there five years, and I felt I needed a change. I had learned there everything I could. So, I asked for a transfer to the international department, and here I am.

Eric: What kind of work have you been doing?

Rene: Lately, I've been practicing my English and trying to get used to this life in the United States. That's what I've been doing.

Eric: So, how do you and your wife like living here?

Rene: Very nice, but we've only been here a short while, really. My wife misses her family.

Eric: She gets homesick?

Rene: Yes, she gets homesick. She's alone all day, you know. I work, I keep busy. But she's here by herself. I think she has too much free time. She's been calling her family almost every day in France. And calling long-distance can be very expensive, and I'm not sure it helps very much...

Eric: I know what you mean.



### Study Exchange

Craighouse School in Glasgow has been sending children overseas to France on an exchange program since 1971. The students' French improves a lot, and when they come back they usually no longer need a French tutor to help them outside of school. The children who take part in the exchange program have to be over the age of thirteen.

Mrs. Bankes, whose daughter is participating in this year's exchange group, says, "I think it's a wonderful opportunity for Kim. Although she has only been away for a month, I have already started to miss her. I've been making long-distance calls to Paris about once a week since she left."

Anyone who has seen Kim in Paris knows that she hasn't been missing anyone. Kim is very happy with the program. She says that her French has really improved, and hearing her French accent, it was easy to believe her.

"I haven't been homesick even once," Kim says. "I have made several new friends and I have a great roommate, Chantal, who I will keep in touch with when I leave. I don't even feel like going home at all."

The exchange program also helps these young people meet again after the program has ended, and friends like Chantal and Kim will probably meet at Kim's home in Scotland next year. Of course, that's if Kim hasn't already decided to stay in France and become a French citizen!

Parents who are interested in sending their children abroad on this program should contact the Craighouse School in Pollock, Glasgow.



### Enjoying Your Stay

- Well, Akiko, are you enjoying your stay in the US?
- Oh, yes. Very much.
- How long have you been here?
- Only about two weeks, but I've already seen a lot.
- Have you started school yet?
- Not yet. School starts tomorrow. I'm really looking forward to it.

## Celebrations



### Call-In

- Host: Welcome, listeners, to today's "Call-in Line." I'm your host, Doug, and on today's show I'd like to hear about your favorite celebration. Good morning, caller number one. You're on the air.
- Stella: Hi, Doug! This is Stella. My favorite celebration has always been Independence Day. Last year we had a fireworks display and our annual bake sale. I baked old-fashioned apple pie.
- Host: I can almost taste that apple pie. Thank you, Stella. Now we go to Gertrude, who's been waiting on the line.
- Gertrude: Hello. This might sound unusual, but in England, where I was born, there is a Bank Holiday festival. It has always been a tradition to celebrate it with a fair in a park. There is usually a parade as well.
- Host: That sounds very English, Gertrude. Now, are there any men out there celebrating anything?
- Mike: Hi, Doug. My name is Mike, and my favorite celebration is Thanksgiving. I am a descendant of one of the first Englishmen who came to America. I was born here, and I consider it an honor to be an American.
- Host: Well, it's been an honor for us to have you on our program, Mike! And now, our last caller is...
- Penelope: Penelope. My favorite celebration was my 97th birthday. My whole family gathered for the event.
- Host: Penelope, your favorite celebration really is unique. Well, that's all we have time for today. Have a spectacular day, listeners, and let's keep talking to each other.





### The First Thanksgiving

Andrew and Kenji were sitting outside Kenji's house with nothing to do. Suddenly Andrew stood up. "Let's go inside and watch the Thanksgiving Day Parade on TV," he said.

"What's Thanksgiving Day?" asked Kenji.

"You don't know what Thanksgiving Day is?" Andrew asked, surprised. "It's a holiday that Americans celebrate in honor of everything that this country offered to our ancestors, who were among the first immigrants to the US. When they first came to America, they saw that there was enough food and opportunity for everyone. They were even helped by the Indians\*, who taught them how to grow all kinds of new vegetables, such as corn and yams, or sweet potatoes. So every year we celebrate Thanksgiving Day."

"What do you do on Thanksgiving Day?" asked Kenji.

"Well, it's traditional to eat a big meal together. We eat food that symbolizes the new food that was found here by our ancestors. At our house we usually eat turkey with sweet potatoes and Indian corn bread. We usually have pumpkin pie for dessert, too," said Andrew.

"I've never had sweet potatoes or pumpkin pie. They sound interesting," Kenji said.

"But what is this parade that you want to see?"

"Oh, it's an annual event. Every Thanksgiving a giant parade is held by one of the most famous department stores in New York," Andrew explained. "And at the end of the parade, children can even see Santa Claus, who is visiting from the North Pole. Santa Claus is invited to remind children and parents that Christmas is not far away. Well, now that I've told you all about Thanksgiving, do you want to come to my house for dinner and watch the parade?" asked Andrew.

"Sure. I'd love to," said Kenji.

\* Today it is more acceptable to use the term 'Native Americans.'



### Sorry I'm Late

- Oh, I'm sorry I'm late.
- Oh, that's all right.
- But I promised to be on time today.
- Really. It doesn't matter. I've been having a good time.
- Oh? What have you been doing?
- Just talking with Mark.

## Bad Weather



### Weather

Announcer: And here's Will Tide with the weather report.

Will: Good morning, listeners. Wrap yourselves up warmly today, because the weather will continue to be cold and frosty with a chance of fog in low areas. According to national weather reports, the storm which was expected later today is traveling at fifty miles an hour, and should reach this area around midnight tonight. Strong winds and heavy rains are expected, along with thunder and lightning. There is a chance of flooding, and light ships have been warned of the danger. Temperatures will be below average for this time of year, with an expected low of forty degrees Fahrenheit.

Tomorrow will be cool and dry, with cloudy skies and normal temperatures.

Tomorrow evening temperatures will continue to go up, and bright sunshine and above-average temperatures are expected for the weekend.

Well, I'm sure we'll all be glad to have a break from the rain.

That's all from the weather room. So for now, stay warm and keep dry.



### Weather Warning

This is a warning from the National Weather Department. Although we have been having a lot of warm sunshine recently, the weather is going to change very soon. According to our weather reporter, a fall in temperature to below five degrees Fahrenheit is expected by tomorrow morning. There will be freezing winds of up to sixty miles an hour as well as heavy rains, which may cause flooding in the city and terrible damage. People should stay home and look after themselves. Please make sure that your children and animals are kept inside.



### Big Storm

- Look at those clouds!
- Oh, dear. I hope it doesn't rain.
- Me, too. But it sure looks like a big storm is coming.
- Well, if it rains we can eat inside.
- What if it starts before the food is ready?
- Let's just hope that it doesn't.

**Arts and Entertainment****Music**

- DJ: Hello, listeners. This is Lex Benedict on WNOW. I hope you're enjoying yourselves this evening. We have some guests with us tonight that all you college students out there should be interested in. They are the members of a hot new rock band called "The Institute of Music," and they are all graduates of State University. Their first concert was held last week at the University's science auditorium, where they were a great hit with the students. They say that attendance at the concert was higher than at most lectures. Now, let's hear the musicians introduce themselves.
- Professor: OK. I'll start... I'm Professor Barry Jameson, and I'm the lead singer of the band.
- DJ: It's very unusual to find a geography professor who is also in a rock band. Can you tell us when you started being interested in music?
- Professor: Well, I was given a guitar by my wife when I was accepted as a professor here at State University. I've been playing ever since.
- DJ: OK. Let's take a break while we listen to your new song, "Examination Blues"...and here it is...

**The Garbage Man**

Have you ever thought about the cigarette packs and food wrappers that people in your city throw away? Harry Morgan has; he collects them. Have you heard of recycling? Well, Harry doesn't just recycle; he creates works of art from the things he collects. Ever since Harry was a child, he has been interested in making models out of unusual things. Over the years, he has used a variety of materials. "The good thing about garbage," Harry's been heard to say, "is that there's always plenty of it." Some of his earlier works were made from bicycle parts, broken machines, and even old farm equipment. They have been made from every piece of garbage that Harry could get his hands on.

Harry's latest collection, which is being exhibited at the Plaza Art Gallery, is even more unusual. He has made sculptures, which are built from wastepaper only. One of these, which is called "Harmony," is made of empty cigarette packs and matchboxes. Another work, called "Love in the Morning," has been made out of breakfast cereal boxes and pieces of old newspaper.

This is hardly what one would call art. Or is it? Why not come and judge for yourself? Visit the Plaza Art Gallery and explore the world of Harry's art.

Harry is quickly becoming the "Champion of Garbage Art," and soon many people may find themselves joining the Harry Morgan fan club.



### **Picasso Exhibit**

- Jenny, have you been to the Picasso exhibit at the Tate yet?
- No, I haven't, but I'd like to see it.
- Well, how about going with me tomorrow?
- Sorry. I can't. Tomorrow is my father's birthday, and we've been planning a party for him for weeks.

**At Work****Interview**

Bob: Karen, I'm Bob Johnson. I'm sorry you had to wait so long. Can I offer you some coffee?

Karen: No. No, thank you.

Bob: Please, have a seat. Karen, I've read over your application. I thought it was very good. I see you've had some experience working with advertising agencies. Is that right?

Karen: Yes, it is. Actually, I've worked for three ad agencies. But Kenyon-Barnett is the most important. The other two were only temporary positions for about six months each.

Bob: So, tell me about it.

Karen: Well, I've been in the advertising field for almost three years now. Last year I worked as a receptionist, then as a secretary. But this year I've done a lot more. I've been to planning meetings. I've written some copy for a new client who has a small candy factory. And I've taken some classes in copywriting at Fordham University. I put all that in my resume. Have you received it yet?

Bob: I'm sorry. I've seen so many people today; it's hard to keep everything straight.

**Overtime**

Colleagues! Have you been working overtime a lot lately? Are you confused about the new work contracts you are required to sign? Do you think you qualify for a raise or promotion? Our firm's bright new accountant can help you.

If you keep track of your working hours and expenses, she can help you save income tax, too! Make an appointment to see her this week. She will look over the figures you bring her, and spend time talking with you. Remember: your future is safe with us!

**French Tie**

- What do you think of this tie?
- Hmm. Isn't it a little too bright?
- I don't think so. A lot of executives wear ties like these.
- What is it made of?
- One hundred percent silk. And it comes from France.
- OK. Let's buy it.

## Sending a Package



### Family

Hello, Deirdre? Aren't you home yet? This is your mother-in-law, who lives in California, and hasn't heard from you in weeks. I've been doing some shopping and have sent you a parcel that contains new clothes for the baby. I've sent it special delivery, so you should receive it by Friday. The parcel is specially wrapped, so let the baby open it by himself. Let's speak to one another soon. Give a kiss to the baby for me. Bye.



### Sending a Package

The first step in sending a parcel is to find a box, a large envelope, or some strong paper in which your parcel may be wrapped. Make sure that it is wrapped properly, or the post office will not accept it.

Next, decide which kind of delivery is best, according to how urgently the package is needed. Surface mail, which sends parcels by boat, is the cheapest, but also the slowest. Regular airmail is faster, but may not be good for heavy packages. If you want your parcel to be delivered by the next weekday, it should be sent express.

If you choose the regular mail service, and you have a scale and stamps at home, you can simply call the post office to find out how much postage is needed. Then, all you have to do is place your parcel in the nearest mailbox and with luck, it will be delivered on time. If, however, you choose the express service or surface mail, you will have to take your package to the post office, where it will be weighed and you will be told how much postage needs to be paid.



### Airmail to Tokyo

- I'd like to send this package airmail to Tokyo.
- Sure. Let's see. It weighs 14 pounds. That's \$40.
- Sorry. How much did you say?
- Forty dollars, ma'am.
- How long will it take to get there?
- It'll be there in about ten days.

## Emergency



### Emergency

John, where are you? It's Mary. I've been trying to call you all evening. Listen, John. There's been an accident. We were crossing that bridge on Route 6, when this big truck came speeding towards us. It crossed over onto the wrong side of the road, and there was nowhere for us to go. It was awful!

I've never been so scared in my life. An ambulance was called, and we were rushed to the emergency room at Parker General Hospital. I'm OK, but Mike's being kept in the hospital. Nothing serious; he's just hurt his leg. We've been waiting to find out whether it's broken. Please call me as soon as you get in. Bye.



### Marge Has a Baby

“Alex, you've been waiting in the house with me for three days already. I can take care of myself. If there's an emergency, I'll call you at work.” Marge tried to calm her husband, who was very worried about leaving her alone when she was so close to having their baby. “I'd rather go somewhere nice today, perhaps for a walk in the park. It hasn't been that cold outside. Don't worry,” she said, as she was putting on her coat. “Isn't that dangerous, Marge?” asked Alex, still worried. But his wife was already going out the door. “Why don't I take you for a nice drive through the park? I know a very pretty route,” Alex said.

Marge agreed, and they set out. However, on the way to the park, Marge felt a pain in her stomach. “You've been very quiet these past few minutes, dear. Is everything all right?” Marge looked at Alex, her face white. “Quick! We must get to the hospital. The baby is coming. Forget about asking for directions. I know the way. No! Take the road on the left. You didn't signal left!” she shouted at him. “I hope that we get there in time,” Alex said. “We must rush.” “You've just gone over the speed limit!” shouted Marge.

“And you're having a baby!” Alex shouted back. Suddenly, the car stopped.

Marge turned to Alex. “Why have you stopped?” she said. “Go on!”

“I can't. We don't have any more gas. I'll have to call an ambulance from the car phone. You know, I knew a woman who had a baby in an ambulance.”

“Really?” laughed Marge, in between pains.

Soon, an ambulance came speeding towards them. The driver helped Marge into the ambulance, and they rushed to the hospital. But Marge couldn't wait.

The baby was born on the way.



### **I Have to Go**


















- Oh, no! It's three o'clock. I have to go.
- What? Why so early?
- I'm supposed to babysit for my brother at four o'clock.
- Can't you stay until at least four?
- No, really. I can't. I'm supposed to be home at 3:30.
- Well, OK. See you later.






















# Intermediate 2

## Course Map

Unit Name	Component and Title			
<b>Buying a Car</b>		Radio: Ad		The Car
		Buying a Used Car		Conditionals: Real
<b>Accidents</b>		TV: Bad Back		Look Out!
		Cliff Terror		Past Perfect: Progressive
<b>Problems</b>		Voice Mail: Family		Fried Fish
		A Foreign Affair		Past Perfect Simple
<b>Helping Out</b>		TV: Neighbors		Past Perfect: Review
		She Owes You a Favor		Reported Speech: Statements and Questions
		Let's Go		

<b>Dreams and Ambitions</b>		Radio: Soap Opera		Assignments
		The Singer		Conditionals: Unreal





<b>Money Matters</b>		Radio: Quiz		The Raise
		Get Your Money's Worth		Reported Speech: Time Aspects
<b>Politics</b>		Radio: News		New Manager
		Brown's Campaign Problems		Reported Speech: Review
<b>Instructions</b>		Radio: Weather		Causatives/Permissives: Active
		Flight Information		Causatives/Permissives: Passive
		Would You Mind?		

# Scope and Sequence

## Buying a Car

### Unit Description





This unit deals with various aspects of buying a car. Learners will listen to a radio interview with two people who have just bought a car. They will listen to and take part in a dialogue in which a man tries to persuade a woman to buy his car, and will read a notice with tips on buying a used car. The grammar section deals with real conditionals.

Component	Summary	Objectives
<b>Radio: Ad</b> 	A radio interview with customers at Car City about the bargains they found there.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio ad.</li> <li>classify information from a radio ad according to categories.</li> </ul>
<b>Buying a Used Car</b> 	A notice with pointers about what to do and what not to do when buying a used car.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a notice.</li> <li>draw inferences on the basis of the information in a notice.</li> <li>use the information in a notice to complete a related ad.</li> </ul>
<b>The Car</b> 	A man is persuading a woman to buy a second-hand car.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they persuade someone/refuse an offer.</li> </ul>
<b>Conditionals: Real</b> 	Presentation and practice of real conditionals.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use real conditionals to talk about real possibilities in the present in sentences.</li> </ul>

## Accidents

### Unit Description





In this unit learners will watch a video clip of someone who hurts his back because he insists on lifting a heavy sofa by himself. They will listen to and take part in a dialogue in which an elderly woman reprimands a teenager for riding his bike dangerously, and will read a story about two girls who get lost on a climbing trip. The grammar section deals with the Past Perfect Progressive.

Component	Summary	Objectives
<b>TV: Bad Back</b> 	In this video clip, Fran and Ben buy a sofa at an outdoor sale. Ben tries to move the sofa himself and hurts his back.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in a video clip.</li> <li>understand implicit cause and effect relationships in a video clip.</li> </ul>
<b>Cliff Terror</b> 	Susan and Ellen join a hiking group on a trip to Canyon Park. They get separated from the group and find themselves on a cliff.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>understand the cause and effect relationships in a story.</li> </ul>
<b>Look Out!</b> 	An elderly woman is reprimanding a teenager for riding a bicycle dangerously.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>will take part in a dialogue in which they warn/accept a warning.</li> </ul>
<b>Past Perfect: Progressive</b> 	Presentation and practice of the Past Perfect Progressive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Past Perfect Progressive in sentences and questions to talk about actions or situations that continued up to a certain point in the past.</li> </ul>

## Problems

### Unit Description





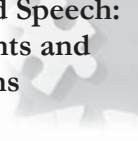
This unit deals with everyday problems. Learners will listen to a voice-mail message in which a woman asks her friend to do her a favor because her car has broken down. They will listen to and take part in a dialogue in which a couple are commenting on the meal they received in a restaurant, and will read a story about a woman getting ready for a party she doesn't want to go to. The grammar section deals with the Past Perfect Simple.

Component	Summary	Objectives
<b>Voice Mail: Family</b> 	A voice-mail message in which Lori asks Marcy to pick up a dress at the cleaners for her.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a voice-mail message.</li> <li>understand the cause and effect relationships in a voice-mail message.</li> </ul>
<b>A Foreign Affair</b> 	In this story Melanie is preparing for a party she will be attending with her politician husband.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>use the information in a story to complete an e-mail message.</li> <li>use implicit information in a story to predict its continuation.</li> </ul>
<b>Fried Fish</b> 	A man and a woman are expressing satisfaction/dissatisfaction to a waiter about the food they received.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express satisfaction/dissatisfaction.</li> </ul>
<b>Past Perfect: Simple</b> 	Presentation and practice of the Past Perfect Simple.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Past Perfect Simple in sentences to emphasize that one event happened before another, and in reported speech when the main verb is in the Past or Present Perfect.</li> </ul>

## Helping Out

### Unit Description

This unit focuses on people who have helped others out. Learners will watch a video clip in which a neighbor offers help to his new neighbor. They will listen to and take part in a dialogue in which a student asks for help with an assignment, and will read a story about someone helping out a friend. The grammar section deals with a review of the Past Perfect, and Reported Speech - statements and questions.





Component	Summary	Objectives
<b>TV: Neighbors</b> 	A video clip in which Eric Jordan introduces himself to his new neighbor, Rene, who comes from France.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in a video clip.</li> <li>understand cause and effect relationships in a video clip.</li> </ul>
<b>She Owes You a Favor</b> 	A story in which Barry tells his friend Marcello about his experiences the previous night.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>draw inferences on the basis of information in a story</li> </ul>
<b>Let's Go</b> 	A female student is talking to a male student sitting in the library. She is asking for help with a geography assignment.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask for/agree to help and make/accept a suggestion.</li> </ul>
<b>Past Perfect: Review</b> 	Review of the Past Perfect.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of the use of the Past Perfect Simple, Progressive and in reported speech, to differentiate between two actions that occurred in the past that are mentioned in the same sentence.</li> </ul>
<b>Reported Speech: Statements and Questions</b> 	Presentation and practice of statements and questions in reported speech.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use reported speech in questions and statements to report or describe ideas without using the speaker's exact words.</li> </ul>



## Dreams and Ambitions

### Unit Description


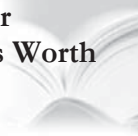


In this unit learners will listen to a radio soap opera in which a young woman talks about someone she met who may be the man of her dreams. They will listen to and take part in a dialogue in which one student is asking another for the history assignment, and will read a story about a girl who dares to try out for the school concert. The grammar section deals with the unreal conditional.

Component	Summary	Objectives
<b>Radio: Soap Opera</b> 	A radio program in which Julie tells her friend Rob about the new man of her dreams.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an episode of a radio soap opera.</li> </ul>
<b>The Singer</b> 	In this story, Cindy, who loves to sing but doesn't have much self-confidence, finally tries out for the school concert.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>apply knowledge of contrast markers to understand ideas in a story.</li> </ul>
<b>Assignments</b> 	A male student is requesting a history assignment from a female student.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask for/give something.</li> </ul>
<b>Conditionals: Unreal</b> 	Presentation and practice of unreal conditionals.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use unreal conditionals to talk about things that are impossible or unlikely to happen in the present and future.</li> </ul>

## Money Matters

### Unit Description





In this unit learners will listen to a radio quiz in which contestants compete for valuable prizes. They will listen to and take part in a dialogue in which a woman is telling a friend that she asked her boss for a raise, and will read an article about the problems of buying good furniture at reasonable prices. The grammar section deals with time aspects of reported speech.

Component	Summary	Objectives
<b>Radio: Quiz</b> 	“Get Rich Quick” is a radio quiz show involving two glamorous women and valuable prizes.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio quiz show.</li> <li>apply knowledge of reported speech to understand information in a radio show.</li> </ul>
<b>Get Your Money's Worth</b> 	An article describing the difficulties of buying furniture.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>apply knowledge of direct and reported speech to understand advice given in an article.</li> <li>draw inferences from information in an article.</li> <li>use the information in an article to complete an advertisement.</li> </ul>
<b>The Raise</b> 	A woman in a restaurant is telling her male friend that she asked her boss for a raise.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they report information.</li> </ul>
<b>Reported Speech: Time Aspects</b> 	Presentation and practice of time aspects of reported speech.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the correct tense and time expressions in sentences using reported speech to talk about what someone said.</li> </ul>

## Politics

### Unit Description




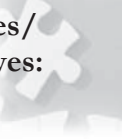
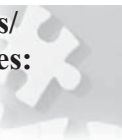
In this unit learners will listen to a radio newsbreak of the results of an election. They will listen to and take part in a dialogue in which two colleagues are exchanging opinions on the hiring of a new manager, and will read an article about a fire at the election headquarters of a local politician. The grammar section deals with a review of reported speech.

Component	Summary	Objectives
<b>Radio: News</b> 	A radio newsbreak on the results of the recent elections.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio news report.</li> <li>use their knowledge of reported speech to understand information in a radio report.</li> </ul>
<b>Brown's Campaign Problems</b> 	An article about a recent fire, believed to be arson, at the headquarters of election candidate, Mr. James Brown.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>apply knowledge of direct and reported speech to understand information in an article.</li> <li>use information in an article to complete a report.</li> </ul>
<b>New Manager</b> 	Two businessmen in an office are exchanging opinions on the hiring of a new manager.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express displeasure about something.</li> </ul>
<b>Reported Speech: Review</b> 	Review of reported speech.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of reported speech to talk about what someone says or thinks without using their exact words.</li> </ul>

## Instructions

### Unit Description

This unit deals with instructions of various kinds. Learners will listen to a radio program with instructions on preparing your home for stormy winter weather. They will listen to and take part in a dialogue in which a worker gives instructions to a colleague, and will read instructions about clearing customs and claiming baggage after a flight. The grammar section deals with Causatives/Permissives: active and passive voice.

Component	Summary	Objectives
<b>Radio: Weather</b> 	On the radio program, “The Home Repair Show,” Hank Hanson tells listeners what they should do to prepare their homes for winter.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand factual information in a radio home advice program.</li> </ul>
<b>Flight Information</b> 	Instructions to help passengers get through customs and baggage claim easily.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>follow instructions.</li> <li>apply knowledge of sequence markers to understand the sequence of events in a process.</li> <li>identify the target audience of instructions.</li> </ul>
<b>Would You Mind?</b> 	A woman is giving polite instructions to a young man sitting at a computer.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they give/receive polite instructions.</li> </ul>
<b>Causatives/Permissives: Active</b> 	Presentation and practice of the active form of causatives and permissives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use causatives and permissives in active, affirmative, and negative sentences and questions, to describe situations in which a person allows or obliges someone to do something.</li> </ul>
<b>Causatives/Permissives: Passive</b> 	Presentation and practice of the passive form of causatives and permissives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use causatives and permissives in passive sentences and questions, to emphasize the receiver of an action that we want done to something or someone.</li> </ul>

## Explore Texts

### Buying a Car



**Announcer:** It's the end-of-the-year sale, and here at Car City you'll find fantastic bargains! We have brand new and used cars, economy-sized cars, and luxury models, all at reasonable prices! Don't make the same mistake that Ron Gardner made. He bought a used luxury car somewhere else and isn't satisfied with it. Ron, tell us about it.

**Ron:** That's right. My name's Ron, and I just bought a used car about a week ago. If I had come to Car City first, I could have bought the latest model of the same car at the same price! And with extra features, too.

**Announcer:** Lara Davids, tell us about the wonderful deal you got at Car City.

**Lara:** Hi. I'm Lara! I just bought a brand new Beamer Coyote. It's so beautiful! It's automatic and has all the latest features! The best part is the price. I paid ten percent as a down payment, and I'm paying the rest off in monthly payments. When I told my sister about it, she said that she had just bought a car here, too, and had gotten a really great deal. Everybody's coming here, so if you don't come now, there won't be any cars left!

**Announcer:** You heard it, folks. Car City is the place to buy cars. We guarantee you won't find a better deal anywhere!



### Buying a Used Car

When buying a used car, the first rule is: Don't go alone! Get a friend to go with you. Also, if you decide to buy a car through a used-car dealer, try to have someone recommend a good dealer. Next, decide what kind of car you have in mind. Consider the different features that you'd like your car to have. For example, do you want an automatic gearshift? Do you want the latest luxury model, or something older? When you have found a car you like, ask the dealer to let you drive it. Before you make up your mind, you ought to have it checked by a mechanic. If he is satisfied with it, you can then start bargaining with the dealer about the method of payment and price.



### The Car

- Here it is. Only \$5,000.
- Hmm. This isn't exactly what I had in mind.
- Well, I could lower the price to \$4,000.
- No,... this just isn't what I need.
- I could paint it for you. What color would you like?
- No. I'm sorry. This car simply isn't what I wanted.

## Accidents



### Bad Back

Fran: Ben, be careful with that! I don't want you to hurt yourself.

Ben: Don't worry. I can take care of myself.

Fran: You bought it. Good for you! How much did you pay for it?

Ben: Seven-fifty. Are we about ready to go?

Fran: I think so. But you know you're not supposed to carry things like that by yourself. You have a bad back. Maybe we can have someone take it to the car for us.

Ben: Fran, I can do it.

Fran: I wish you would wait until we have somebody that can help you.

Ben: Oh! Ouch!

Fran: Ben!

Ben: I hurt my back!

Fran: Oh, no! I told you not to carry it by yourself.

Ben: I need to lie down.

Anita: What happened? Did he fall?

Fran: No. He hurt his back.



### Cliff Terror

Susan and Ellen had been looking forward to their first hiking trip with the University Outdoors Club. Susan was a little afraid, however, because she had never gone hiking before.

“What if I’m too slow? I’ll be left behind, and get lost,” she said.

“Don’t worry,” answered Ellen. “If you get tired, I’ll have some other student carry you up the hill.”

The next day, the group left the city at 5 a.m. as planned. By the time they reached Canyon Park, the sun had risen. They had been hiking for two hours when Susan said, “You were right. Hiking is fun! If I had known how easy this would be, I wouldn’t have been so afraid.”

Suddenly Ellen realized that they had taken a wrong turn. “Where are the other members of the Outdoors Club? I don’t see them anywhere. I think we’re lost.”

“Oh, no! I knew I shouldn’t have come. Who’s going to rescue us? Imagine being here all night!”

“Take it easy, Susan. I didn’t get us lost on purpose.”

The girls arrived at a cliff, and saw an enormous pool of water. Ellen hesitated and said, “Well, we can either go down by rope, or we can jump. Let’s use the rope. I’m too scared to jump.”

“You? Afraid?!” exclaimed Susan. “You were the one who wanted to go on this hike. Let’s jump. It’s too rocky and slippery to climb down.”

“Susan,” said Ellen, “I’ve never told you this, but I don’t know how to swim. I just can’t jump into that water.”

Susan followed her friend unhappily down the cliff. They had just arrived at the bottom, when suddenly she slipped and fell.

“Oh... my foot!” she cried. Ellen rushed to her side.

“Here. Let me have a look. It’s not bleeding. It’s only a minor injury.” But that didn’t stop Susan from complaining. “Ellen, if we get rescued and I recover from this, I will never listen to you again!”



### Look Out!

- Look out for that little girl!
- I saw her.
- Are you allowed to ride your bike on the sidewalk?
- Of course. I do it all the time.
- You mustn’t ride so fast! You could hurt someone.
- It’s OK. I’m very careful.



**Problems****Family**

Hi, Marcy. This is Lori. Would you do me a favor? I'm really stuck. Could you pick up my dress at the dry cleaners for me? I wanted to wear it to the party tonight. I was supposed to get it this afternoon, but my car is still at the garage. The mechanic said that I needed to have a lot of work done on it because of the accident. I've had new tires put on, they've repaired an oil leak, and the brakes needed to be replaced. Thanks a lot. Bye.

**A Foreign Affair**

“Melanie, are you ready yet?” Neil shouted impatiently. “If you don't hurry, we're going to be late.”

Melanie had just finished getting dressed. She had put on her best jewelry. She had even had her hair done. She looked at herself in the mirror and sighed. She had never enjoyed these formal parties in the past and knew tonight would be no different. But her husband had chosen a career in politics, and attending these parties and impressing people was all part of the game.

“You look very elegant, dear, but a smile would really make all the difference,” Neil said as he kissed his wife. “I know you dislike these parties, but please try to be polite and not insult anyone tonight.”

“Well, if that glamorous blonde hadn't been chasing you around at the last party, I wouldn't have had to accidentally spill my glass of wine down her dress, now would I?”

“Oh come on, Mel. She was the wife of the foreign minister. If I'd been rude to her, I could have ruined my career.”

“Well, all I know is, she had better not show up again tonight. If I run into her, I can't promise what I'll do or say.”

Melanie and Neil arrived at the party. They entered the room and were immediately greeted by several acquaintances.

Melanie looked around the room. She could hear two women near her gossiping.

“Where did she buy that ugly fur coat?” said one woman.

“And do you think that diamond is real?” said the other.

“I don't feel like I have anything in common with any of these people,” thought Melanie, as she tried to hold a conversation with the wealthy businessman, Mr. Wycoff.

Just then she heard, “Oh Neil, darling! It's so good to see you again!”

It was the wife of the foreign minister. Suddenly Melanie had an idea. She smiled to herself. The party had just begun.



### **Fried Fish**

- Is this what you had in mind, ma'am?
- Yes, it's wonderful.
- And what about you, sir?
- I'm sorry. This is not what I wanted. The fish is fried, not grilled.
- I'm terribly sorry. I believe that the cook was unable to grill the fish because the grill is broken.
- Could you bring me something else, perhaps?
- Yes, of course. Here's the menu again.

## Helping Out



### Neighbors

Eric: If I were you, I'd use something like this.

Rene: I beg your pardon?

Eric: I said, if I were you, I'd use this. Hi. I'm Eric Jordan. I live right over there.

Rene: My name is Rene. Rene Angenieux.

Eric: Welcome to the neighborhood.

Rene: Thank you.

Eric: I saw what you were doing, and I thought you might like to borrow this.

Rene: That's very kind of you.

Eric: I was going to come over last night and introduce myself. But by the time I got home from work, it was too late. All your lights were turned off. I thought you'd gone to bed.

Rene: Yes, we've been going to bed very early. I've been in the States for two weeks now, and I still can't get used to the time difference.

Eric: Where are you from?

Rene: I'm from France.

Eric: Your English is real good, Monsieur Angenieux.



### She Owes You a Favor

Barry was on his way to class in the morning, when he saw his friend Marcello.

“Hi, Barry,” Marcello said. “You look tired! Were you up all night working on your history assignment?”

Barry shook his head. “If only I had been. You'll never believe what happened to me last night. At about one in the morning, while I was still working on my history paper, the phone rang.”

“Who was calling you at that hour?” Marcello asked.

“It was Alison. She said she had gotten stuck. Her car had broken down in the middle of the highway,” Barry laughed. “She told me that she had tried to push it to the side of the road. She sounded really worried. Being the nice guy that I am, I told her to take it easy, and that I would be right there.”

“So, what did you do?”

“Well, she thought the problem was the brakes,” Barry explained, “so I took some replacement parts. However, knowing Alison the way I do, I took two quarts of oil and a gallon of gas, too.”

“She sure is lucky that her best friend is a mechanic,” Marcello said.

“Yeah, but it would have been better for me if she had gotten stuck after I had written the history assignment,” Barry replied. “I didn't get home until four in the morning! And the assignment is due tomorrow.”

Marcello smiled. “Well, Alison is very good at history...and she does owe you a favor...”

Barry smiled, too. "You know what? You're right! I think I'll call her right now!"



**Let's Go**

- Hi, Steve. Would you mind helping me with the geography assignment?
- Sure, if I'm able to.
- Thanks. I don't like studying in the library. It's so noisy.
- I agree. It's always cold here, too.
- Well...we could study in my room. It's quiet there.
- OK. Let's go.

## Dreams and Ambitions



### Soap Opera

**Narrator:** Julie had been disappointed by men in the past. But when Andrew came into her life, she discovered a new challenge and a new dream. She was nervous, and went to her friend Rob for advice. Tonight we hear the next exciting chapter in her story...

**Julie:** I'm sorry to be bothersome, Rob. But you're the only one who ever encourages me. I don't want to throw away this new chance at love, but I'm scared.

**Rob:** Don't be crazy! Why do you insist on making life so tough for yourself? Let me help you. I know you're used to being deserted by men, but if you want Andrew, I'm sure you can keep him. Even if you're scared, I think you might as well take the chance. You just have to stop blaming yourself for what happened in the past.

**Julie:** You're right. At last I realize how stupid I have been. Andrew really is a dream come true. He's all I have ever wished for. He's the cure for my broken heart. And here he is now. I invited him to meet you tonight.

**Narrator:** What will Rob think of Andrew? Will Andrew break Julie's heart like all the others? Find out next week, on "Wishful Thinking."



### The Singer

Cindy loved to sing, but she had never sung in public because she was too embarrassed. Every year her mother encouraged her to sing in the school concert. Cindy wished she could be in the concert, but she always assumed that she wasn't good enough.

"Even if I tried, they wouldn't accept me," she thought. But her mother insisted, so Cindy finally agreed to try. On the Monday morning of the trials, Cindy was very nervous. She arrived at the auditorium very early, while it was still deserted. Gradually the students began to arrive.

"Cindy, I didn't know you could sing," said her friend Mara.

"Well, I thought I might as well try," said Cindy. "I don't care whether or not I'm accepted."

"Well, I do," said Mara. "I intend to be in the concert this year. Mrs. Blake said that I had a very good chance of getting the main part."

One by one the students climbed onto the stage to sing for the music teacher. Some of them sounded terrible. Cindy listened to all of them until it was her turn.

"Hello, dear," said the music teacher. "You may sing anything you like."

Cindy sang. Although she was tiny, her voice was deep and full. She sang loudly and powerfully. She forgot about all the other people in the auditorium.

When she had finished, the entire room was quiet. Everyone seemed as if under a spell.

"Cindy," the music teacher said at last, "that was beautiful! You are a singer!"



### Assignments

- Do you have that history assignment from last week?
- Yeah. Is this what you need?
- No, that's not what I meant. I need the writing assignment.
- Oh, that one. Here it is. I hate writing assignments.
- I'm surprised you say that. I thought you wanted to be a writer.
- I do, but I want to be paid to write!

## Money Matters



### Quiz

Announcer: Good evening, listeners. Welcome to “Get Rich Quick,” our weekly quiz show where everyone’s a winner. Our participants tonight are two glamorous women, Cee Cee Rondeau and Susan Philipson. And the prizes tonight are an elegant diamond necklace and a fantastic fur coat. OK... here we go, and our first question today is: What did Marilyn Monroe say about diamonds? Cee Cee?

Cee Cee: She said that diamonds were a girl’s best friend.

Announcer: You’re right. Next question: What did Guy Gaylord say when his CD sold 1,000,000 copies? Susan?

Susan: He said that he had always tried very hard to impress music critics, but now that he was so wealthy, he didn’t have to impress or be polite to anyone.

Announcer: Yes. He did say that. You are both very good at this. Now, here’s the next question: Who said, “Help yourself, respect yourself,” and when? Susan?

Susan: Uh, I think Mick Starlight said that people should help themselves and respect themselves. And, um, he had said it before his hit song “The Vision” became popular. He was an alcoholic at the time and had been trying to stop drinking. It was December 1991, I think.

Announcer: You’re right, Susan, and you win that fabulous diamond necklace. And that’s all we have time for today, people. Please join us next week for “Get Rich Quick.”



### Get Your Money's Worth

When people are considering buying items which they will have for a long time, such as furniture, they want to get their money's worth. This means that: 1) they want to buy something they can afford, and 2) they want to be satisfied with their purchase. However, people often have a problem when buying furniture. While customers look for reasonable prices, they also look for the best quality products, and these two things don't always go together. The reason for this is that they don't always know if something is a bargain or not.

Last week, Edith Shaw, a writer for a popular consumer's magazine, gave advice to buyers in her column, "Customers Come First." She recommended that people who wanted to buy furniture that was both affordable and of good quality should go to places that offered bargains all year long. She claimed that stores that offered great sales had most likely raised their prices before putting the items on sale. "People with limited budgets should consider buying at places like Quality Bargains. Buyers can get brand-new inexpensive furniture there. It comes with a ten-year guarantee, and delivery is free."

Buyers pay less and get quality, and that's a bargain. Quality Bargains' manager, Tim Wright, says that their furniture is luxurious, the deals are excellent, and they accept a twenty percent down payment on all purchases.

"If you came to Quality Bargains, your furniture problems would be solved," says Mr. Wright.

Wherever you go, know that there are places where you can get your money's worth, even if you are short of cash.



### The Raise

- I spoke to the boss about a raise today.
- I'm surprised that you did it before the big meeting.
- I wanted to see how important I am to the company. She offered me a ten percent raise.
- Is that what you had in mind?
- Well, not exactly; what I wanted was twenty percent.
- Do you intend to accept the offer?
- I haven't decided yet.



## Politics



### News

We're back, and you're listening to WNWS, your 24-hour news station. And now, here's an update on the election results. Just a few hours ago, Conservative candidate Ted Schmidt was defeated in local elections for the city council. In her live report earlier today, our reporter, Nancy King, pointed out that Schmidt had been involved in the defeat of the new crime law proposed last year and stated that this had probably hurt his chances in the election today. King spoke with Schmidt before the vote was in and reported that Schmidt felt sure that he would win, in spite of his vote on the crime law. The winner, Liberal candidate Rosa Morales, spoke at a press conference just after hearing that she had won. She was quoted as saying that Schmidt's vote on the crime law was a key issue in the election. Before the election, Morales had promised voters that she would propose a new crime law if she were elected. In her speech just a little while ago, Morales stated that she planned to investigate all politicians suspected of committing crimes. You're listening to WNWS. Stay tuned for the weekend weather report, coming up next.



### Brown's Campaign Problems

by John Sharp

Yesterday at two o'clock, a fire was reported in the office of James Brown, the Liberal candidate for Northwood. Fortunately, Mr. Brown was out to lunch when the fire started. Police believe that they are dealing with a serious crime, and arson is suspected. However, an apparently worried Mr. Brown told reporters that he thought that someone had tried to kill him. He said that someone wanted him out of the election campaign. "If they had murdered me," he said, "the Liberals would have had to elect a new candidate, and they could have been defeated. Somebody definitely tried to murder me."

Mr. Brown said that personal threats would not make him resign from politics, and he went out to meet voters in the town later in the afternoon. He said that he would continue to campaign to reduce unemployment, and that if elected, he would improve education and fight crime. "In my opinion, unemployment, education, and crime are the most important issues we have to deal with today. I plan to do something about these issues," said Mr. Brown. Despite Mr. Brown's suspicions, local police officers said that there was no evidence to suggest attempted murder. However, they have opened an investigation, and are having the whole building searched for clues. At the moment, Mr. Brown is using another office in a building across the street. Police are keeping a close watch on the building.



### **New Manager**

- Did you hear that Walker is hiring a new manager?
- Is he? I'm surprised that he would do that without discussing it with me first. Do you intend to do something about it?
- Yes, I do. I intend to speak with him right away.
- I don't like the idea of his hiring someone new from outside, when there are qualified people right here in this office.
- Yes. I agree that we don't need anyone new.

**Instruction****Weather**

- Dick: Today's guest on "The Home Repair Show" is Hank "the Handyman" Hanson. Hank is going to give us advice on how to get the house ready for winter. Hank, winter is coming. What's the first thing I'm supposed to do?
- Hank: Well, Dick, first you ought to have your furnace cleaned and inspected, and have any broken parts replaced. The furnace, or heater, is what keeps your house warm and cozy. And in this part of the country, if we didn't have heat in the winter, we'd freeze.
- Dick: That's for sure, Hank.
- Hank: The other important thing to do is to have your roof checked for leaks. If rain or snow were to leak in through the roof, it would damage your ceiling, your walls, and even your furniture. And we all know how expensive it is to have the house redecorated.
- Dick: I know what you mean, Hank. About two years ago, although I'd been planning to have my roof checked for leaks, I forgot. The following year, I noticed watermarks on my ceiling. If I'd repaired the roof right away, I could have avoided the problem.
- Hank: Dick, I always say, "If you take it easy this year, you'll have to replace it next year."
- Dick: That's good advice, Hank. Thanks for being on the show today. Join us next week, listeners, for more helpful hints on "The Home Repair Show."

**Flight Information**

We've had this information card printed to help make your flight arrival quick and easy. It would be helpful if you read these instructions before landing.

Remain in your seat until the plane stops moving. To avoid delays, have your passport and other necessary documents available for customs inspection upon leaving the plane. All duty-free items must be declared. It is illegal to hide these items. Although we always make an attempt to be efficient, unexpected complications do happen. So, if your suitcase doesn't appear at the baggage claim, be patient and try not to get frustrated.



### **Would You Mind?**





- Would you mind making the picture a little larger?
- Sure. Is this what you had in mind?
- No. That isn't what I meant. Could you put the picture in the middle, with the words on either side?
- OK. Is this what you wanted?
- Yes. That's exactly what I wanted. Thank you.
- No problem.


















# Intermediate 3

## Course Map

Unit Name	Component and Title			
<b>Couples</b>		TV: Engagement		Divorced
		A New Acquaintance		Past Form of Modals: Should/Could Have
<b>Sport and Fitness</b>		Radio: Sports		Ten Miles
		Health and Fitness Today		More Conditionals: Past Conditionals
<b>Problems at Work</b>		Radio: News		Quitting
		Fifty Days and Counting		More Relative Clauses: Non- Restrictive
<b>A Helping Hand</b>		Radio: Call-In		More Relative Clauses: Whoever, Wherever, Etc.
		Does Homeless Mean Helpless?		More Relative Clauses: Whose and Where
		Do You Need Help?		More Relative Clauses: Review

<b>Health and Happiness</b>		TV: Doctor		Can I Help?
		After o Heart Attack		Past Forms of Modals: Might/May/Must Have

<b>Going Out</b>		Radio: Music		Conjunctions: Pairs
		Get Ready For a Hot Date		Conjunctions: in Short Answers
		Lunch		Conjunctions: Review
<b>Restaurant Reviews</b>		Voice Mail: Family		More Conditionals: Mixed Time Conditionals.
		A Seafood and Steak Surprise		More Conditionals: Review
		Recommendations		
<b>Meeting People</b>		Radio: Soap Opera		Nice Meeting You
		The Day I Met Mick		Past Forms of Modals: Review




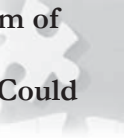


# Scope and Sequence

## Couples

### Unit Description




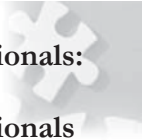
This unit focuses on the topic of relationships. Learners will watch a video clip in which a young man wants to propose to his girlfriend. They will listen to and take part in a dialogue in which a young woman tells her friend that she wants to get divorced, and will read a story about a young woman telling her friend about the new man in her life. The grammar section deals with the past form of modals: “should”/ “could have.”

Component	Summary	Objectives
<b>TV: Engagement</b> 	In this video clip, Emily and Skipper are having a meal at a restaurant. Skipper is extremely nervous because he intends to give Emily an engagement ring.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a video clip of a soap opera.</li> <li>use contextual information from a video clip.</li> </ul>
<b>A New Acquaintance</b> 	In this story Judy calls Meg to tell her about the new man in her life.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>understand descriptions of personality traits in a story.</li> </ul>
<b>Divorced</b> 	A young woman on a park bench is telling her friend that she is getting divorced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express regret.</li> </ul>
<b>Past Form of Modals: Should/Could Have</b> 	Presentation of the past forms of the modals “should” and “could have.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the past form of the modals “should” and “could have” in sentences and questions.</li> </ul>

## Sport and Fitness

### Unit Description




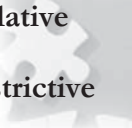
This unit deals with various aspects of keeping fit and healthy. Learners will listen to a radio interview with a young athlete who was injured and made a successful comeback. They will listen to and take part in a dialogue in which a man advises his friend on working out, and will read an article on current trends in health and fitness. The grammar section deals with past conditionals.

Component	Summary	Objectives
<b>Radio: Sports</b> 	North Star coach, Tina Laurence, is interviewed on the radio about her accident and her comeback.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio report.</li> <li>apply knowledge of conditionals to understand the information in a radio report.</li> </ul>
<b>Health and Fitness Today</b> 	An article on current trends in health and fitness and the popularity of health clubs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>use the information in an article to complete an advertisement.</li> </ul>
<b>Ten Miles</b> 	A man is advising his friend on working out, as they leave the gym together.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they give/receive advice.</li> </ul>
<b>More Conditionals: Past Conditionals</b> 	Presentation and practice of the past form of conditionals.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use past conditionals in sentences and questions to talk about conditions that won't be fulfilled because the time in which they could have taken place has passed.</li> </ul>

## Problems at Work

### Unit Description




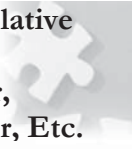


This unit deals with the topic of problems people face in the workplace. Learners will listen to a radio news program about a planned strike at a big steel company. They will listen to and take part in a dialogue in which two office workers discuss quitting their jobs, and will read an article about a strike at another steel company. The grammar section deals with non-restrictive relative clauses.

Component	Summary	Objectives
<b>Radio: News</b> 	A radio news program about the consequences of a planned walkout at Solid Steel Corporation.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio news report.</li> <li>apply knowledge of time expressions to follow the sequence of events described in a radio report.</li> </ul>
<b>Fifty Days and Counting</b> 	An article about the workers at Flemming Steel, who have been on strike for 50 days. A solution to the company's problems must be found.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a newspaper article.</li> <li>apply knowledge of time expressions and tenses to follow the sequence of events described in an article.</li> </ul>
<b>Quitting</b> 	Two female office workers are discretely discussing their intentions about quitting their jobs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they inquire about/express intention.</li> </ul>
<b>More Relative Clauses: Non-Restrictive</b> 	Presentation and practice of non-restrictive relative clauses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use non-restrictive relative clauses to give extra information about a noun.</li> </ul>

## A Helping Hand

### Unit Description




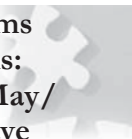
This unit deals with the topic of people in need of help. Learners will listen to a radio call-in program about homelessness in American cities. They will listen to and take part in a dialogue in which a young man offers help to a woman getting on a bus, and will read an article about the problem of homelessness. The grammar section deals with more relative clauses - “whose” and “where,” “whoever,” and “whatever,” and review.

Component	Summary	Objectives
 <b>Radio: Call-In</b>	“Point of View” radio call-in discusses the situation of the homeless in America’s cities.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify and understand points of view in a radio call-in program.</li> </ul>
 <b>Does Homeless Mean Helpless?</b>	An article about the problem of homelessness.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify and understand points of view in an article.</li> <li>apply knowledge of markers of opinion and contrast to understand points of view in an article.</li> </ul>
 <b>Do You Need Help?</b>	A young man is offering help to a woman with a baby stroller getting onto a bus.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they offer/refuse/accept help.</li> </ul>
 <b>More Relative Clauses: Whoever, Wherever, Etc.</b>	Presentation and practice of the use of “whoever,” “wherever,” etc. in relative clauses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use “whoever” and “wherever” etc. in sentences with relative clauses.</li> </ul>
 <b>More Relative Clauses: Whose &amp; Where</b>	Presentation and practice of the use of “whose” and “where” in relative clauses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the relative pronouns “whose” and “where” to provide more information about a person, place, or thing in sentences.</li> </ul>
 <b>More Relative Clauses: Review</b>	Review of relative clauses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of relative clauses.</li> </ul>

## Health and Happiness

### Unit Description


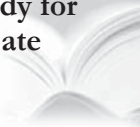


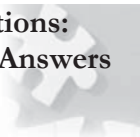
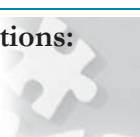
This unit deals with issues of health and happiness. Learners will watch a video clip of a soap opera about a doctor and his patient. They will listen to and take part in a dialogue in which a young man offers help to a woman lifting weights, and will read instructions for people recovering from a heart attack. The grammar section deals with the past form of modals - “might,” “may,” and “must have.”

Component	Summary	Objectives
<b>TV: Doctor</b> 	In this video clip, Lully and her mother are discussing Chad, a doctor. Lully thinks the doctor is in love with her mother and is pleased about it.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details in a video clip of a soap opera.</li> <li>draw inferences on the basis of information in a video clip.</li> </ul>
<b>After a Heart Attack</b> 	Instructions for people who have suffered heart attacks, telling them what they should and shouldn't do in order to remain healthy.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a set of instructions.</li> <li>understand generalizations on the basis of examples.</li> <li>classify information from a text according to categories.</li> </ul>
<b>Can I Help?</b> 	A man is offering help to a woman lifting weights.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they offer/accept help.</li> </ul>
<b>Past Forms of Modals: Might/May/Must Have</b> 	Presentation and practice of the past forms of the modals “might,” “may,” “must,” and “have.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the past form of modals to talk about things that may have taken place.</li> </ul>

## Going Out

### Unit Description


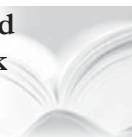

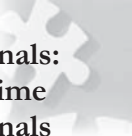
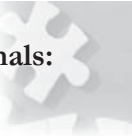
This unit focuses on the topic of being out and about. Learners will listen to a radio program about musical events in town that week. They will listen to and take part in a dialogue in which two women are parting after lunch in a café, and will read instructions for preparing to go out on a big date. The grammar section deals with conjunctions - pairs of, in short answers, and review.

Component	Summary	Objectives
<b>Radio: Music</b> 	“Sound Sense” radio show, with news about musical events occurring around the city.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand factual information in a radio arts program.</li> <li>• identify and understand different points of view in a radio program.</li> <li>• complete a written review on the basis of information in a radio show.</li> </ul>
<b>Get Ready for a Hot Date</b> 	Instructions on how to prepare for an important date.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• follow a set of instructions.</li> <li>• apply knowledge of time expressions and tenses to follow the order of steps in instructions.</li> </ul>
<b>Lunch</b> 	Two businesswomen leaving a café are saying goodbye after lunch.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• take part in a dialogue in which they take their leave.</li> </ul>
<b>Conjunctions: Pairs</b> 	Presentation and practice of pairs of conjunctions: either/or, neither/nor, not only/but also.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• practice the use of a number of pairs of conjunctions to connect clauses in sentences.</li> </ul>
<b>Conjunctions: In Short Answers</b> 	Presentation and practice of the use of conjunctions in short answers: guess/hope/think so, not, do too, don't either.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• use conjunctions to “echo” questions or statements in short positive or negative answers.</li> </ul>
<b>Conjunctions: Review</b> 	Review of conjunctions.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• consolidate their knowledge of the use of conjunctions.</li> </ul>

## Restaurant Reviews

### Unit Description





In this unit learners will listen to a voice-mail message recommending a new Chinese restaurant. They will listen to and take part in a dialogue in which a couple is deciding whether they like the restaurant they are in, and will read a story about a couple going to a new restaurant on their first date. The grammar section deals with mixed time conditionals, and a review of conditionals.

Component	Summary	Objectives
<b>Voice Mail: Family</b> 	In this voice-mail message, Sophie tells Johnny about a lovely evening at a new Chinese restaurant.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a voice-mail message.</li> <li>use the information in a voice-mail message to complete a written advertisement.</li> </ul>
<b>A Seafood and Steak Surprise</b> 	A story about Raoul and Marcy, who go to a new restaurant on the first date.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> </ul>
<b>Recommendations</b> 	A man and a woman are deciding whether to eat at the restaurant they have just entered.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they make up their mind about something.</li> </ul>
<b>More Conditionals: Mixed Time Conditionals</b> 	Presentation and practice of mixed time conditionals.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use mixed time conditionals to talk about the present results of past conditions.</li> </ul>
<b>More Conditionals: Review</b> 	Review of more conditionals.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of conditionals.</li> </ul>

## Meeting People

### Unit Description

This unit focuses on different aspects of meeting people. Learners will listen to a radio soap opera about twins who meet again after many years. They will listen to and take part in a dialogue in which a young man takes leave of a woman he just met, and will read a story about a girl who met her pop idol. The grammar section deals with a review of the past form of modals.

Component	Summary	Objectives
<b>Radio: Soap Opera</b> 	The final episode of the radio soap opera “A Stranger From the Past.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio soap opera.</li> </ul>
<b>The Day I Met Mick</b> 	The author writes about the day she met Mick Starlight, the famous pop star.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand and follow the main events in a narrative.</li> <li>understand the cause and effect relationships in a narrative.</li> </ul>
<b>Nice Meeting You</b> 	A young man is getting up from the table in a restaurant and saying goodbye to a young woman.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they take their leave.</li> </ul>
<b>Past Forms of Modals: Review</b> 	Review of the past form of modals.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of the past form of modals to speculate or form opinions about possible events in the past.</li> </ul>



## Explore Texts

### Couples



#### Engagement

Emily: So, I really think I should move out of the mansion.

Skipper: What does your family think about that?

Emily: They're just going to have to get used to it.

Skipper: Have you thought about where you want to live?

Emily: No. I'll have to start looking soon.

Skipper: Emily.

Emily: What?

Waitress: Excuse me. Will there be anything else for you?

Skipper: No, no. Just the bill, please.

Emily: What is it, Skip?

Skipper: I'm so nervous! My hands are sweating, and I've got palpitations.

Emily: What are you nervous about? I've never seen you like this.

Skipper: Emily, when I was back in Iowa, I got this for you. It's not much of an engagement ring, but it's for you, if you'll have it...if you'll have me.

Emily: Skipper...it's beautiful! You're crazy.

Skipper: I love you, Emily.



### A New Acquaintance

The phone rang next to Meg's bed. It was Judy.

“Hi, Meg!”

“Oh, hi, Judy! How are you?”

“Great!”

“Great? Why?” Meg asked suspiciously. Judy was always either feeling great or complaining about everything.

“I've just met the man I want to spend the rest of my life with,” Judy said dreamily.

“Where did you meet him?” Meg asked.

“At The Deep Blue Sea,” Judy replied.

“What's that?”

“You know. It's that new restaurant where all the waiters and waitresses wear fish costumes,” Judy said.

“I've never heard of it. How did you meet him?” Meg asked.

“Well, I saw him at the table across from me. I thought he was a snob. But then he smiled at me, and I thought he recognized me from somewhere. He didn't. He just wanted to meet me. We started talking. Meg, he's so easy-going, and he has a great sense of humor. And he has the nicest personality...”

Meg could not listen to Judy any longer. She must have heard this same conversation a hundred times. Judy, whom no one could call shy, met strangers and considered them friends within minutes. The problem was that she was often disappointed when she actually got to know them.

“Judy,” Meg said.

“Oh, and Meg,” Judy continued, not listening, “he was so affectionate. He kissed my cheek when he said goodbye.”

“Judy,” Meg said again.

“What?”

“Be careful.”

“I can trust him. I know,” Judy answered.

“Like you knew about Peter?”

“Oh, Peter. I should have realized that Peter had problems when he started calling me five times a day at work. Peter was a mistake. Everyone makes mistakes.”

“And Henry?” Meg continued.

“Oh, Henry. How could I have known about Henry?”

“Judy, you could have known about Henry if you had checked out his excuses. He was always visiting his sick mother. You should have known.”

“I guess so. You're right,” Judy consented.

“Look! Just be careful. You always think you've met the man of your dreams whenever you meet someone new.”

They said goodbye, and Meg made herself a cup of coffee. She decided to go check out The Deep Blue Sea the next day. It was time to meet someone new.



### **Divorced**

- Tony and I are getting divorced.
- You're kidding! I'm very sorry to hear that.
- Don't be. We've both decided that we don't love each other anymore.
- Well, as long as you both feel the same way, I suppose divorce is the best thing.

**Sports and Fitness****Sports**

Announcer: Welcome back to “School Sports.” We’re talking with North Star coach, Tina Laurence. Some of you might not remember, but Tina Laurence was on her way to becoming an Olympic athlete when she had a tragic accident several years ago. I’m sure she would have brought home many gold medals. However, she has made a name for herself with her champion gymnastics team. Coach Laurence, the North Stars were expected to win every event at yesterday’s competition. What happened?

Coach: I admit that we should have done much better, but several members of the team had come down with the flu. They were exhausted. They really weren’t in any condition to compete, but they weren’t willing to give in.

Announcer: Well, I’m sure that if they hadn’t been sick, the team would have made it to the finals.

Coach: I am, too. Now we have to concentrate on getting back into shape and preparing for the next competition.

Announcer: How did the girls take not making it to the finals?

Coach: It was a terrible blow to the team’s spirit. The girls who have been competing for a long time know how to handle such an upset. The newer members have taken it much harder. So now the team will not only have to build up their physical strength through weight lifting and practice, but also regain their confidence, by hopefully winning the next match.

Announcer: Can we expect to see you in the finals next year?

Coach: I sure hope so.

Announcer: Thank you so much for talking with us today, Coach Laurence. And until next time, this is Carl Rugby with “School Sports.”



## Health and Fitness Today

by Rhonda Freedman

Health and fitness are very much in the news. More people these days are concentrating on eating sensibly and staying in shape. “We try to prevent problems,” says Jane Roberts, manager of the Eat Right and Stay Fit Health Club. “We encourage our members to eat nutritious meals and to exercise daily. 'Do it now,' we tell our clients. So many of the people who come to us say that they should have joined sooner.”

In recent years, health clubs like Eat Right and Stay Fit have been opening all over the country. Most of these clubs offer flexible hours and a wide variety of activities. People who wish to exercise before going to work can do so early in the morning, and many health clubs do not close until late at night. Most health clubs offer a large and well-equipped gymnastics facility with weight-lifting equipment, where club members can work on developing their muscles and getting into shape. Another popular activity is tennis, and members who are willing to give up eating lunch on their noon break can be seen carrying rackets to the office.

Is too much exercise harmful? Recent studies have shown that people can get hurt from doing exercise that's wrong for them. Heart specialist Marvin Kane, who is in charge of the Health and Fitness Research Program at Cedars General Hospital, advises checking with a doctor before beginning any fitness program. “People should choose programs that have been designed to match their physical abilities and needs, and follow them at their own pace,” says Kane. “If we had known in the past what we know now, many injuries caused by over-exercising could have been avoided.”



## Ten Miles

- I just ran ten miles! I'm exhausted.
- You shouldn't have run so far.
- And now I'm going to do some weight lifting!
- By yourself?
- Yes.
- You shouldn't lift weights without a partner nearby. It's dangerous.

**Problems at Work**

## News

Announcer: If five hundred laborers and technicians at Solid Steel Corporation walk out of their jobs tomorrow as planned, then the company will no doubt have to close down. Solid Steel is the largest steel plant in our region, and its products are famous throughout the world. The workers, whose wages have not been increased since the plant opened five years ago, could have called another strike. Under the circumstances, however, they've decided to quit. Industrial experts were called in last week to help management handle the situation, but apparently it is too late now to save the plant. Mr. David Warren, chief warehouse clerk at the plant, said that the workers would neither accept incentives to go back to work, nor continue with negotiations. Another worker, Mr. John Kaplan, said, "If they hadn't made so many empty promises in the past, then none of this would have happened. Either the general manager takes our threats seriously, or Solid Steel closes tomorrow." And now, tomorrow's weather.



### Fifty Days and Counting

by Helen Sykes

The workers at Flemming Steel, who went on strike fifty days ago, are still striking. The walkout began when Chuck Roste, Chief Executive Officer, announced a cut in wages. The plant's employees had already agreed to a temporary decrease in wages to help keep the plant open during its financial difficulties. However, when a proposal for additional cuts was made, the workers objected, and many threatened to quit.

Flemming Steel has been trying to handle this problem for the past several years. At one point, there was even talk of closing down the plant. Employees were faced with a choice of either losing their jobs or accepting wage cuts. Chuck Roste explains: "Foreign competition has nearly shut us down. We couldn't have predicted the effect of this competition. Under the circumstances, there just wasn't any other choice but to lower salaries."

Hank Wiskowski, who represents the employees, disagrees: "The management should have seen how the industry was changing. If they had been more aware of the strength of the competition, we would all be in the plant now, working."

So far negotiations have been unproductive. The two sides agree on one thing, though. Neither Flemming Steel nor the strikers want the plant to close down. As one striker's wife says, "If it weren't for the plant, many people in this region wouldn't be able to make a living. If it weren't for the loyalty of the workers until now, the plant would not have survived as long as it has." It seems that Flemming will either have to find a solution to its problems or close its doors for good.



### Quitting

- Are you thinking of quitting?
- Why do you ask?
- I heard someone say that you were planning to leave.
- They were wrong.
- Well, I'm thinking of quitting, myself!
- You're kidding! I'm very sorry to hear that.
- Don't be. I hate this place!
- Yes. There's too much gossip.

## A Helping Hand



### Call-In

- Host: Good evening, and welcome to “Point of View.” This week we will discuss the situation of the homeless in America's cities. What sorts of housing alternatives are available? What is our responsibility as members of society? Could the establishment have done something to prevent the current situation? We want to hear what you think. Give us a call on 967-4133. Do we have someone on the line?
- Caller 1: Hello?
- Host: Hello. You're on the air. What's your name?
- Caller 1: Jim Dawkins.
- Host: Well, Jim, what are your views on the situation of the homeless?
- Caller 1: I don't think society should feel responsible for them. I think these people must have done something, and as a result, have been left homeless. Keeping a job usually depends on whether or not you're willing to work. These people must be lazy, and I don't believe in helping people who won't help themselves.
- Host: Well, thanks for calling, Jim. And we have another caller. Hello. You're on the air. What's your name?
- Caller 2: I'm Marilyn Goldshmidt, and I would like to comment on what Mr. Dawkins said. I work with the homeless, and in many cases they are either capable people who have had some bad luck, or senior citizens who don't have enough money to pay the rent. If the establishment had taken steps to help these people, the situation would be different today. We wouldn't have young people with children and elderly people living on the streets. The homeless are really no different from you and me. They just don't have enough money to pay rent...
- Host: I'm sorry, but I have to interrupt you, Marilyn. We have to end the program now. Thank you for calling, and thank you all for listening. Have a good week, and join us again next Tuesday evening for “Point of View.”





### Does Homeless Mean Helpless?

by Jenny Whyte

One of the most controversial issues in today's society is that of the homeless. At present, thousands of youngsters and elderly people live their lives on the streets, and the situation is not improving. Indeed, it is expected that by the year 2000, ten percent of the country will be living on the streets. Some people believe that if the government had taken more steps to help the homeless, perhaps by providing low-rent housing, then there would not be such a problem today.

Mrs. Flory Jacks, a senior citizen who is living at Waverly Retirement Home, gave her point of view. "Our government should have done something about this problem years ago. In my opinion, no positive steps have been taken to offer these people an alternative life." Mr. Willy Burns, whose life for the last nine years has been spent on the streets, is not so negative. "I can't help wondering why people want to help me. If I had wanted to make it in the city, I could have. I chose not to. I am not capable of living like other citizens. I prefer to depend only on myself."

However, this is not the attitude in every case. Fourteen-year-old Kevin didn't have any good comments to make about his life. "I came from a home where there was a lot of violence. After a while, I couldn't stand it anymore, so I left. Since then, I've been on my own. I guess I could've either gone to some government place or back home, but it wouldn't have made any difference. Wherever I went, I'd still feel like I didn't belong."



### Do You Need Help?

- Ma'am, do you need help lifting your stroller onto the bus?
- No. I'm fine, but thanks, anyway.
- Then at least let me help you carry those bags.
- No, thanks. I can really manage by myself.
- Please. I enjoy helping people.
- Well, OK, young man. You can lift those heavy bags for me.

**Health and Happiness****Doctor**

Mom: Chad came by to see how you were.

Lully: Chad? He only just saw me three hours ago. What did he think was going to happen to me in three hours?

Mom: Oh, he's a conscientious doctor, isn't he?

Lully: Yes, he is. He's just a fine doctor and not a bad-looking one either.

Mom: Oh, he's all right.

Lully: Do you know if he's coming to Helena's party tomorrow night?

Mom: Oh yes, he said...oh never mind.

Lully: What, Mama?

Mom: Nah, he's just teasing me.

Lully: What did he say?

Mom: Well, he just said he'll go if I go. He was just joking, of course.

Lully: What?! So, good old doctor Chadwick's in love with my mother!

Mom: Shhh, Lully, lower your voice. He's not. He's just...

Lully: Flirting with you, that's what.

Mom: Don't make fun, Lully.

Lully: Oh, Mama, I wouldn't make fun of you about something like this. You deserve to have some love in your life.

Mom: I wouldn't go so far as to call it "love."

Lully: Call it whatever you want, Mama, but enjoy it.



### After a Heart Attack

Absolutely no smoking!

Drink only small quantities of alcohol and limit it to wine.

Eat sensibly. Try to eat nutritious food which is neither fatty nor salty. Stay away from fried food. Concentrate on eating fresh fruit and vegetables, and whole-grain bread. Eat just a small amount of either grilled fish or chicken. Weigh yourself weekly.

Remember: being overweight may have caused your condition.

Try to keep in shape. Exercise three or four times a week. Keeping fit will strengthen your heart. This will help prevent another attack.



### Can I Help?

- Can I give you some help?
- Sure, if it's no trouble.
- How many pounds are you lifting?
- I'm trying to lift a hundred pounds.
- But you've only got eighty pounds.
- Oh! I must have made a mistake.
- Do you want me to put the other weights on the bar for you?
- Yes, please, if you wouldn't mind.

**Going Out****Music**

Allegra: Welcome to “Sound Sense,” the program that tells you what's worthwhile listening to around town. I'm Allegra Pizzicato.

Ray: And I'm Ray Tone.

Allegra: OK, Ray. Which upcoming musical event tops your list of recommendations today?

Ray: Well, Allegra, I'd say it would have to be the hilarious hit, “Musical Disturbance,” which is here on tour from January 7th. You should have been there opening night! There was actually cheering in the theater. This musical comedy is sure to become a classic. And not only that, but it's also making lots of money. I'd say you must see it.

Allegra: Well, I don't agree with you, Ray. If there is only one show that you can see, it has to be the dramatic opera, “The Astonished Genius,” an outstanding production, featuring very talented singers. If the applause is any sign, this will be the hit of the year.

Ray: Well, I've never even heard of the singers in that show, and I think if you've only got one night out, you should play it safe.

Allegra: Well, there you have our choices. Remember, whenever there's a musical event, “Sound Sense” will be there checking it out for our listeners. We'll be back next week at the same time. See you then.



### Get Ready for a Hot Date

Take either a bath or a shower two hours before your date.

If you want to polish your nails, do so now. Choose a nail color that expresses your personality. Let dry.

Plug in iron and wait for it to heat. In the meantime, choose clothes for the evening. Iron clothes.

Put on makeup (if you wear it). Tell yourself you are beautiful at least ten times.

Wait for your date, or leave in time to meet him.

Here are two last things to remember:

If it's a blind date, don't go alone.

If he turns out to be a nightmare date, don't give up hope. There are always plenty more fish in the sea!



### Lunch

- Wow! That lunch was delicious.
- Yes, it was. I'm full.
- Well, I've got to get back to work.
- Me, too.
- I'll speak to you soon. Take it easy.
- Thanks. Take care of yourself.
- Bye.
- See you.

## Restaurant Reviews



Family

Hello, Johnny. It's Sophie. You really should have come with us last night. We went to that Chinese restaurant where Carmen's used to be. The food was fabulous; I never knew I had such a big appetite. It was a buffet and we ate as much as we wanted. To start off with, I had a bowl of corn soup, although I probably could have skipped it. Instead of having just one main dish, I tried everything. My favorites were the Chinese roast beef, shrimp with vegetables, and sweet and sour chicken. Everything was delicious. You must come with us next time.



### A Seafood and Steak Surprise

“Are you sure I look OK?” asked Raoul hesitantly.

“You look fine, Raoul!” said Steve, Raoul's roommate. “You should have left already. You don't want to be late for your first date with Marcy!”

“I'm leaving, I'm leaving! See you later,” said Raoul.

“Hope you have a good time.”

“I hope so, too,” answered Raoul nervously.

They'd decided to go out for dinner. The restaurant they were going to was called Sam's Seafood and Steak House and was one of a chain of new restaurants. Although neither Raoul nor Marcy had ever been there before, they'd heard that the restaurant was having a half-price student special.

“I hope you have an appetite tonight,” Raoul told Marcy in the car. “I've heard that this restaurant has a huge seafood buffet and an All-You-Can-Eat Shrimp Special.”

“Sounds great!” said Marcy. “I'm starving!”

When they arrived at the restaurant, it was crowded and very noisy.

“I guess we should have made a reservation,” said Raoul.

After waiting almost an hour, they finally got a table. Unfortunately, it was in the smoking section. Not only that, but the tablecloth and silverware didn't look very clean. Finally, the waiter came to take their order.

“I'll have the roast beef, well done, and corn on the cob,” said Marcy.

“And I'll have the All-You-Can-Eat Shrimp Special” said Raoul.

“Something to drink?” asked the waiter.

“Two mineral waters,” said Raoul.

After a very long wait, their dinner arrived. “This roast beef is awfully rare,” said Marcy.

“And these shrimp have a strange, bitter flavor,” complained Raoul. “Let's ask the waiter for our check.”

On the way home, both Raoul and Marcy had stomachaches.

“It must have been that roast beef,” said Marcy.

“And those awful shrimp!” cried Raoul. “If we had just gone out for a pizza, we would have enjoyed ourselves so much more!”

The next day, Raoul saw a review of Sam's Seafood and Steak House in the college newspaper. It said, “We do not have a single compliment for this terrible restaurant! Whatever you do, don't go to Sam's Seafood and Steak House!”

“Now they tell us!” cried Raoul, holding his stomach.



### **Recommendations**

- Is the food good here?
- I believe so. Betsy and Paul eat here all the time.
- In that case, I'm certain the food is horrible.
- What do you mean?
- Have you forgotten? Their recommendations are always terrible.
- I suppose you're right. We'd better go somewhere else.



## Meeting People



### Soap Opera

Narrator: And now, for the final episode of “A Stranger from the Past.”

Angel: I should never have come! Perhaps I should have tried to call first. Maybe it's not a convenient time. What should I say? How should I act? Do I shake her hand? Kiss her on the cheek? Embrace her affectionately? Do I . . .

Veronica: Hello, who are you? You look awfully familiar, but . . . no, it can't be possible.

Angel: Oh, Veronica! Don't you recognize me? It's me, Angel, your long-lost twin sister! We were separated when we were kids. We were only five years old. Try! Try to remember!

Veronica: Wait. Yes! Yes! It's all coming back to me now! I remember how our parents died in the accident. Then mother's Aunt Alice and Uncle Harold, who didn't want to take care of us, separated us. They sent me to Boston, and they told me you were lost forever! Oh, Angel, how could I have trusted them?

Angel: Veronica, I have been dreaming of this moment for so many years! Just looking at you, I can tell we have so much in common. Our taste in clothes and music, why, even our personalities are probably similar. Who is your favorite musician? I like Mick Starlight!

Veronica: I do, too! I'm crazy about him! Oh, Angel, if only we hadn't been separated, we could have been together all these years!

Angel: At least now we'll have the rest of our lives to get to know each other again.

Veronica: Oh, yes. We have so much to catch up on!

Narrator: And that was the final episode of “A Stranger from the Past.”



### The Day I Met Mick

I'll never forget the day I met Mick Starlight. It began like a nightmare; everything went wrong. First, my alarm clock didn't ring. I must have forgotten to plug it in. I woke up late, and I can't stand being late! Then I took a shower and of course, there was no hot water! I quickly got dressed, and ran out of the house without breakfast, still wanting to make it in time for class.

On my way to the university, I must have been driving too fast. A policeman signaled to me to stop. I was nervous, but when he came over, he smiled. He was really cute! Then I realized that I must have looked a mess. Not only hadn't I had time to put on any makeup, but I also hadn't ironed my shirt or dried my hair. I could have died of embarrassment. However, I smiled back at him, anyway.

"Was I driving too fast, Officer?" I asked.

"I'm afraid so," he answered.

I didn't know what to do then, so I just told him I was sorry. Luckily, he was very nice, and only gave me a warning. I soon reached the intersection where I had to turn. Looking up, I saw a beautiful sports car coming up behind me. As I got to the corner, the light turned red. I stopped, but the sports car didn't, and went right into me! I couldn't believe it!

How could he have been so stupid, whoever he was?! Fortunately, I was fine, but my car wasn't. I stepped out of the car and was preparing to shout, when I saw the driver of the sports car. It was Mick Starlight! He felt so bad about my car that he not only paid for the repairs, but he also gave me tickets to his next concert! And of course, I never did make it to class.



### Nice Meeting You

- I have to go. I have a meeting.
- Bye, Dan. It was nice to have met you.
- It was nice meeting you, too. Take it easy.
- I hope we see each other again soon.
- Me, too. By the way, I wonder if you could take care of the check.
- Wait! Dan! Just a minute.



**English**  
Discoveries  
**g** Online

**Scope and Sequence**  
**Advanced**

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# Overview of Advanced Courses

In the Advanced level courses learners access and make use of more in-depth oral and written information needed for effective communication through a variety of media and text types. Learners are exposed to and take part in oral interactions on less familiar, more abstract topics in a wide range of situations. Oral and written texts in each of the Advanced courses contain rich vocabulary and complex syntactic structures relevant to the level and text type.





















Description	Topics	Course objectives
 <b>Reading</b>		
<p>Learners access written information through the following text types:</p> <ul style="list-style-type: none"> <li>• Letters (200-300 words)</li> <li>• Stories (300-350 words)</li> <li>• Articles (300- 350 words)</li> </ul>	<p>The texts are longer, written in more complex language, using rich vocabulary, and contain more inferential information. They deal with more abstract topics, such as: cultural differences, alternative vs. conventional medicine, letters of request/complaint, etc., bilingualism, working at home, etc.</p>	<p>Learners understand main ideas and supporting details in texts, draw inferences, understand idiomatic expressions, identify points of view and writer’s attitude, apply knowledge of discourse markers to obtain information, and understand logical relationships in texts. They use the information in the texts to fill in newspaper reports, notes, complete letters of reply and summaries, and answer questions.</p>
 <b>Listening</b>		
<p>Learners access oral information through the following media:</p> <ul style="list-style-type: none"> <li>• Radio programs</li> <li>• Voice-mail</li> <li>• TV programs</li> </ul>	<p>The passages are longer and contain rich vocabulary and complex language with more implicit information. They deal with a wide range of topics and situations: crime, travelogues, missing persons, in-depth interviews, banking services, instructions, and unemployment.</p>	<p>Learners understand main ideas and supporting details, understand implicit and explicit information and idiomatic language, draw inferences from visual information, infer and understand points of view, and apply knowledge of discourse markers to obtain information and understand logical relationships. They use the information to fill in reports, complete letters, and summaries, follow instructions, and answer questions, etc.</p>



 <b>Speaking</b>		
<p>Learners are exposed to oral interactions in familiar and less familiar situations such as: dress store, office, emergency room, cruise ship, house, department store, street, high school, group therapy session, and diner.</p>	<p>The longer dialogues use complex language and rich vocabulary to talk about a range of more abstract topics: being bored, describing injuries, marketing, having problems at work, descriptions, and relationships.</p>	<p>Learners practice advanced speech functions such as: complaining, offering sympathy, expressing an opinion, giving advice, disagreeing, expressing worry, asking for a favor, interrupting, insisting, etc.</p>
 <b>Grammar</b>		
<p>Learners receive explanations of and practice in complex grammatical topics and structures relevant to their level.</p>	<p>The structures are practiced in longer sentences and dialogues on a range of topics.</p>	<p>Learners learn and consolidate knowledge of structures and tenses such as: Future Perfect and Progressive, clauses of result, phrasal verbs, participles, logical connectors, common errors, subjunctive, and negation.</p>



# Advanced 1

## Course Map

Unit Name	Component and Title			
<b>Cultural Differences</b>		TV: Travel		So Bored!
		Culture Crash		Clauses of Result: Review
<b>Life in the City</b>		TV: Mystery		How Awful!
		Adams Murder Mystery Update		More Future: Future Perfect
<b>Dangerous Sports</b>		Radio: Sports		What Happened?
		Just In Time		More Infinitives: Other Uses
<b>Complaints</b>		Radio: Call-In		Expensive Boutique
		Complaint		More Future: Future Progressive
<b>Business Strategies</b>		Radio: Ad		Marketing Strategy
		Request		More Infinitives: Perfect





<b>Communication</b>		Radio: Soap Opera		Please Speak Up
		Personal		Phrasal Verbs: Review
<b>Medical Issues</b>		TV: Romance		Barbeque Burns
		Common Sense, Not Blind Faith		More Infinitives: Review
<b>How Smart Are You?</b>		Radio: Quiz		Dance Signs
		Starting Young		More Future: Review

# Scope and Sequence

## Cultural Differences

### Unit Description





This unit deals with issues related to cultural differences. Learners will watch a video clip of a travelogue about the Australian outback and Aboriginal traditions. They will listen to and take part in a dialogue in which two men are complaining about being bored on a cruise, and will read a story about the mistakes a man who grew up in a big city makes when he relocates to a small southern town. The grammar section deals with a review of clauses of result.

Component	Summary	Objectives
<b>TV: Travel</b> 	A TV travelogue about the Australian Outback, describing Aboriginal religious beliefs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand factual information in a video clip of a travelogue.</li> <li>understand the sequence of events described in a video clip.</li> </ul>
<b>Culture Crash</b> 	A story about a young man coming to a small southern town and unknowingly offending the locals with his direct behavior.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a narrative.</li> <li>apply knowledge of markers of contrast to understand information in a narrative.</li> </ul>
<b>So Bored!</b> 	A man at a ship's bar is agreeing with a friend who is complaining about the cruise.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they complain/agree with complaints about something.</li> </ul>
<b>Clauses of Result: Review</b> 	Review of clauses of result.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of clauses of result to talk about the reasons for or results of an action.</li> </ul>

## Life in the City

### Unit Description





This unit deals with various aspects of city life. Learners will watch a video clip about a girl who has gone missing. They will listen to and take part in a dialogue in which a man describes injuries he received after being mugged, and will read a story about a man on trial for murdering his wife. The grammar section deals with the Future Perfect.

Component	Summary	Objectives
<b>TV: Mystery</b> 	A video clip about a girl who has disappeared. Her brother decides to call the police.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand implicit and explicit information in a video clip of a mystery.</li> <li>• apply knowledge of modals to understand things that are possible or probable in a video clip.</li> <li>• complete a written report on the basis of information in a video clip.</li> </ul>
<b>Adams Murder Mystery Update</b> 	An article about the author of “Murder Mysteries,” who is being tried for murdering his wife. Public opinion is divided as to whether or not he is guilty.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in an article.</li> <li>• understand idiomatic expressions in an article.</li> <li>• apply knowledge of time expressions and tenses to understand the sequence of events as described in an article.</li> </ul>
<b>How Awful!</b> 	An injured man is describing to a nurse what happened to him.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• take part in a dialogue in which they offer/respond to sympathy.</li> </ul>
<b>More Future: Future Perfect</b> 	Presentation and practice of more uses of the Future Perfect.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• use the Future Perfect in affirmative and negative sentences and questions to talk about things that will be completed by a certain time in the future.</li> </ul>

## Dangerous Sports

### Unit Description




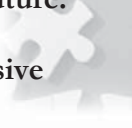
In this unit learners will listen to a radio interview with a skydiver. They will listen to and take part in a dialogue in which a man describes injuries he received playing sport, and will read a story about three mountain climbers who get badly hurt and are rescued by emergency services. The grammar section deals with more infinitives, other uses.

Component	Summary	Objectives
<b>Radio: Sports</b> 	On the radio show “Sports Hour,” Martha, a skydiver, is being interviewed.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the factual information in a radio interview.</li> </ul>
<b>Just in Time</b> 	A story about three teenage mountain climbers who have been badly hurt and are rescued by an emergency doctor service.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>use information from a story to complete an ad about it.</li> </ul>
<b>What Happened?</b> 	A man in a cast is describing to his girlfriend how he broke his leg.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they offer/respond to sympathy.</li> </ul>
<b>More Infinitives: Other Uses</b> 	Presentation and practice of more uses of infinitives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the passive infinitive after adjectives and verbs to emphasize the receiver of an action.</li> </ul>

## Complaints

### Unit Description





In this unit learners will listen to a radio program in which listeners voice their complaints to a famous tabloid journalist. They will listen to and take part in a dialogue in which two women complain about an expensive boutique, and will read a letter of complaint about a faulty washing machine. The grammar section deals with the Future Progressive.

<p><b>Radio: Call-In</b></p> 	<p>Radio listeners are invited to call in and interview a famous journalist.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in a radio call-in.</li> <li>• infer points of view in a radio program.</li> </ul>
<p><b>Complaint</b></p> 	<p>A letter of complaint to a department store about a faulty washing machine that was purchased there.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in a complaint letter.</li> <li>• understand idiomatic expressions in a letter.</li> </ul>
<p><b>Expensive Boutique</b></p> 	<p>A woman looking at a dress in a boutique suggests to her friend that they leave.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• take part in a dialogue in which they agree with someone's opinion.</li> </ul>
<p><b>More Future: Future Progressive</b></p> 	<p>Presentation and practice of the Future Progressive.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• use the Future Progressive in statements and questions to talk about continuous actions that occur in the future.</li> </ul>

## Business Strategies

### Unit Description





This unit describes a variety of business ideas. Learners will listen to a radio ad for a new banking service. They will listen to and take part in a dialogue in which a woman consults her colleague on a marketing strategy, and will read a letter from a woman requesting financial support for her business plan. The grammar section deals with the more infinitives: Perfect tense.

<b>Radio: Ad</b> 	A radio ad for “Bank-Plus,” an account management service.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio advertisement.</li> </ul>
<b>Request</b> 	A letter from a woman requesting financial support for a youth magazine she hopes to publish.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a request letter.</li> <li>use the information in a letter to complete a reply to it.</li> </ul>
<b>Marketing Strategy</b> 	A woman is asking her male colleague for his opinion of her marketing campaign.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they give/accept advice.</li> </ul>
<b>More Infinitives: Perfect</b> 	Presentation and practice of the Perfect form of infinitives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the Perfect Infinitive to talk about past actions or states and after the passive form of certain verbs.</li> </ul>

## Communication

### Unit Description

This unit deals with topic of a breakdown in communication. Learners will listen to a radio soap opera in which an American and a Mexican meet at university. They will listen to and take part in a dialogue in which a woman on the phone can't hear the person on the other end, and will read a letter about an English speaker's experiences in Portugal, learning Portuguese. The grammar section presents a review of phrasal verbs.


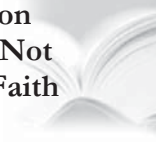


<b>Radio: Soap Opera</b> 	A radio program in which a young American woman meets a Mexican student at her university.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand different points of view in a radio soap opera.</li> </ul>
<b>Personal</b> 	A letter from Bill to Elaine about his experiences living in Northern Portugal and learning to speak Portuguese.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand main ideas and details in a personal letter.</li> <li>• apply knowledge of tenses to understand the sequence of events as described in a letter.</li> </ul>
<b>Please Speak Up</b> 	A secretary speaking on the phone is telling the person on the other end that she can't hear her.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• take part in a dialogue in which they can't hear someone on the telephone.</li> </ul>
<b>Phrasal Verbs: Review</b> 	Review of phrasal verbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• consolidate their knowledge of phrasal verbs in English and be able to differentiate between them and the meaning of the verb on its own.</li> </ul>



## Medical Issues

### Unit Description





This unit focuses on the topic of medicine. Learners will watch a video clip of a soap opera where a patient describes the woman he loves to his doctor. They will listen to and take part in a dialogue in which a doctor examines a burn patient, and will read an article on the advantages and disadvantages of conventional and alternative medicine. The grammar section presents a review of infinitives.

<p><b>TV: Romance</b></p> 	<p>A video clip of a patient speaking to a doctor about Emily, the woman he loves.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in a video clip of a soap opera.</li> <li>• understand a dialogue in a video clip to complete a report of what was said.</li> <li>• use the information in a video clip to complete a letter based on it.</li> </ul>
<p><b>Common Sense, Not Blind Faith</b></p> 	<p>An article discussing the advantages and disadvantages of alternative and conventional medicine.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in an expository article.</li> <li>• identify writer's attitude in an article.</li> <li>• classify information from an article into categories.</li> </ul>
<p><b>Barbecue Burns</b></p> 	<p>A doctor examining a burn patient is giving him advice.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• take part in a dialogue in which they give/receive advice.</li> </ul>
<p><b>More Infinitives: Review</b></p> 	<p>Review of infinitives.</p>	<p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>• consolidate their knowledge of Perfect and Passive infinitives.</li> </ul>

## How Smart Are You?

### Unit Description

In this unit learners will listen to a general knowledge quiz on the radio. They will listen to and take part in a dialogue between a cruise director and an employee, and will read an article about a very bright seven year-old bilingual Russian girl. The grammar section presents a review of the Future tense.

<b>Radio: Quiz</b> 	A weekly radio quiz program involving high school contestants.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in a radio quiz.</li> <li>• understand the information in a radio quiz to complete a report of it.</li> </ul>
<b>Starting Young</b> 	An article about a seven year-old bilingual Russian girl who helps other Russian newcomers at her school.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in an expository article.</li> <li>• identify writer's attitude in an article.</li> </ul>
<b>Dance Signs</b> 	A ship's cruise director and an employee are discussing plans for a dance that night.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• take part in a dialogue in which they agree/disagree over something.</li> </ul>
<b>More Future: Review</b> 	Review of Future tenses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• consolidate their knowledge of Future Progressive and Future Perfect tenses.</li> </ul>

## Explore Texts

### Cultural Differences



#### Travel

This is the wild and beautiful landscape of Central Australia: the “outback,” which covers seventy-five percent of the continent. It seems to lie, still and untouched, in the silence of its first creation. And yet, according to the Australian Aborigines, the whole continent is a maze of song.

The Aboriginal myth of how the world began is extremely complex, but I'll try to simplify it. In the beginning, which they call “Dreamtime,” the “Ancestors” created themselves from clay, and then began to sing the world into existence. They walked about, singing the names of everything they saw: birds, animals, plants, rocks, and rivers. As they walked, they left trails of footprints and songs. These are the famous “Songlines,” which form a profound part of the Aborigines' religious beliefs.



#### Culture Crash

It's almost thirty years now since Brad Perkins came into our small southern town like an ambulance on its way to a car crash. At the time, he had no idea that anyone had noticed him, but of course we had. He was from New York City, a place where manners, values, and the rules of courtesy were very different from ours. Up north, being direct is something positive. Down here, it's considered rude. During the years, Brad never realized that he was offending anyone. We now know that he never meant to.

Once, Dr. Franklin invited Brad for Sunday dinner, not long after he'd arrived. Although he is actually quite reserved, Dr. Franklin likes to be known around town as a cultured man. He therefore felt the need to welcome Brad to town and show him some southern hospitality. Yet that meal caused such a problem for Brad that he almost had to leave town. Looking back now, I can see that we were the ones who were being rude, and not Brad Perkins.

There were only six people at dinner, but what he did seemed to have been broadcast all over town by the next day. And, of course, everyone took offense. Later, Dr. Franklin agreed that they had gone overboard and had been too sensitive. As a rule, however, it is not customary for a guest to refuse a second helping in a southerner's home.

Brad Perkins will have been here for thirty years next June. We've come to admire him, and it's hard to imagine the place without him. We treat him just like one of us, but I guess we've just gotten used to people from up north. Over the years, we've tried to learn more about what's considered appropriate in the north. We realize now that they're not rude; they just communicate differently.



### So Bored!

- I get so bored on cruises.
- Me, too!
- Every year my wife drags me on one.
- Mine, too!
- The worst part is, I hate the ocean.
- I know what you mean. I can't stand it, either.

## Life in the City



### Mystery

- Lauren: Where's Freddie?
- Richard: He's gone to phone the mansion, to see if anybody knows where Coral is.
- Lauren: You mean she hasn't been around?
- Richard: Not since Friday. Isn't that funny?
- Lauren: A hoot. Do you think something could have happened to her?
- Richard: Well, rumor has it there's a new man in her life. She's probably with him.
- Lauren: I always imagined she ate men. Like a praying mantis!
- Richard: Well, maybe this time it's the other way around.
- Freddie: I can't find her anywhere. At home, nobody's talked to her or seen her since Friday, and there's no answer at the gallery.
- Richard: Here we go.
- Lauren: Well, does Coral do this kind of thing? Maybe she's just gone somewhere for the weekend?
- Freddie: My sister can be very unpredictable, but...
- Richard: I'm sorry, I think we have to get the police on this immediately.



### Adams Murder Mystery Update

by Tina Adler

By tomorrow morning, Gregory Adams, the famous author of Murder Mysteries, will have been on trial at the State Court. Hopefully, he will have told the court what he has refused to tell journalists up until now. As of tomorrow, the truth will be revealed and the rumor that Gregory Adams murdered his wife will be proven either true or false.

Adams, a man with no previous criminal record, naturally hopes to be found innocent, and sources close to the family say he is quietly confident. As for the public, however, opinion is divided. Many people seem to be convinced that the rumor that Adams “got rid of” his wife is no exaggeration. It is common knowledge that he has been married three times, and that in each case his wife mysteriously disappeared.

Ms. Mira Holmes, Adams’s former neighbor and a well-known local filmmaker, seems to know the man very well. Many believe that her version of events is quite conclusive. “What the tabloid headlines say is only the tip of the iceberg,” Ms. Holmes says firmly. “I have been investigating the tragic disappearance of Barbara Adams for many months now. I plan to make a documentary about it one day. Barbara disappeared on the 5th of January, just like Bonnie Adams, and Bettina Adams before her. My theory is that Mr. Adams’ books hold the key to the truth. In his books, the murderer’s wives all had names which began with the letter ‘B,’ and they all had large insurance policies. Finally, their murders always took place on the 5th of January.”

Others seem to feel that this solution is too simple. They claim that someone else, perhaps a dissatisfied reader, got hold of the idea from Adams’ books. Mira Holmes’ claims have only added to the scandal surrounding the Adams trial.

Tomorrow the final chapter in this tragedy will be played out in the State courtroom, and many people are interested to see how this mystery ends.



### How Awful!

- They beat me up and stole my wife’s car.
- Oh! How awful!
- I guess that’s the way it goes sometimes.
- Yeah. Life in the big city can be rough.
- Actually, it could have been worse.
- Really? How?
- It could have been my car that got stolen!

## Dangerous Sports



### Sports

- DJ: Welcome to “Sports Hour” on WKIK. Here with us in the studio is the daring Martha Moore to tell us about her favorite sport: skydiving! Martha, you are known to have risked your life for this sport. Can you tell us why?
- Martha: Well, Tom, I've always loved adventure. A couple of years ago I was ready for a new thrill. It had to be skydiving since I'd already tried everything else!
- DJ: Aren't you afraid of jumping out of a plane with nothing but a parachute? I mean, it must take a lot of nerve!
- Martha: Of course I'm afraid sometimes. Only a fool wouldn't be afraid.
- DJ: Then why do you do it?
- Martha: I just love the thrill of flying through the sky!
- DJ: Do you ever have second thoughts before a jump?
- Martha: Yes, but you can't think about the altitude. You just have to take your chances, and dive. I'd be happy to give you a free lesson next week, Tom. What do you say?
- DJ: Thanks a lot, Martha; that's very generous of you, but...uh...I'm going to pass up your offer. Thanks for being on our show.



### Just In Time

The Emergency Medical Parachutists are a team of doctors, each of whom owns a pilot's license and is experienced in parachuting. They give first aid to injured people who cannot be reached any way other than by plane. Today the team was made up of Elena, Hank, and Nick. Each one had received the same phone call, asking them to meet at the E.M.P. base.

“OK,” said Nick. “We'll be taking off immediately.”

“Who are we looking for?” asked Elena.

“Three teenage mountain climbers,” answered Nick.

“They fell off the edge of a cliff. One kid seems to have been hurt badly. Another has a broken leg and the third one appears to have gotten only minor injuries.”

“They must be panicking now, thinking nobody will ever find them,” Hank said.

Once in the sky, Elena searched carefully. Then she pointed down.

“I see them!” she exclaimed.

“We're going to have to be very cautious near those rocks,” said Nick. “I'll be circling up here until you contact me. Good luck, guys!”

Elena and Hank jumped from the plane and landed near the boys.

“You came just in time,” said one of the frightened teenagers. “Eddie's in pretty bad shape.”

Hank found Eddie, who was lying on a rock ledge. He quickly sized up the situation. “It's a risk to move him at this point, but we have no choice,” he said. “He appears to have several broken bones.” Turning to the other two friends he said, “You know, this adventure of yours could have had an even worse ending if we hadn't found you today.”

All three teenagers were taken to the hospital and when Eddie was well enough, they appeared on a national TV talk show. They warned other young adventurers against going on foolish expeditions like the one which had led to their accident. “We thought we were being so daring and clever. Sure, it takes nerve to do what we did, but we were stupid to have gone near the edge of the cliff. We could have been killed,” said Eddie. “In fact, I found out afterwards that I almost was.”

“Don't take chances, even if you're familiar with the area that you're headed for,” added his friend. “Study your destination on the map and take along all the equipment you may need. Then your trip can be a thrilling adventure and not a terrifying experience.”



### What Happened?

- Thanks for picking me up, Cindy.
- What happened?
- I broke my leg playing football.
- Oh! What an awful thing to happen.
- That's not the worst part. The doctor said I shouldn't play football anymore.
- What a shame! You love football.



- Well, now I'll have more time to spend with you.

## Complaints



### Call-In

- Host: Welcome to “Interview Line.” This week, callers are invited to interview our special guest, the famous journalist, Dan Swathmore. Mr. Swathmore, more commonly known as “Dan the Man,” will soon be retiring after more than thirty years of writing for The National Reporter. His next project is said to be a documentary about the scandalous world of tabloid newspapers, a subject with which he is very familiar.
- Caller One, you're on the air.
- Doris: Hello. My name is Doris. Dan, isn't it true that your information is based more on rumors than on what is actually known to have happened?
- Dan: Not at all. In fact, as soon as I get wind of a story, Doris, I follow it up by getting hold of the people who are reported to have been involved, and gathering as many facts from them as possible.
- Host: We have another caller. Joanne, thanks for joining us.
- Joanne: I agree with Doris. How can we trust you? After all, you journalists always refuse to reveal your sources. You take advantage of people's personal tragedies just to make catchy headlines. I'm convinced the tabloid bosses encourage you to break the law by exaggerating the truth to suit their purposes.
- Dan: I can only speak for myself, Joanne. I research my articles very carefully and always have hard evidence to back up any claims I make. As for what people call “the truth of a story,” my view is that it has many versions, and my job is to reveal as many of those as I can.
- Host: Thank you all for contributing to “Interview Line.” I think the issues raised tonight were just the tip of the iceberg. Join us next week, when we will be continuing with the topic of freedom of the press.



### Complaint

Mr. Larry McCann, President  
Grumble's Department Store  
P.O. Box 5554  
New York, N.Y.

Dear Mr. McCann,

I'd like to bring to your attention the events of the past few weeks concerning a washing machine that I purchased on September 14th from your appliance department. The machine was delivered and installed several days later, but since that time has failed to work. Before using the machine, I read the instruction book and followed the instructions to the letter. They didn't seem to be written in a complicated way - I usually have a head for these things, but for some reason the machine didn't work. At that point I re-read the directions so as to be sure I had set everything correctly. However, the machine remained idle.

A label on the back of the machine listed a phone number to call in case of problems. I called and spoke to a technician, who gave me step-by-step instructions how to turn on the machine. But the whole process was a waste of time. The machine still wouldn't work.

Several days later, another technician actually came to my home to try to figure out what was wrong. I hoped to be doing my laundry by the time he left, but he could not get the machine to work, either. He told me I had two options: either to have the machine repaired or exchange it for a new one. Since this machine is brand new and has never worked, I felt I deserved a new one.

I called your store and was told that the normal procedure was to write a letter to the department manager explaining the problem. I did this several weeks ago, but my letter appears to have been ignored.

Mr. McCann, by the time you get this letter, an out-of-order washing machine will have been sitting in my house for nearly six weeks. This whole episode has been a pain in the neck for me. The machine needs to be replaced immediately. If it is not, my lawyer will be getting in touch with you. Please consider this a final warning.

Sincerely,  
Felicity Dundee



### Expensive Boutique

- I can't stand these expensive little boutiques.
- I know. They charge so much for so little.
- I'm getting tired of shopping. Let's get out of here and go eat.
- Great idea! I'm starving.
- Wait! Look! Isn't that a fabulous little black dress?
- Absolutely! And it's only \$800!

**Business Strategies**

Ad

Speaker 1: Are you annoyed by high interest rates? Do you ever need help keeping track of your financial records? Do you wish you could overdraw on your account without seeing your checks bounce? If you answered “yes” to any of the above questions, it’s time for you to check out “Bank-Plus” at ABC Finance Bank. For just a small monthly fee, you’ll get high-quality service to help you manage your bank account. But don’t take it from me. Listen to one of our satisfied customers:

Speaker 2: At ABC Finance Bank, there’s always someone who helps me understand my statements and keeps an eye on my investments. The people there really care about me. Also, since the bank double-checks everything, errors, which, in the long run, could cost me a lot of money, are avoided. As long as my money is at ABC Finance Bank, my savings are secure.

Speaker 1: ABC Finance Bank likes to be known as the bank that cares about you as well as your money. That’s a bank to invest in. Why don’t you check us out? Now that you know more about us, you’ll be glad you did.



### Request

Kara Moore  
Youth Matters Ltd.  
20 January

H. Morgenthal, General Manager  
Natural Shoes Ltd

Dear Mr. Morgenthal,

It has been some time since we were in contact. I hope that all is well with you. My annual presentation to the organization seems to have been well received, and by next month I will be managing the whole publications office. I want to thank you for your support and advice when we met last year. You helped me a lot.

One of my primary objectives for next year is to focus on reaching out to youth and getting them interested in environmental issues. Now that the environment has become a hot news topic, that should not be too difficult. My idea is to create a youth magazine that would appeal to high school and university students. I would like the magazine to be known for its quality, rather than its environmental subject matter.

I have included an outline of the first proposed issue for your consideration. I thought that your company, Natural Shoes, might be interested in giving money to support such a project. Since you depend on selling your products to youth, this could be a good way of reaching them. We are, therefore, offering you several full-page advertisements in our magazine.

Please take time to think the idea over, and then let me know what you decide.

All the best.

Sincerely yours,

Kara Moore, Publications Officer



### Marketing Strategy

- So, Johnson, what do you think of my new marketing strategy?
- Personally, I think that it could be improved.
- Oh, really? What would you change?
- Well, I feel strongly that we must also target middle-aged men in this campaign.
- Hmmm. That's a smart suggestion, Johnson. Good thinking.

## Communication



### Soap Opera

- Narrator: Cathy wants to meet someone from a different culture. Now that a group of Mexican students has come to her university, Cathy makes a firm decision to meet one of them, and hopes to be included in some of their activities.
- Cathy: Hi, there. As a rule, I don't talk to strangers, but I will be going to Mexico next summer. Mexican culture is so different from ours and I'm really interested in finding out all about it. I'm Cathy, by the way.
- Carlos: Hi. I really admire your interest in Mexico. My name's Carlos.
- Cathy: Wow! Taking into account that you've just arrived, your English seems to be fluent.
- Carlos: I like to be considered bilingual. I studied hard before I came. Learning the language of a new country is a must if you want to fit in.
- Cathy: I agree. Maybe you can help me with my Spanish. By the way, do you have one of those great Mexican hats? It would be quite appropriate for this hot summer we're having now.
- Carlos: No, I don't. Tell me, does everyone here think we all still wear those hats? It's a real generalization, you know.
- Cathy: Oh, I thought that it was customary to wear those hats in Mexico. Please don't take offense.
- Carlos: I just get offended when people stereotype me.
- Cathy: Sorry. Listen - why don't you come for dinner Friday?
- Carlos: OK. I'd enjoy some good American hospitality.
- Narrator: Will Cathy and Carlos fall in love? Will Carlos teach her Spanish? Find out next week on "Ups and Downs."

**Personal**

Dear Elaine,

Hi, there! How are you? I'm doing well up here in the north of Portugal, and I'm really beginning to make headway with my Portuguese. Now that I've been here for six months, I'm finding it much easier to express myself, although I still have a problem with my pronunciation. It's exciting to speak another language besides English, and I hope that in six months' time I'll be speaking fluently. By then I will have been here a year, and will hopefully be speaking like a native. My plan is to be practically bilingual by the time I leave.

Anyway, this letter would be incomplete without a funny story. Correct? The local villagers hate to be thought of as inhospitable; so one family invited me for a meal last week. I decided to take advantage of the invitation (who turns down such an offer?) and I didn't eat all day, so that I'd be hungry. I knew enough Portuguese to get by, but I memorized a few extra expressions, just in case.

When I arrived for dinner, I was disappointed to see that they had made roast beef.

I tried to get it across to them that I didn't eat meat, but I guess I made too poor an attempt at it. When it became clear that I wasn't going to eat anything, the room was suddenly silent. The family didn't speak to me again until it was time for me to leave.

I asked my friend Marcos to speak to them for me and he found out that there had been a misunderstanding. It turns out that I had said and used words incorrectly, and they had interpreted it as some sort of criticism of THEIR meat.

Yesterday, however, I received a huge basket of fruit with a note saying, "Practice your Portuguese!" Marcos translated it for me! I know you'll laugh. Keep in touch.

Bill

**Please Speak Up**

- I'd like to speak to Mr. Carlton, please.
- I beg your pardon. What was that again?
- I said I want to speak to Mr. Carlton.
- I'm sorry, ma'am. I can't hear you very well. Can you please speak up?
- I'm already shouting. Is Mr. Carlton there?
- Ma'am, this connection is awful. Please call again.

## Medical Issues



### Romance

- Bobby: I love her, Dr. Chadwick. I always have.
- Doctor: I had a feeling, Bobby. But Emily.
- Bobby: She loves me too, I know she does. She just won't allow herself to.
- Doctor: Bobby, Emily's a big girl now. I think she knows what she wants.
- Bobby: I know I could make her happy. I'd take care of her and love her for the rest of our lives.
- Doctor: Bobby, if you are as sick as you say you are, then face it, son, you don't have much time for all that.



### Common Sense, Not Blind Faith

Reasonable people should not have blind faith in the medical profession. We all have to get more information about the treatments that we are given. We have to check out medicine we take. We have to ask for second and even third opinions. We must do some research. We have to use our common sense and be informed about our health care.

While it is true that modern Western medicine has risks, we shouldn't reject it totally. The harm to the patients usually comes from not getting medical treatment immediately. Most people who get good medical care are healthier and live longer.

If this is the case, why has “alternative” health care become so popular in North America and Europe? Often fear of surgery or of strong medication motivates people to look for these alternatives. Many people think that these treatments will help even when the situation seems hopeless to Western doctors.

Alternative treatments are attractive because they seem less harmful and more sensitive to our needs. Surgeons perform dangerous surgery, but reflexologists, natural healers, or homeopathic doctors do not seem to give dangerous treatments. People don't think alternative care would kill anyone by mistake. In addition, everyone wants to be treated warmly. No one wants to go to a doctor in a cold, impersonal hospital clinic. Since some doctors don't have a nice “bedside manner,” people like the attention they get from alternative healers.

Whether or not we decide to choose one type of treatment or another, we have to realize that there will be risks in almost any treatment. All doctors and healers are human beings who can make mistakes. They can miss things and waste valuable time. No matter what happens, we have to think about all of the different options.

Remember, there are millions of patients who are alive and well today because of “conventional” Western medicine.



### **Barbecue Burns**

- These burns aren't too bad.
- I guess I was lucky.
- If I were you, I'd be more careful in the future.
- I'm usually very careful. This has never happened before.
- I think you should avoid having barbecues for a while.
- I will, Doc. Thanks.



## How Smart Are You?



### Quiz

- Paula: Welcome to the weekly quiz program, “Yesterday, Today, and Tomorrow.” Today's guests are high school students Jason and Rachel. You know the rules, so let's begin. Jason, by the time your children learn to drive, cars will probably be running on what kind of energy?
- Jason: Solar.
- Paula: Right! Now, Rachel, which country in the world has the largest population?
- Rachel: China.
- Paula: Correct. Next question. What technique is expected to be used more in surgery to significantly improve its efficiency?
- Jason: Experiments on animals?
- Paula: No, Jason. Rachel?
- Rachel: Lasers.
- Paula: Right. Rachel, your turn. Now that we have already been to the moon, we might soon be living in outer space. Name the planet closest to Earth.
- Rachel: Mars.



### Starting Young

by S. Noriko

Seven-year-old Marina Schuman, a Russian immigrant, is called “the interpreter” by her classmates. Two new Russian students have recently joined Marina's class, and most of their schoolwork needs to be translated for them. Since Marina is bilingual, she was chosen for the task.

“When I listen to Marina talk in her native language, it's quite obvious that she is Russian,” said Mrs. Marge Smythe, Marina's teacher. “However, when I hear Marina express herself in fluent English, it's hard to believe that she has lived in the United States for less than two years. I hardly ever have to correct her. I'm sure her Russian classmates will also be speaking English fluently within a few months.”

Language experts point out that learning a second language is much easier for children than for adults. “Children begin to put words together into sentences as early as age two,” says Dr. Annette Davis, a language specialist. “This pattern appears to be the same in children all over the world, no matter what language they're learning. We believe that we can make more progress teaching a two-year-old than an older child or adult. The younger child has more of an ability to pronounce foreign words correctly, and children in general are better than adults at memorizing new words.”

Parents who want their children to practice speaking a second language at an early age can now sign their kids up at pre-school language institutes. One school known to have succeeded in teaching foreign languages to young children is the Higgins Language Institute. There are seven Higgins schools throughout the country, and they currently offer five languages for pre-schoolers, including Spanish and French. The concept is such a hit that within a year the number of Higgins schools across the country will have doubled.

Besides teaching foreign languages, many pre-school language institutes teach English as a second language to immigrant children. By the time they reach elementary school, these youngsters will have learned to speak English fluently. Like Marina, some of these young people may even find themselves serving as interpreters and translators.







































### Dance Signs

- I think we should start making the signs for tonight's dance.
- Yes. I guess we should.
- OK. You make the signs, and I'll take care of the passengers.
- But I hate making signs.
- So do I. Wait! I have an idea. Let's see if we have any left over from the last cruise.
- That's a good idea. I hadn't thought of that.
- That's why I'm the manager.

# Advanced 2

## Course Map

Unit Name	Component and Title			
<b>Telling the Truth</b>		TV: Romance		Logical Connectors: Cause and Effect
		Personal		Logical Connectors: Contrast
		To Tell The Truth		
<b>Business Careers</b>		Voice Mail: Business		I'm Worried
		A Career in Business		Common Errors: Had Better vs.. Would Rather
<b>Agreeing and Disagreeing</b>		Radio: Call-In		Here Comes the Bus
		Fun and Games		Common Errors: There vs. It
<b>Too Much Work</b>		Radio: Ad		Logical Connectors: Sequence
		Working at Home		Common Errors: Do vs. Make
		Too Much Work		






<b>People With Problems</b>		Radio: Soap Opera		Will vs. Would: Review
		Amy's Vacation		Logical Connectors: Purpose and Condition
		School Trip		
<b>Tell Me About...</b>		TV: Travel		Where's My Daughter?
		Request		Logical Connectors: Review
<b>Economics</b>		Radio: News		European Sales
		Complaint		Common Errors: Order of Adjectives
<b>Interviews</b>		TV: Mystery		Participles: Participial Adjectives
		“Dear Dotty”		Participles: Present/Past
		I Apologize		

# Scope and Sequence

## Telling the Truth

### Unit Description





This unit deals with the topic of truth and lies. Learners will watch a video clip of a soap opera where a doctor advises his patient to tell the truth to the woman he loves. They will listen to and take part in a dialogue in which a woman asks her husband's opinion about a dress she wants to buy, and will read a letter from a man who admits he's been depressed since his girlfriend left him. The grammar section deals with logical connectors of cause and effect, and of contrast.

Component	Summary	Objectives
<b>TV: Romance</b> 	A video clip in which Bobby admits to Dr. Chadwick that he has loved Emily all his life. The doctor advises him to tell Emily the truth about his feelings.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a video clip of a soap opera.</li> <li>use the information in a video clip to complete a summary of it.</li> <li>draw inferences on the basis of information in a video clip.</li> </ul>
<b>Personal</b> 	In a letter to his friend Daniel, Michael admits that he has been depressed for several months because his girlfriend has left him.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a personal letter.</li> <li>apply knowledge of connectors of contrast to understand the ideas in a letter.</li> <li>use the information in a letter to complete a reply to it.</li> </ul>
<b>To Tell The Truth</b> 	A woman in the women's clothing department is asking her husband's opinion about which dress to buy.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask for/express an opinion.</li> </ul>
<b>Logical Connectors: Cause and Effect</b> 	Presentation and practice of logical connectors of cause and effect: as, for, seeing that, etc.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use logical connectors to express cause and effect relationships in sentences.</li> </ul>
<b>Logical Connectors: Contrast</b> 	Presentation and practice of logical connectors of contrast: although, in spite of, etc.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use logical connectors to express relationships of contrast in sentences.</li> </ul>

## Business Careers

### Unit Description




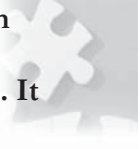
This unit deals with various aspects of a career in business. Learners will listen to a voice-mail message from a boss leaving instructions to his secretary. They will listen to and take part in a dialogue in which a woman tells her colleague she is worried about being fired, and will read an article about students wanting a career in business. The grammar section deals with the contrast between “had better” and “would better.”

Component	Summary	Objectives
<b>Voice Mail: Business</b> 	A boss leaves a voice-mail message with instructions for her secretary.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand instructions in a voice-mail message.</li> <li>draw inferences on the basis of information in a voice-mail message.</li> </ul>
<b>A Career in Business</b> 	An article about a recent survey which found that most university graduates want a career in business.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>identify attitudes in an article.</li> </ul>
<b>I'm Worried</b> 	A woman is explaining to her male colleague that she is worried about being fired.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express/respond to worry.</li> </ul>
<b>Common Errors: Had Better vs. Would</b> 	Presentation and practice of common errors in the use of “had better” versus “would rather.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>differentiate between the use of “had better” and “would rather” in sentences.</li> </ul>

## Agreeing and Disagreeing

### Unit Description






This unit deals with differences of opinion. Learners will listen to a radio call-in program on the connection between violent videos and teenage crime. They will listen to and take part in a dialogue between a couple complaining about a bus being late, and will read a story about a girl who disagrees with having competitive games at a children's summer camp. The grammar section deals with the contrast between "there" and "it."

Component	Summary	Objectives
<b>Radio: Call-In</b> 	A radio call-in program about the relationship between violent videos and teenage crime.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand points of view in a radio call-in program.</li> <li>classify information according to the point of view it represents.</li> </ul>
<b>Fun and Games</b> 	A story about a girl who works as a counselor at Camp Laguna. She enjoys her job but dislikes the Camp Laguna Olympic Games.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>understand feelings in a story.</li> <li>use the information in a story to complete a letter about it.</li> </ul>
<b>Here Comes the Bus</b> 	A man and a woman are complaining about the bus being late.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they make/respond to a complaint.</li> </ul>
<b>Common Errors: There vs. It</b> 	Presentation and practice of common errors in the use of "There" versus "It."	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use "it" or "there" in sentences which require a dummy or empty subject.</li> </ul>

## Too Much Work

### Unit Description

In this unit learners will listen to a radio ad for an employment agency offering staff for overworked bosses. They will listen to and take part in a dialogue in which a secretary complains about being overworked, and will read an article about a woman who decides to work from home. The grammar section deals with the contrast between “do” and “make.”





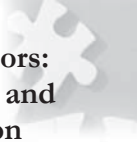
Component	Summary	Objectives
<b>Radio: Ad</b> 	A radio ad for the Assist Employment Agency.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio advertisement.</li> </ul>
<b>Working at Home</b> 	An article about a woman who decides to change her lifestyle and work at home.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>understand the sequence of events in a description.</li> <li>classify items according to information in an article.</li> </ul>
<b>Too Much Work</b> 	A secretary is complaining about the amount of work his boss is giving him.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they make/respond to a complaint.</li> </ul>
<b>Logical Connectors: Sequence</b> 	Presentation and practice of logical connectors of sequence: first, second, in the beginning, etc.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use logical connectors of sequence to describe the order of events.</li> </ul>
<b>Common Errors: Do Vs. Make</b> 	Presentation and practice of common errors in the use of “do” versus “make.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>differentiate between the use of “do” and “make” in sentences.</li> </ul>



## People With Problems

### Unit Description





In this unit learners will listen to a radio soap opera about a woman whose boyfriend left her for another woman. They will listen to and take part in a dialogue between a girl who received a bad report card and her brother, and will read a story about the problems faced by a TV therapist trying to go on holiday. The grammar section deals with logical connectors of purpose and condition.

Component	Summary	Objectives
<b>Radio: Soap Opera</b> 	A radio soap in which Emily tells Tracy how she discovered that her boyfriend had left her for another woman, possibly her own therapist.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a video clip of a soap opera.</li> <li>understand the sequence of events described in a video clip.</li> </ul>
<b>Amy's Vacation</b> 	A story in which a successful TV therapist goes to a resort to relax, but is recognized and bothered by everyone.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a story.</li> <li>apply knowledge of modals to understand descriptions of future actions or states.</li> <li>complete a written dialogue and a newspaper report on the basis of information in a story.</li> </ul>
<b>School Trip</b> 	A girl is asking her brother to do a favor for her.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask someone to do them a favor.</li> </ul>
<b>Will vs. Would: Review</b> 	Review of “will” versus “would.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of the modals “will” and “would” that are used to express willingness, capacity, habit, requests, future actions, etc.</li> </ul>
<b>Logical Connectors: Purpose and Condition</b> 	Review of logical connectors of purpose and condition: so, so that, provided that, unless, in case, etc.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use logical connectors of purpose and condition to talk about the purpose of an action or conditions needed for an action to occur.</li> </ul>

## Tell Me About...

### Unit Description





In this unit learners will watch a video clip that tells about a traditional journey of Australian Aborigines. They will listen to and take part in a dialogue in which a mother is describing her lost child to a security clerk in a department store, and will read a letter telling about The Society for Animals in Distress. The grammar section presents a review of logical connectors.

Component	Summary	Objectives
<b>TV: Travel</b> 	A TV travelogue about the ritual journeys of Australian Aborigines.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand factual information in a video clip of a travelogue.</li> </ul>
<b>Request</b> 	A letter from the chairwoman of “The Society for Animals in Distress” inviting a generous donor to visit their new animal shelter.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a letter of request.</li> <li>use the information in the letter to complete a newspaper announcement.</li> </ul>
<b>Where's My Daughter?</b> 	A mother is describing her child to a clerk at the “lost child” desk in a department store.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express/respond to worry or fear.</li> </ul>
<b>Logical Connectors: Review</b> 	Review of logical connectors.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of connectors to join clauses and sentences to show their logical relationship to each other.</li> </ul>

## Economics

### Unit Description




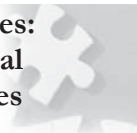

This unit deals with different aspects of the topic of economics. Learners will listen to a radio news item about a plan to help professionals who have become unemployed. They will listen to and take part in a dialogue in which a woman is speaking at a company board meeting, and will read a letter from a woman complaining about an error in her tax assessment. The grammar section deals with common errors in the order of adjectives.

Component	Summary	Objectives
<b>Radio: News</b> 	A radio news program in which the state government announces a new plan to assist professionals who have lost their jobs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an economic news program.</li> <li>apply their knowledge of relative clauses to understand information in a news program.</li> </ul>
<b>Complaint</b> 	A letter from a self-employed woman to the Taxation Department complaining about a mistake in their assessment.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a letter of complaint.</li> <li>apply their knowledge of tenses to follow the sequence of events described in a letter.</li> <li>use the information in a letter to complete a form.</li> </ul>
<b>European Sales</b> 	A woman in a board meeting interrupts a man who is speaking in order to correct him.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they interrupt/respond to an interruption.</li> </ul>
<b>Common Errors: Order of Adjectives</b> 	Presentation and practice of common errors in the order of adjectives: <i>a small used red Italian sports car.</i>	<b>Learners will:</b> <ul style="list-style-type: none"> <li>put a number of adjectives that describe a noun in a sentence in the correct order.</li> </ul>

## Interviews

### Unit Description

In this unit learners will watch a video clip of a young woman giving an interview about her career in modeling. They will listen to and take part in a dialogue in which a woman is interviewing a potential housekeeper, and will read an article about an interview with a woman who wrote an advice column for many years. The grammar section deals with participial adjectives, and participles in the present and past.

Component	Summary	Objectives
<b>TV: Mystery</b> 	A TV interview with a young woman who describes how she began her modeling career.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a video clip of an interview.</li> <li>make use of visual context in a video clip.</li> <li>apply their knowledge of discourse markers to follow the sequence of events as described in a video clip.</li> </ul>
<b>“Dear Dotty”</b> 	An article about “Dear Dotty,” a book of letters from a weekly advice column.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>use the information in an article to complete notes about it.</li> <li>use the information in an article to write a letter related to it.</li> </ul>
<b>I Apologize</b> 	A woman at her front door is interviewing a potential housekeeper.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express/respond to an apology.</li> </ul>
<b>Participles: Participial Adjectives</b> 	Presentation and practice of participial adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use present and past participial adjectives in sentences to talk about a subject’s state.</li> </ul>
<b>Participles: Present/Past</b> 	Presentation and practice of present and past participles.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the present and past participles of verbs as adjective before nouns in sentences.</li> </ul>

## Explore Texts

### Telling The Truth



#### Romance

**Bobby:** Dr. Chadwick, all my life I've planned to marry Emily. I was waiting for the right moment. But when Skipper Wallace came into her life, I panicked. She really seemed to be in love with him. I had to do something to make her realize it's me she loves; that we were meant for each other.

**Doctor:** I understand why you did it, but do you really think it's fair to Emily?

**Bobby:** No. I suppose seen from the outside, it's not. What am I going to do?

**Doctor:** Talk to her, Bobby. She deserves to know the truth.



#### Personal

Dear Daniel,

Hi! I know I haven't written in a very long time, and I apologize. I could lie and say that it's because I've been busy doing lots of exciting things, but I'm determined to tell you the truth, although I feel a bit ashamed.

The truth is that I've spent the last few months feeling upset and depressed. In general, I've been down in the dumps. You see, my girlfriend, Samantha, left me in January. Although I'm a very emotional person, this time I don't think I'm overreacting. I just can't seem to cope. I cry all the time and am reminded of Samantha wherever I go.

I haven't been sleeping well and as a result, I've been feeling extremely run-down and I can't do a good job at work. I loved Sam very much, and despite our differences of opinion and occasional fights, we always managed to work things out. She really broke my heart. I think she knew that I wanted to discuss getting married, and the whole idea of marriage frightened her terribly. At last I've decided that I've been feeling sorry for myself for too long, and that I have to stop feeling like a victim. It's time to do something to improve my situation. In spite of my anxiety about telling a complete stranger my problems, I want to see a therapist. I need someone who is sympathetic and kind. Do you know anyone in my area? Please let me know. You went for counseling a few years ago, didn't you? Did you find it helpful?

Enough about me and my problems. How are you, Daniel? Is your boss still driving you crazy? At first it seemed that you liked your new job, but now it sounds like it puts you under a lot of stress. Maybe you should look for a new job; something where there is less tension.

How are Kathy and the baby? I hope you'll all be able to drop by for a visit during your summer vacation.

Please write soon,

Michael



### To Tell the Truth

- How do you feel about the color brown on me?
- I guess it looks OK.
- How about blue? This blue dress is kind of nice.
- Yeah. It is nice.
- You're not being much help.
- Look. To tell you the truth, it doesn't matter to me one way or the other. The important thing is that you decide and we get out of here!

## Business Careers



### Business

Hi, Denise! This is Ms. Marx. I won't be coming into the office today; I need a day off. I'd be grateful if you could do a few things. First, type the letter to Mr. Thompson that I left on your desk. You'll notice that I crossed out the second paragraph. Please remember to use office stationary.

Mr. Thompson has been waiting for our response for a long time, so you'd better send the letter out today. Second, please send Jessica Smyth our newest catalog. She wants to see it before she makes her final decision. Third, you'll probably hear from Bob Hodges sometime today. Inform him of the business meeting on Tuesday at 10:00. Finally, if anyone asks where I am, just make something up! Thanks.



### A Career in Business

by Tracey Adams

According to a recent study done at Markson University, most university graduates want a career in business. Fifty-three percent of those surveyed described the business world as “glamorous” and themselves as “ambitious” and “eager.” They identified their goals as “to do a good job” and “to make a lot of money.”

Nick Tendrino, a student at Samster College, is especially ambitious. He says that he will only apply for jobs at companies whose stocks are traded on the stock market. “Other companies just aren’t worth it,” he said. “There is a great deal of competition out there. If you want to excel, you have to know what you want and be aggressive about getting it.”

Beth Thomkins likes the challenge of the business world. She explains, “It’s almost a game to me. I’ve decided that I’m going to be a business executive by the time I’m thirty, and I won’t let anything stand in the way. I’m not in it for the money, really. I’m in it for the challenge.”

While these young people are eagerly looking for challenging jobs, many older business professionals are feeling challenged by the new competition.

Ted Benson, who has been an accounts executive at Sherman, Inc. for twenty years, is worried about his job security. He claims, “These kids who come here right out of college are a problem for us. They’re young and eager to please, so the company can hire them to work hard for a much lower salary. And then suddenly those of us who have been working for years are told that we’re not needed anymore. It’s just not right. I’ve seen men in their fifties who have families to support lose their jobs because of these young, eager, ambitious college graduates. And when you’re that age, it isn’t easy to find another job.”

It would be interesting to follow the careers of these students, and see how many will succeed and whether there will be enough jobs out there for all of them. Perhaps Markson University will have some more information for us in ten years’ time.



### I’m Worried

- You know, I’m really upset.
- Why? What happened?
- I saw a memo on Mr. Carlson’s desk that says the sales force is going to be reduced. I’m worried that I’m going to get fired.
- Don’t worry. I know all about that. It refers to the European sales force.
- Whew! Thank goodness. I feel so much better now.



## Agreeing and Disagreeing



### Call-In

- Host: This is Wilson Todd with “Crime Watch.” Tonight we're talking about motivation and responsibility in violent crimes. Caspar Bogie, aged seventeen, has been accused of committing a number of violent crimes. Although he's admitted committing them, he claims that he was influenced by violent videos and so claims it was not his fault after all. What do you think? Caller Number One, you're on the air.
- Caller 1: Well, in order to understand what happened, we must take into consideration the kind of life Caspar has led. He has grown up surrounded by violence. Every night his ignorant parents let him watch cruel, violent music videos. Inevitably, the boy was corrupted. It's a pity that these crimes were committed, but we can't blame the boy himself.
- Host: OK. Next caller.
- Caller 2: Let me be frank. What the last caller said is ridiculous. Seeing that the majority of people watch videos without committing crimes, you can't pretend that he's not responsible. He's guilty and he'd better pay for it.
- Host: I see. Next caller.
- Caller 3: I think that violent videos shouldn't be allowed. It's not just this one incident. There are cases like this all the time.
- Host: Thank you. And now, to our last caller...
- Caller 4: I disagree. Even though I don't particularly like violent films, I think we have to stand up for the principle of freedom of expression. I'd hate to have other people controlling what I can and can't see.
- Host: Thanks to all the callers. You've been listening to “Crime Watch.”



### Fun and Games

Nora loved working as a counselor at Camp Laguna. She enjoyed being with the children and planning their activities. There was only one thing that Nora hated about Camp Laguna: the Camp Laguna Olympic Games.

“Although there's a broad range of events to choose from this year, I've decided to join the running team again,” Nora's friend Judy said to her as they were walking together. “Why don't you join, too?”

“We should be playing games for fun, not competing to see who'll finish first,” complained Nora.

“What's wrong?” Judy asked Nora. “I don't usually hear you complaining.”

“I think competition brings out the worst in people,” Nora explained. “I'd rather encourage the kids to be cooperative, not competitive.”

“But it's all in the spirit of fun!” Judy said.

“Even if I were to participate, what can a weak, short, skinny girl do for the team, anyway?” Nora asked.

“Nora, what you may lack in athletic ability and technique, you more than make up for in spirit. Besides, if you don't participate, you'll disappoint all the campers who look up to you.”

Nora finally agreed, on the condition that Judy train her. Over the next two weeks, Judy had Nora running, jumping, and doing all kinds of tiring exercises. Nora was surprised to learn that she was actually having fun as well as developing her athletic skills.

Finally, the day of the Games arrived. A prepared and confident Nora stood at the starting line of the half-mile race. The judge blew the whistle and shouted, “Go!”

Judy watched the race in suspense. Nora was actually ahead of the other competitors. Suddenly, Judy noticed that Nora was sitting on the ground, angrily waving her arms in the air. Afterward, Judy tried to console her friend. “Relax; it was only a race! It's not worth losing your temper over. You gave it your all, and that's what's important.”

“But I would have won the gold medal if Joanne hadn't bumped into me!” Nora moaned.

“Nora, maybe you should go back to being a spectator. Competing brings out the worst in you!”



### Here Comes the Bus

- This bus is always late. It makes me so angry!
- I agree. I hate it when the bus isn't on time.
- What really annoys me is when you wait forever for a bus and then two come at once.
- I know. I hate that, too.
- I must apologize. I don't usually complain so much. I guess I'm just in a bad mood.
- That's OK. I understand how you feel. Oh, look! Here comes the bus.
- Thank goodness.

## Too Much Work



Ad

Do you feel like you've taken on too much? Are you involved in so much paperwork that you've lost sight of your ambitions? Are you disappointed with your current office help? If these questions apply to you, then you need ASSIST. ASSIST Employment Agency understands how you feel and is eager to help. We provide office help: executive secretaries, typists, and a delivery service. You don't need to struggle alone anymore at the expense of your health. Let our carefully selected, professional, and efficient personnel take over some of your responsibilities.

Our people are experienced and excel in everything to do with office management: word-processing, accounting, mailing, salaries, etc. They are highly trained, polite, and patient at all times. We can save you a great deal of time... and time is money!

You deserve the best, so don't put it off any longer. Don't delay! Call today! You can reach us at 876-5432. You'll soon wonder how you ever managed without us!



### Working at Home

by Jose Mendez

One cold, dark, rainy Monday morning last fall, Janet Dole reluctantly dragged herself out of bed, got dressed, kissed her family goodbye, and began the long commute to her office. She soon found herself sitting in traffic, thinking about how much she hated this weekday morning routine. At that moment, Janet decided to change her lifestyle. She decided to become self-employed and to run her own business from home.

Janet's lifestyle change reflects a rapidly growing trend. "Whether they are just freelancing or managing a full-time business, more and more people are choosing to work from home," says Kirk Richards, owner of Home Office, a business-consulting firm. "As a result of technical advances that have been made in the field of electronics over the past decade, there has been a significant improvement in communications. Fax machines, modems, and now videophones enable people to work from home, yet stay in touch with the outside world. In other words, communication technology has turned many bedrooms into boardrooms."

Richards points out, though, that not everyone is suited to the "work at home" lifestyle. "First of all, you have to be a disciplined person. Second, you have to be able to work in isolation, which not everyone can handle. Often, getting up bright and early is difficult when there's no pressure to get to an office. Apart from that, many people would lose their minds if they had to sit all alone in a quiet, empty house day after day! A lot of people still prefer to be around other people, even if it means dressing up and commuting."

Today, Janet Dole is running her small mail-order business from home. "I love the flexibility," she explains. "I work when I want to, and take time off whenever I need it. I also save lots of money on childcare."



### Too Much Work

- OK, Michael. First, file those papers; then, type up these reports; then, please...
- Ah, excuse me, Mr. Franklin, but could I say something?
- Of course. What is it?
- Well, I hate to say this, but I think you're giving me too much work. I'm only one man.
- Michael, my last secretary, who was a woman, never complained.
- True, but I hear that she quit after two days!

## People With Problems



### Soap Opera

- Tracy: Hi, Emily. I dropped by to see if everything was all right. You sounded really down in the dumps on the phone earlier.
- Emily: I wish you hadn't come, Tracy. I don't like it when people see me crying.
- Tracy: Then you are upset about something. Well, since I'm already here, maybe I can come in and cheer you up.
- Emily: I doubt it. Anyway, I don't want any sympathy. And if I tell you what's been going on, I'm sure you'll feel sorry for me.
- Tracy: I assure you that I wouldn't do anything against your wishes. So if you don't want me to be sympathetic, I won't be. But I am determined to find out what's wrong.
- Emily: All right! It all started a few weeks ago. I started feeling tired and run-down. I was having difficulty coping with stress and I was feeling anxious all the time. I started seeing a therapist in the hope that she could help me.
- Tracy: Did she?
- Emily: Yes. She made me realize that my symptoms were a reaction to my problems with Bill. She said I had better end the relationship. But I told her I would rather try to work things out with him.
- Tracy: So did you?
- Emily: I didn't get the chance. I got home yesterday and found this note.
- Tracy: "Dear Emily, I am bored with our relationship. There's no point in continuing. It's over. Besides, I've met another woman. She's a slim young British therapist." Oh, no, Emily. She isn't your therapist, is she?
- Announcer: Is she or isn't she? To find out, tune in again tomorrow to "Emily's Heart."



### Amy's Vacation

Amy Delaney was a very successful therapist. As well as counseling many people in her office, she had a popular local weekly call-in show on cable TV called "What's Your Problem?" You could always find Amy cheering people up and helping them work out their problems. Even Amy's good friends would often drop by her house for sympathy whenever they were feeling anxious or down in the dumps. And Amy always did her best to make them feel better.

But one day, Amy herself, started feeling run-down. She realized that she would not be able to cope unless she took a vacation, so she booked herself a room at the Clear Springs Resort. She didn't tell anyone where she was going, so as to be sure that no one would bother her.

"Are you THE Amy Delaney?" asked the hotel clerk in an excited voice. "I watch your show all the time. You know, I've got this problem. When I get angry, I react by shouting, and then I feel so ashamed of myself..."

"Oh, dear," thought Amy as she hurried off to her room. There was nothing she wanted to hear less than this man's problems. This was her vacation, and she was determined to relax.

"Hello, Ms. Delaney," said the waitress when Amy went down for lunch. "Do you know what my boyfriend did? He left me brokenhearted. There I was, crying, and he..."

"Er...thank you, I don't want any lunch," said Amy, quickly leaving the restaurant. "I wish they would just leave me alone," she thought. "It's worse than being at home."

Amy went outside and got into a taxi that was parked in front of the hotel. "The taxi driver had better not tell me any of his problems," she thought.

"Please take me to the Springs," Amy said to the driver.

"Uh, I'm afraid I've got a bit of a problem," said the driver.

"No! Stop it! You're all driving me crazy!" shouted Amy.

"Lady, why are you so upset?" asked the driver. "I'm just out of gas. Listen, lady, you seem to be under some stress. Maybe you should go see a good therapist, like that Amy Delaney on TV."



### School Trip

- Are you going on the school trip to Washington?
- I want to, but I seriously doubt whether Mom and Dad will let me go. They're angry about my report card.
- If you ask me, they should let you go, anyway. I mean, it's not as if you don't work hard and study all the time.
- Would you do me a favor?
- Sure.
- Would you go downstairs and repeat what you just said to Mom and Dad?

**Tell Me About...****Travel**

Every so often, an Aborigine feels the need to make a ritual journey; to retrace his own particular ancestor's path and to sing his verses of the song of creation. This may involve walking halfway across the continent, through dry, hot semi-deserts. But the need to follow the Songline cannot be denied. An unsung land is a dead land, and the land and the song are one.

The Aborigines have lived here for almost 40,000 years. They walk lightly over the earth. They take very little from it. They believe that the world is perfect, and that even the white man, who has violated sacred places and disturbed the Ancestors' trails with his roads and railways, is part of that perfection.

**Request**

Mr. Robert Gray  
National Environmental Committee  
59 Kings Road, Jersey, IN  
January 10th

Dear Mr. Gray,

First, all of us from The Society for Animals in Distress would like to thank you for your very generous donation. It will more than adequately cover our expenses, and we have decided to name you as an honorary member of our society.

Secondly, seeing that you will be in the position of authorizing our new animal shelter, I would like to take this opportunity to fill you in on our recent achievements and plans.

In spite of a difficult beginning, when our personnel department had trouble finding suitable employees, we have formed a competent team of professional workers, all of whom have a good background in animal care.

We have also upgraded the computer system we will be using, so that we will be able to keep more efficient records and document the number of cases we handle.

Consequently, we feel that our plans for the shelter are going well, so much so that we hope to open within the month. We are all very excited about the progress we have made, and if all goes according to plan, we will be giving shelter to the homeless animals of our city faster than we ever imagined.

I would like to make two more requests. First, we would like to invite you to visit us at the shelter in about two weeks, in order to show you around. Providing that you are impressed and give us the authorization to go ahead, we will be able to open on the 31st of January. This would be a great bonus for both us and the animals.

Finally, your presence at the opening ceremony of our shelter would be greatly appreciated, since this would reinforce our public profile and encourage the public support that we are so dependent on for our success. Once again, thank you for all your help and support.

Sincerely yours,

Jane Adler, Chairwoman  
The Society for Animals in Distress

**Where's My Daughter?**

- I just turned around for a second to look at a dress. When I turned back she was gone!
- Calm down. Everything will be all right. I'm sure your daughter's somewhere in the store. Now, can you give me a description of her?
- Yes. She's six years old, with blond hair, and she was wearing a red dress and black shoes.
- OK. Now, sit down, and don't worry. We'll make an announcement on the PA system.



## Economics



### News

Angie: And that's it for international news. Now let's go to Fraser Wilkes for economic news.

Fraser: Thanks, Angie. The state government announced today a new program to assist professionals who have lost their jobs as a result of the nationwide trend to reduce personnel. The plan, which will be implemented immediately, is designed to motivate both workers and employers. Unemployed professionals who take courses in order to upgrade their job skills will be reimbursed half the cost of the course by the government. Further, companies presently hiring workers have government authorization to give preference to those who have taken one of these courses. First preference will go to candidates who have held management positions.

In other news, an interesting survey recently conducted by the Russell Group indicates that employees are enjoying more fringe benefits and earning more bonuses today than at any other time in the last century. Those in the arts, however, are being paid less this year than last. According to a local artist, this is due to inadequate government funding.

Our last story today is a bit unusual. It seems that a young bored City Hall file clerk who was looking through old documents has discovered that fifteen people who are actually dead are still being sent pension checks. The mayor, who was asked to comment on City Hall's generosity, said only that he would look into the matter. Back to you, Angie.



### Complaint

Dear Sirs,

I am a self-employed mother who works at home. I do freelance writing on a used word processor and I make little more than \$18,000 a year. You can imagine how amazed I was when one of your representatives showed up at my door last month, and I heard him demanding that I pay last year's tax bill of \$15,000. I realize that taxes have gone up, but when I first received the notice in the mail, I thought that there must be some mistake.

I had already paid last year's taxes, in the amount of \$3,000, which is the required amount for a person who has to pay childcare. I also paid them on time, as usual.

Your representative, Mr. T. L. Jones, said that he would need to get his superior's approval before canceling my debt. Consequently, bright and early yesterday morning, I went down to the tax department with my tax returns for the past three years and my receipt for payment of this year's taxes. I explained my dilemma to an extremely impatient old woman who sat isolated in a small dark office. She said that she would be unable to help me without approval from the same Mr. Jones who had come to my house on that dark and miserable morning only a week before. She was also reluctant to let me see Mr. Jones's superior, who was supposedly tied up in a meeting and couldn't be disturbed. When I asked for his home number, I was told that it was out of the question.

I am losing my mind, have almost lost my house, and am under considerable pressure from my editors to meet my deadlines.

Please enable me to do this by clearing up what is obviously some technical computer error.

By the way, my neighbor, who hasn't paid income tax for the last three years, received a tax rebate of \$3,000. I'm glad to see that my taxes are going to good use.

Sincerely yours,  
Elizabeth Myers



### European Sales

- Last year our European sales were \$73 million, and we...
- Pardon me for interrupting, sir, but that's incorrect.
- What do you mean, "incorrect"?
- I believe \$73 million was our North American sales figure. European sales were only \$43 million.
- You're absolutely right, Ms. Wong. Thank you for correcting me. Now, where was I?

## Interviews



### Mystery

- Lauren: So, tell me about your modeling career, Viola. How did it start?
- Viola: Well, by pure chance. I'd been in New York about a month and I was in a Russian tearoom in the Bronx, and a man came up to the table and asked me if I wanted to model for some pictures.
- Richard: That has happened pretty often.
- Viola: Yes, but this time it was Pete Marcham.
- Lauren: Not THE Pete Marcham?
- Viola: He was looking for a new face for the cover of a special edition of "Vogue." So, the next day I went to his studio...and within a month I had to call an agent to handle all my bookings.
- Lauren: And I thought these things only happened in the movies.
- Richard: Most of the time they do.
- Viola: Well, it was fun in the beginning. But then I began to realize this is not for me. I didn't know who I was as a person. I'd see myself on a cover of a magazine and I would think, "Who's she?" So I quit.



## "Dear Dotty"

by A. Raines

Dorothy Peale's latest book, "In Response," is fast becoming a best-seller. "In Response" is a selection of letters to Dorothy from her famous weekly newspaper column, "Dear Dotty," along with her replies.

Ms. Peale has been giving advice to readers on a variety of subjects for over twenty-five years. "I had a difficult time deciding which of the thousands of letters I've received I should include in the book," says Ms. Peale. "I wanted to show that sometimes people need to turn to others in order to work out a specific personal problem. For some, putting their feelings down on paper signifies that they have begun to face an issue."

When did Dorothy first realize that she had a talent for helping people?

"My friends have always felt free to confide in me. When I was a teenager, many of them would pass me notes in class asking for advice about boyfriends or parents, and I was pleased to give it. I think they felt that I answered them sincerely and they were grateful to be able to 'talk' to someone through secret, personal letters."

How does one learn to write an advice column? "I've always liked to write, and for this reason I went to journalism school. I also have a degree in social work. I guess both of these qualify me for my current job."

Is Ms. Peale writing another book? "Not at the moment," she informs us. As she puts it, she is too busy giving interviews in connection with "In Response." "But I've begun to think about my next book, so you'll be hearing from me in the near future." In the meantime, don't forget to drop a line to Dotty.





































## I Apologize

- I must apologize for being late. I had to take my son to the doctor.
- No harm done, but let's get started with the interview right away. Are you interested in the position of junior housekeeper or cook?
- It makes no difference to me. I just need a steady job.
- I understand. Did you bring any references?

# Advanced 3

## Course Map

Unit Name	Component and Title			
<b>Relationships</b>		TV: Mystery		Close Relationship
		Just Clowning Around		Subjunctive Mood: Review
<b>Overcoming Difficulties</b>		Radio: Sports		A Bit Deaf
		Mitch's Helping Hands		More Common Errors: Prepositions After Verbs and Adjectives
<b>Business as Usual</b>		Voice Mail: Business		Subjunctive Mood: After Verbs
		Request		More Common Errors: So vs. Such
		Maybe I Can		
<b>The Great Outdoors</b>		TV: Travel		I Miss California
		A Nature Lover's Vacation		More Common Errors: Parallel Structures





<b>Exceptional Women</b>		TV: Romance		You're So Aggressive!
		Mystery Girl		Negation: Review
<b>Truth and Lies</b>		Radio: News		My Friend
		Violations May Damage Treaty		Subjunctive Mood: After Adjectives
<b>Believe It or Not</b>		Radio: Call-In		So Gullible
		Personal		More Common Errors: Like vs. Mind
<b>Strong Feelings</b>		Radio: Soap Opera		More Infinitives: as Connectors
		Ghost Castle		More Infinitives: After Passive
		Goodbye!		

# Scope and Sequence

## Relationships

### Unit Description





This unit deals with interpersonal relations between couples and family members. Learners will watch a video clip in which a woman explains to her doctor that she was depressed when her children left home. They will listen to and take part in a dialogue in which a couple is taking part in a group therapy session, and will read a story about a girl who is upset that her father can't come to her birthday party. The grammar section presents a review of the subjunctive mood.

Component	Summary	Objectives
<b>TV: Mystery</b> 	A TV soap opera in which a woman tells her doctor that she was very depressed when her children grew up and moved out.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a video clip of a soap opera.</li> <li>draw inferences from information in the video clip.</li> </ul>
<b>Just Cloning Around</b> 	A story in which a girl is disappointed that her father won't be able to come to her tenth birthday party.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a narrative.</li> <li>use the information in a narrative to complete a letter about it.</li> </ul>
<b>Close Relationship</b> 	A man and woman at a group therapy session are describing their relationship to a counselor.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they interrupt/express lack of surprise.</li> </ul>
<b>Subjunctive Mood: Review</b> 	Review of the subjunctive mood.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of the subjunctive to express desire, hope, doubt, emphasis, or preference in sentences and questions.</li> </ul>

## Overcoming Difficulties

### Unit Description

This unit deals with people who have succeeded in overcoming hardships and those who help them. Learners will listen to a radio sports award show about an injured golfer who recovers and returns to the sport. They will listen to and take part in a dialogue in which someone is speaking loudly to his companion who is a bit deaf, and will read an article about an organization that helps people with disabilities. The grammar section deals with common errors made with prepositions after verbs and adjectives.






Component	Summary	Objectives
<b>Radio: Sports</b> 	A radio review of the “Sports Hall of Fame Awards” show.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details of a radio sports program.</li> <li>draw inferences from information in a radio show.</li> </ul>
<b>Mitch's Helping Hands</b> 	An article describing “Helping Hands,” an organization devoted to helping people with disabilities.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article.</li> <li>understand examples that support main ideas in an article.</li> <li>apply their knowledge of tenses and time expressions to follow the sequence of events in an article.</li> </ul>
<b>A Bit Deaf</b> 	A man in a diner is asking the woman in the next booth not to speak so loudly.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they ask someone not to do something/agree to a polite request.</li> </ul>
<b>More Common Errors: Prepositions</b> 	Presentation and practice of common errors in using prepositions after verbs and adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the correct preposition after verbs and adjectives in sentences and questions.</li> </ul>



## Business as Usual

### Unit Description





This unit deals with the topic of business. Learners will listen to a voice-mail message about a business plan. They will listen to and take part in a dialogue in which a boss is insisting that an employee work overtime, and will read a letter asking people to fill out a questionnaire on their buying habits. The grammar section deals with the subjunctive mood after verbs, and the contrast between “so” and “such.”

Component	Summary	Objectives
<b>Voice Mail: Business</b> 	Brendon leaves Gerald a voice-mail message about a public relations business plan.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main idea and supporting details in a voice-mail message.</li> <li>understand idiomatic expressions in a voice-mail message.</li> </ul>
<b>Request</b> 	A letter to the public from the Vice President of Trotter, Inc., asking them to fill out questionnaires on their consumer habits.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main idea and supporting details in a letter of request.</li> <li>identify the purpose of a letter.</li> </ul>
<b>Maybe I Can</b> 	An employer is insisting that an employee work over the weekend.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they insist/refuse to do something.</li> </ul>
<b>Subjunctive Mood: After Verbs</b> 	Presentation and practice of the subjunctive mood after verbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the subjunctive after verbs to express opinion about, or wish or intention about an action.</li> </ul>
<b>More Common Errors: So vs. Such</b> 	Presentation and practice of common errors in the use of “so” versus “such.”	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use “so” and “such” correctly with adjectives and nouns to express emphasis.</li> </ul>

## The Great Outdoors

### Unit Description

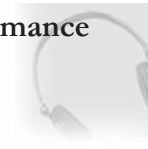



This unit deals with aspects of outdoor life. Learners will watch a video clip of a travelogue about Canada. They will listen to and take part in a dialogue in which a woman is complaining about the cold weather, and will read an article about taking a vacation in America's national parks. The grammar section deals with common errors in parallel structures.

Component	Summary	Objectives
<b>TV: Travel</b> 	A TV travelogue about Canada.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand factual information in a video clip of a travelogue.</li> </ul>
<b>A Nature Lover's Vacation</b> 	An article about vacationing in America's national parks, where people can go fishing, hiking, and biking along the scenic paths.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and details in an article.</li> <li>apply their knowledge of discourse markers to classify information from an article according to categories.</li> </ul>
<b>I Miss California</b> 	A female teacher is complaining about the weather to a colleague.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express /respond to frustration about something.</li> </ul>
<b>More Common Errors: Parallel Structures</b> 	Presentation and practice of common errors in the use of parallel structures.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use parallel structures correctly in sentences.</li> </ul>

## Exceptional Women

### Unit Description





This unit focuses on some special women. Learners will watch a video clip of a soap opera in which a man professes his love for a woman he thinks is special. They will listen to and take part in a dialogue in which a couple complain about each other in group therapy, and will read a story about a female superhero. The grammar section presents a review of negation.

Component	Summary	Objectives
<b>TV: Romance</b> 	A TV soap opera in which Bobby professes his love to Emily. Emily feels they are not suited to one another.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand implicit and explicit information in a video clip of a soap opera.</li> <li>draw inferences from the information in a video clip.</li> </ul>
<b>Mystery Girl</b> 	A story in which Mike, a detective, asks his friend Dana for help.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and details in a story.</li> <li>apply their knowledge of tenses to follow the sequence of events in a story.</li> <li>complete a review based on information in a story.</li> </ul>
<b>You're So Aggressive!</b> 	A husband and wife in a group therapy session are complaining about each other's personalities.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they express/respond to anger.</li> </ul>
<b>Negation: Review</b> 	Review of structures to express negation: negation of nouns and verbs, negative pronouns, objects of negative verbs.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>consolidate their knowledge of ways to express negation in English.</li> </ul>

## Truth and Lies

### Unit Description

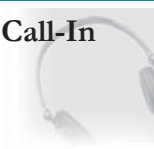


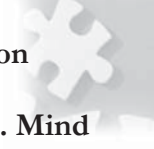
In this unit learners will listen to a radio news program about a president's retirement announcement. They will listen to and take part in a dialogue between two students having an argument, and will read an article about five officials charged with bribery. The grammar section deals with the subjunctive mood after adjectives.

Component	Summary	Objectives
<b>Radio: News</b> 	A radio news review of the president's speech announcing his decision to retire at the end of his term of office.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a news report.</li> </ul>
<b>Violations May Damage Treaty</b> 	An article about five customs officials who have been charged with bribery in connection with the exportation of microfilm products to Tarzania.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a newspaper article.</li> <li>understand idiomatic expressions in an article.</li> </ul>
<b>My Friend</b> 	Two students are arguing in class.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they argue about something.</li> </ul>
<b>Subjunctive Mood: After Adjectives</b> 	Presentation and practice of the subjunctive mood after adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the subjunctive after adjectives in sentences.</li> </ul>

## Believe It or Not

### Unit Description






In this unit learners will listen to a radio call-in program about the topic of intuition. They will listen to and take part in an argument between a mother and daughter about the behavior of the girl's boyfriend, and will read a letter about a girl's experiences of the supernatural. The grammar section deals with common errors with "like" in contrast to "mind."

Component	Summary	Objectives
<b>Radio: Call-In</b> 	A radio call-in program in which listeners talk about their experiences relating to intuition.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a radio call in program.</li> <li>apply knowledge of time expressions and tenses to understand the sequence of events described in a radio program.</li> </ul>
<b>Personal</b> 	A letter in which Beth tells Valerie about Vanessa's party.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a personal letter.</li> <li>apply knowledge of time expressions and tenses to understand the sequence of events described in a letter.</li> </ul>
<b>So Gullible</b> 	A mother at a diner is arguing with her daughter about the girl's boyfriend.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they argue about someone.</li> </ul>
<b>More Common Errors: Like vs. Mind</b> 	Presentation and practice of common errors in the use of "like" versus "mind."	<b>Learners will:</b> <ul style="list-style-type: none"> <li>differentiate between the use of "like" and "mind" especially in interrogative form with the modal "would."</li> </ul>

## Strong Feelings

### Unit Description

In this unit, learners will listen to a radio soap opera in which a woman finds out her violent husband has escaped from prison. They will listen to and take part in a dialogue in which a woman is breaking up with her boyfriend, and will read a story about a haunted castle in Scotland. The grammar section deals with more infinitives - as connectors, and after the Passive voice.

Component	Summary	Objectives
<b>Radio: Soap Opera</b> 	A radio soap opera in which a detective informs a woman that her jealous ex-husband has escaped from prison and that she may be in great danger.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand explicit and implicit information in a radio soap opera.</li> <li>use information from a radio program to complete a form about it.</li> </ul>
<b>Ghost Castle</b> 	A story about Caspar and Gloria Churchill who are staying at Gloria's relatives' castle in Scotland. Caspar has a bad feeling about the castle.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand main ideas and supporting details in a mystery story.</li> <li>draw inferences from information in a mystery story.</li> <li>use information in a story to complete a form.</li> </ul>
<b>Goodbye!</b> 	A woman in a diner is breaking up with her boyfriend.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>take part in a dialogue in which they react to/express surprise.</li> </ul>
<b>More Infinitives: As Connectors</b> 	Presentation and practice of the use of infinitives as connectors.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use infinitives in sentences to replace clauses that explain a subject's reasons for doing something.</li> </ul>
<b>More Infinitives: After Passive</b> 	Presentation and practice of the use of infinitives after the Passive.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>use the infinitive after the Passive in sentences to express a general opinion or belief.</li> </ul>

## Explore Texts

### Relationships



#### Mystery

Mom: Lully's father and I have been divorced for years. Fortunately, I had the kids to keep me busy. I didn't have time to think of anything else.

Doctor: It's hard when they grow up and leave the nest, isn't it?

Mom: Yes, it is. I wanted to die when Lully decided to get married and move here. But you get used to things after a while. It's not so difficult anymore.

Doctor: You're a strong woman.

Mom: Oh, I don't know about that. I'd better go now, Lully's going to be wondering where we all are.

Doctor: Lacey, could we have lunch together? Today? Would you like that?



### Just Clowning Around

Jenny Lawrence was so excited about her tenth birthday party that she could barely wait for the day to arrive. Her mother had organized many fun things. She was looking forward to playing games, taking part in the contests, and seeing the magic show. Her mother had booked a fantastic clown to come and perform magic tricks. He was said to be amazing.

The only problem was Jenny's father. He was usually such fun. He always liked to joke around, to pull people's legs, and to make everyone laugh. But he had told Jenny the other night that he wouldn't be able to come to the party. She was very disappointed. "I really have to do some work this weekend," he said. "You won't insist that I be there, will you?"

"Oh, Daddy, I really wanted you to come."

"I'm sorry, darling. With all your friends and the clown and everything else, I really thought you wouldn't mind."

Nevertheless, Jenny was angry. She knew that her father was often absent-minded, but surely he knew how important it was to her that he be at her birthday celebration.

However, when her friends began to arrive, Jenny stopped feeling upset and started to have fun. The best part of the party was when the clown arrived. He performed magic tricks and then he started playing practical jokes, such as walking back and forth with his eyes closed so that he would bump into the children. Afterwards, he went around the room telling riddles in a funny voice. The children had never seen or heard anything so funny. They couldn't stop giggling. Suddenly, the clown stood up. "OK. That's enough of that. I suggest that we go and eat cake. Would you like to accompany me?" He put his arm out to Jenny.

She stared at him in amazement. She knew that voice.

"Daddy," she squeaked. "It's you!"

"Yes," he said, taking off the bright orange wig. "It's me. You didn't think I would really miss your party, did you? I hope you don't mind that I tricked you?"

"No," laughed Jenny. "You were so funny that I almost laughed my head off. I've never seen such a good clown."

"And I," answered her father with a smile, "have never had so much fun."



### Close Relationship

- Georgia and I have a very close relationship.
- What do you mean?
- What I mean is whenever I start a sentence...
- I finish it. And whenever I...
- Whenever she starts talking, I interrupt her.
- I'm not at all surprised that the two of you behave like that. After all, you've been married for...
- ...fifty-five
- ...years.



## Overcoming Difficulties



### Sports

Ted: Welcome to today's live broadcast of the IFL. How are you, Bill?

Bill: Great, Ted. Great. Hey, did you see the "Sports Hall of Fame Awards" on TV last night?

Ted: Sure did, Bill. Boy, you've really got to hand it to Mike Wilson for the way he's been able to overcome his disability and triumph as a golfer. This is a man who has devoted himself to the game of golf. He really deserved that award.

Bill: Yeah, and everyone was so pessimistic about his recovery. Even his old coach tried to talk him out of going back to the game as soon as he did. No one believed he would make it back to the top from a wheelchair.

Ted: Yeah. People are so prejudiced. I tell you, discrimination has been more of a handicap for Wilson than his paralysis.

Bill: Wow, what an incredible ordeal to have to go through. He sure put up a brave fight.

Ted: And what a victory! Wilson really stands out as an example of what optimism and faith in yourself can achieve.

Bill: Yeah. It just shows how important a positive attitude is. I'm looking forward to seeing him play in the...

Ted: I hate to cut you off, Bill, but the game's just about to start.

Bill: But first it's time for a commercial break.

Ted: We'll be back before you know it, listeners, so stay tuned!



### Mitch's Helping Hands

Mitch Stanfield was very excited. He was about to be presented with an award in recognition of the work he had done on behalf of Helping Hands, an organization which he had founded and devoted himself to for the past ten years. Helping Hands was an organization that helped the handicapped, and people with all kinds of disabilities came to Helping Hands for assistance. The organization did its best to help them cope with problems such as discrimination in the workplace and restrictions in housing, as well as their personal difficulties in dealing with their handicaps.

Mitch remembered how it had all begun. He'd been a healthy young man, just out of college and full of optimism, certain that he would have a bright future. Then, one day while Mitch was driving to work, his car was hit by a truck. Mitch was left completely paralyzed. He felt helpless, depressed, and pessimistic. He realized that nothing would ever be the same. However, with time, therapy, and the love and support of his family and friends, Mitch came to accept his new situation and learned to deal with it.

Eventually, he decided to look for a job. He found that, although he was considered to be an expert in his field, employers were not interested in hiring a man in a wheelchair.

Mitch felt he had to do something. He came up with the idea of forming an organization that would fight prejudice against the handicapped. Mitch had no idea that Helping Hands would be so successful. Since opening its doors, Helping Hands has been victorious in several lawsuits against companies that discriminate against the disabled.

The organization has run programs in schools, enabling handicapped children and children without disabilities to get to know each other. In addition, Helping Hands has helped the handicapped learn to overcome their disabilities as much as possible. For example, the organization offers workshops on reading and writing in Braille for the blind and communicating in sign language for the hearing-impaired.

As he waited to receive his award from the mayor, Mitch found it hard to believe that ten years had passed since he had first founded Helping Hands. It was impossible to comprehend how much had been achieved in that short time. "I'm happy to present this award to Mr. Mitch Stanfield," the mayor was saying. "He is such a brave man, and he has contributed so much to our community. I ask that Mitch Stanfield come up on stage and say a few words to all of you!" Mitch proudly wheeled himself on stage, and gave a triumphant smile.



### A Bit Deaf

- Excuse me. I wonder if you'd mind not talking so loud.
- Not at all. I didn't realize I was bothering you.
- Well, it's just that we're having a rather important discussion here.
- I'm so sorry. I was talking loudly because my friend is a bit deaf.
- Oh, really? Well, in that case, forget that I said anything.

**Business as Usual****Business**

Hi, Gerald. It's Brendon here. Listen! Mr. Davidson has asked that I contact you, since you are considered to be our key figure in public relations. The company's in a bit of a slump at the moment, as you know, but Mr. Davidson has come up with a strategy to improve the situation. He's suggested that we send all the companies that do business with us fruit baskets for Christmas. I think that such a gesture will help generate a lot of goodwill between our company and our clients. He says it's important that we send each firm a different basket. No one has volunteered to do this, since everyone claims to have so much paperwork to do. Would you consider taking this on as your next project? Think about it and give me a buzz.

Bye.

**Request**

Dear Consumer,

In my capacity as Vice President of Trotter, Inc., I would like to take this opportunity to invite you to assist us.

Trotter, Inc. is considered to be one of the leading information-gathering companies in the country. We are currently conducting a survey by mail, and you have been selected as one of 10,000 homeowners to whom we've sent our questionnaire.

Surveys that are designed to assess consumer habits are known to be very important tools for helping advertisers assess their target markets and pursue them with greater efficiency.

Ultimately, no one benefits more from this information than you, the consumer. That's why it is essential that you fill out the enclosed questionnaire and return it to us without delay.

The purpose of this survey is to find out how you, as a consumer, perceive the influence advertisements have on you. Are you more conscious of radio ads, TV ads, or newspaper ads? Which of these, if any, do you count on for your important consumer information? And how is this reflected in your consumer buying habits?

After the questionnaires have been returned to us, the data will be analyzed by an independent consulting firm. A photocopy of the general conclusions will be sent to you, along with a small gift to show our appreciation for your assistance.

My intuition tells me that you're the kind of person who sees things through and doesn't procrastinate. I'm therefore confident that you will take this opportunity to assert yourself and voice your opinion, and have our questionnaire back in the mail within ten days.

Thank you in advance for your cooperation.

Sincerely,

Mr. Mark Eagleson

Vice President, Trotter Inc.



### Maybe I Can

- Joe, I need you to work this weekend.
- I'm sorry, but there's no way I could make it this weekend.
- I really must insist that you come in. We have to finish the project by Monday morning.
- I'm afraid I really must refuse. I'm going away this weekend. Why don't you ask Hans to work?
- I did. He refused, so I fired him.
- Hmm. Maybe I can make it after all.

## The Great Outdoors



### Travel

The people of Canada are as diverse as the time zones. On the streets of big cities like Toronto, Montreal, and Vancouver, you can see faces from almost any race - and they're all Canadians!

The first people to come to Canada were the Inuit and Indian. They came from Asia by way of the Bering Strait about 30,000 years ago. Throughout Canada's history, immigrants from all countries have brought their native language and traditions, making Canadian society a cultural mosaic.

Canada is a land of many natural wonders. From the vast central plains to the dense northern forests, Canada's environment is something to be proud of and something we Canadians must be very careful to protect.



### A Nature Lover's Vacation

by Smokey Parker

Many people enjoy spending their vacations swimming, lying in the sun, and staying at luxurious hotels. But there are countless others who prefer a different kind of holiday. They head for the country, to one of the numerous United States national parks, and take advantage of the fresh air and many outdoor activities that nature has to offer.

"I'm a successful lawyer from San Francisco," says Gavin Murphy. "But every once in a while I like to get back to nature. I usually go to Yosemite National Park, where I sleep in a tent, hike, and enjoy the peace and quiet."

Visitors to our country's national parks have a wide variety of activities to choose from. They can go fishing in a cold stream, hiking on a winding nature trail, or biking along scenic paths. At certain times of the year, guided nature walks and interesting lectures on a variety of topics are offered to park guests. These responsibilities, along with protecting the parks and keeping them clean, are part of the duties of the park rangers, who have undergone intensive training, and are considered to be nature experts as well as nature lovers. "Our job is to do all we can to help our visitors enjoy their stay and learn more about nature and wildlife," says Darby Graham, who has been a park ranger for eleven years. "Some of our guests have no experience being in the country, so we often have our work cut out for us," Graham explains.

Camping out does have its disadvantages, however. If it rains, there is not much to do, and even after the weather clears up, there's still lots of mud to deal with. The weather can be quite chilly at night, and there are always many mosquitoes.

Park rangers also recommend that visitors watch out for snakes, whose bites can be poisonous. They stress the fact that it is essential that food be kept packed away, so that an unexpected bear doesn't pay an unwelcome visit to some surprised guests. Yet, nature lovers continue to visit national parks year after year. "It might be nice to sit by a swimming pool and sip a tropical drink," Tanya Rodriguez says, "but nature is really so beautiful, and I've met such interesting people here. Nothing compares to a vacation like this!"



### I Miss California

- This is awful. I've had it with this weather. I miss California.
- You sound like you don't like the snow, Miss Wu.
- It's no surprise to me that so many of the children are always homesick. How can anyone stand this terrible cold?
- I suppose you get used to it after a year or two.
- Well, I don't think I'll ever get used to it.
- Just be glad the heating is working properly this year.

## Exceptional Women



### Romance

Bobby: I don't know what happened to you at Harvard, but you're not the Emily I once knew.

Emily: No, I'm not. I'm sorry if I'm not living up to your expectations, Bobby. I thought you were my friend.

Bobby: I wanted our friendship to turn into love. I always imagined spending the rest of my life with you.

Emily: But did you ever really think about me? About what I wanted?

Bobby: We always wanted the same things, ever since we were kids.

Emily: Can't you get it into your thick head that we're two entirely different, grown-up people?

Bobby: But Emily, you're a part of me and I'm a part of you!

Emily: Bobby Cheever, get out! I don't want to talk to you anymore.

Bobby: I think you're making a big mistake.

Emily: Fine. Thanks for the advice. Goodbye, Bobby.



### Mystery Girl

Dana Stewart was sipping tea and listening to music one evening, when there was a knock on her door. It was her friend, Detective MacGregor. She could tell from his appearance that he was in trouble. His complexion was paler than usual, his curly hair was a mess, and the beginnings of a beard proved that he hadn't shaved in a while.

"Come in, Mike," she said. "You look terrible."

"I'm sorry to bother you so late at night, Dana," he said. "I wouldn't have, if I hadn't been in such a desperate situation. I really need your help."

"Sit down. Would you like a drink? You look like you could use one," Dana said.

"Yes. Thank you. And could you fix me something to eat, too?" he asked. "I haven't eaten a normal meal in two days."

"Sure. No problem," she answered. Dana brought Mike a bowl of soup and a bottle of her best liquor, and while he was pouring himself a glass, he began his story.

"A dangerous spy has escaped from prison. The prison guards lost his trail, but we believe he's headed for Canada. We must catch him before he gets out of the country!" he explained.

"What did he do?" Dana asked.

"He sold top secret information to the enemy," Mike answered. "He is also thought to have been involved in the Dawson murder. Take my word for it, Dana, he's dangerous. He snuck up on a guard at the prison, and shot him."

"What does he look like?" asked Dana.

"He's got dark skin and blond hair, which he's probably already dyed another color. He is said to have been seen with a mustache in the past, as part of his disguise," Mike replied.

"All right. I'll go. You stay here," Dana said.

Dana began to spin around very quickly. Right before Mike's eyes, she turned into her other self: Mystery Girl!

"I'll be back with your prisoner. You can count on me," she said.

"Good luck, Mystery Girl," said Mike, as she flew out the window and into the night.



### You're So Aggressive!

- Sometimes you're so aggressive, Cathy.
- What! How can you say such a thing?! It's just that you're so passive.
- You're right. I'm sorry. I didn't mean to upset you.
- There. You see what I mean.
- Wait a minute. Just because I apologized doesn't mean I'm passive. You're always getting angry at me.
- That's because I love you, Carl.
- Well, I wish you'd show your love in a more positive way.
- Oh, Carl. You make so many demands on me. You just make me so angry!



## Truth and Lies



### News

News Reader: This evening, in a moving speech, President Stirling announced his decision to retire at the end of this term of office. He said that he would not be continuing in politics and gracefully refused nomination for re-election.

Thomas Stirling has been president of our country for nearly ten years and has had a successful and distinguished career. This last decade is known to have been one of the most peaceful and prosperous eras in recent history. There have been no wars and practically no labor disputes during this time. This is considered to be a consequence of the president's mature and sensible approach to policy-making. He is considered to be one of the most remarkable and dynamic politicians in our country's history. In his speech President Stirling asked that we remember the events of the past century and that we take measures to learn from our mistakes.

President: It is essential that we not lose sight of our basic values. Neither our desire for money nor our capacity for technological advancement should overshadow the importance of humanity and understanding. While it is important to look back on our accomplishments and hold onto them, we must also recall the mistakes we have made so that we don't repeat them. And nothing is more important than passing on all that we have learned to our children.

News Reader: The president's speech was greeted with cheering, applause, and even crying. I'm sure that no one will easily forget the contribution President Stirling has made to this country, and that we will all look back with fondness to "The Stirling Era."



## Violations May Damage Treaty

by Emma Anzy

Export of Coltech's microfilm products to Tanzania has been suspended pending an investigation into charges that the products do not comply with national export regulations.

Five customs officials have been charged with accepting bribes to ignore the regulations. While Coltech's managers have denied the claim that they intentionally deceived authorities and buyers, local businesspeople are concerned that the scandal will be perceived by Tanzania as a lack of goodwill on the part of Canadian business in general.

Regulation enforcement officials were alerted to the scheme when they received complaints from their Tanzanian counterparts. "Coltech products are considered to be of superior quality and as a result are in high demand. However, Coltech has been losing money in recent years. It is quite possible that the poor quality of the products in question was a result of a strategy to reduce this deficit," explains Customs Officer Steve Delray.

Coltech's spokeswoman has declined to comment, but when asked, a former manager said, "In light of the situation, the current management will be expected to step down, and control of the company will be up for grabs."

Dayle Webber, a spokesman for the Tanzanian company, expressed the company's desire to continue to do business with Coltech and other Canadian companies. However, he admitted that such hi-tech products would be subject to higher tariffs in the future. "We have no dispute with Coltech. Despite what has been said, we believe that the Coltech management was not involved in deliberately passing off poor quality products, and we intend to continue doing business with them." Nevertheless, members of the Canadian Businessmen's Forum are concerned that Coltech's actions will reflect badly on Canadian businesspeople as a whole.

"We hope that our relationship with the Tanzanians won't be irreparably damaged," says Forum president Allison Tandy. "I have been in continuous contact with them to ensure that there has been neither loss of faith nor loss of business."

Allegations have been made that Coltech's competitors fabricated the entire scandal in an attempt to put Coltech out of business. In response, Alan Thomas, Marketing Manager for Uptech Industries, Coltech's leading competition, said, "No one has plotted against Coltech. They have been caught dealing in bad business practices, and they'll have to pay the price."



### My Friend

- For next week I want everyone to read the last ten chapters of the textbook and then write an essay on the meaning of life.
- This is too much. I can't take it anymore. Every class he gives us so much homework. He must think we're robots or something!
- Actually, he's considered to be an easy teacher. Did you ever think that maybe you're just lazy?
- That's a terrible thing to say. And you call yourself my friend?
- Only a friend would tell you the truth.
- Oh, I get it. You mean that since you're my friend, you have the right to insult me.
- Exactly!

### Believe It or Not



#### Call-In

- Announcer: Good morning, listeners, and welcome to “Real Life Stories.” This week, we will analyze the role of intuition in our daily lives. Intuition is considered to be one of the great human mysteries. Which important decisions have you made by listening to that small voice inside you? Here's our first caller. Hello! You're on the air.
- Caller: Hello. I think it's important that we learn to listen to our intuition, or conscience, if you prefer that term. Whenever you feel strongly about a decision, it's probably a good idea to pursue it.
- Announcer: Would you mind telling us a personal story about a time you followed your intuition?
- Caller: Oh, I'd like to very much. I needed to make a career change. I had had a setback at work, and I kept procrastinating about finding another job. I wasn't able to fulfill my potential there, and I wanted more independence. Suddenly, something told me that I should quit my job, even though my husband insisted that I try to hold on a little longer. Within a week, a friend of my husband's had told me about a new job. It is such a wonderful job and I am so happy now. Never would I have anticipated that something so good could happen without first planning and reflecting on all the available options.
- Announcer: Well, thank you for sharing your story with us. We'll have to break now for a message from our sponsor, but we'll be back for some more “Real Life Stories” in just a moment.

**Personal**

Dear Valerie,

How is everything in Scotland? Some funny things have been happening since you left. Funny in the sense of strange, I mean. I'll tell you about one of them in this letter.

Last weekend, Vanessa had a party at Stetton Lake, which was a lot of fun.

There was a lot of talking, dancing, and swimming. Sandy wanted us to sing and play charades, but, of course, no one wanted to. So instead, Rick told stories of the supernatural. He told tales about ghosts, and a sea monster that lives in the local lake.

After that, Vera wouldn't go swimming; you know how gullible she is. Actually, none of us wanted to go into the lake after that. By the way, don't people believe that there's a monster that lives in Loch Ness in Scotland?

Anyway, Rick wanted us all to visit this creepy old house that's notorious for being haunted. Moira said there was no way she would go. She said that her Scottish grandmother used to tell her stories about fairies that live in the woods in Scotland, and that ever since then she's believed in supernatural beings. No one had realized that she was so superstitious. Rick got mad at her, saying that she was just being stubborn and irrational. He tried to explain that there was no basis for her fears, but there was just no way she could be convinced to go. We eventually went without her.

When we arrived at the house, we heard a weird noise, like someone crying. I had never heard such a strange sound. It was so creepy! At first, we thought it was Rick playing a joke on us, but my instinct told me it was something else, and I saw that he was as scared as the rest of us. Then, we saw the outline of a human hand appear on the wall behind us. Suddenly, it disappeared without a trace, believe it or not. We left immediately.

That weekend has really changed my views on the supernatural. Although it might sound outrageous to you, I think we saw a ghost that night. What do you think?

Beth

**So Gullible**

- Oh, Loretta. You're so gullible. Can't you see that this new boyfriend of yours is only after your money?
- How dare you insult Frankie! He's the sweetest guy I've ever dated. I'm sure he was only joking when he asked you how much our house was worth.
- Well, my dear, it's said that every joke contains a grain of truth.

**Strong Feelings****Soap Opera**

Narrator: And now, for another episode of “Appearances.”

Margot: Hello?

Detective Lasko: May I speak with Margot Sacks?

Margot: Speaking.

Detective Lasko: This is Detective Lasko. I'm afraid that Nick Spinelli, your jealous ex-husband, has escaped from prison, and is thought to be on his way to your house.

Margot: Oh, no! Last time he tried to shoot me! He said he'd rather see me dead than with another man! I've tried everything...I've even dyed my hair blonde.  
I've been terrified of him finding me and sneaking up on me one day! I'm desperate! You must help me!

Detective Lasko: Would you like me to send someone to protect you?

Margot: Well, if you wouldn't mind, that would be a great relief.

Detective Lasko: I'll come myself. And, um, for your protection, we'd prefer that you not tell anyone I called.

Detective Lawrence: Is this Ms. Margot Sacks?

Margot: Who wants to know?

Detective Lawrence: I'm Detective Lawrence, ma'am. We believe that you may be in a great deal of trouble. Nick Spinelli has been seen spying on your house. The detective on his trail has spotted him at a phone booth on your corner.

Margot: I knew that something about that voice rang a bell. Oh, no! I think he's here now!

Detective Lawrence: Look out the window and tell me what he looks like. He's probably in disguise. He's said to have a beard, a mustache, and curly hair now.

Margot: It's him! It's him!

Detective Lawrence: I suggest that you try to stay calm. Don't answer the door. Make up some excuse. I also recommend that you find some way to detain him.  
We're on our way!



### Ghost Castle

Caspar and Gloria Churchill were excited about their trip to Gloria's relatives' castle in England. However, when the day of their departure actually arrived, Caspar had a funny feeling about their visit. Although he didn't have any basis for his worries, he instinctively felt that the trip should be canceled.

On the way, Caspar told Gloria that the castle was known to be haunted and that it was notorious for the strange things that took place there. Gloria angrily said that the stories were outrageous and told him that his fears were irrational and he had nothing to worry about. She reminded him of how important it was that they visit her relatives, and insisted that these stories were just superstition, handed down from generation to generation, with no basis in fact.

They arrived at the castle towards evening, only to find no trace of Gloria's relatives. Immediately wary, Caspar hoped that no misfortune had come upon them, and recommended that they leave immediately. The journey had been so long, and it was such a cold night, that Gloria suggested that they at least go inside to warm up.

The servant led them into a candle-lit room, and insisted that they eat something to give them strength for the long trip back. The candle flames made creepy shadows on the walls, and the cold wind came whistling through the cracks in the windows.

“That's it! There's nothing normal about this place. I refuse to stay here even one second longer!” Caspar said stubbornly. “I demand that we leave immediately, before something dreadful happens!” he added frantically.

“Nonsense. Be rational, darling. Do you really believe in the supernatural? You're always jumping to conclusions about everything...”

Suddenly, the windows flew open and two ghost-like figures came flying into the room. Caspar thought that his eyes were deceiving him, but he was sure they looked like Gloria's relatives. Then, the candles blew out, and everything was dark.

The servant soon returned with dinner, only to find the room empty.



### Goodbye

- Brian, I have something to tell you: I'm going to marry Fred.
- What? That can't be!
- But it is. We've told our families and...
- I can't believe it. I thought it was over between you two. You said...
- I know. I meant to tell you when it started up again, but I knew how you'd react..
- What?
- What I'm trying to say is that I don't love you anymore. I'm sorry, Brian. This is goodbye.

# **English Discoveries Online**

## **Vocabulary**

### **First Discoveries though Advanced 3**



## First Discoveries

a	Australia	cake
about	avenue	call
Adams	away	can
address	baby	Canada
adults	backaches	can't
after	bad	card
afternoon	ball	cash
again	banana	cashier
age	bananas	cat
agent	band	center
air-conditioning	bank	chair
all	bath	cheese
already	bathroom	child
also	bedroom.	children
Ana	behind	China
and	best	city
apartment.	big	class
apple	birthday	classes
apples	black	clothes
application	blue	coat
appointment	book	coffee
April	bread	college
arbor	breakfast	color
are	brother	come
arm	brown	community
around	but	computer
assistant	butter	cook
at	buy	cookie
August	bye	country

crazy  
credit  
cucumber  
customer  
dancer  
dancing  
daughter  
Dave  
day  
days  
dear  
December  
different  
dining room  
dinner  
directions  
do  
doctor  
doesn't  
dog  
don't  
down  
dress  
dresses  
driver  
ear  
easy  
egg  
eggs  
eight  
eighteen

eleven  
email  
England  
English  
enough  
evening  
everything  
excuse  
excuse me  
exercise  
eye  
face  
father  
favorite  
February  
feeling  
feet  
fifteen  
fine  
finger  
finish  
finishes  
five  
fix  
food  
foot  
football  
for  
form  
forty  
four

fourteen  
Friday  
fridge  
friend  
friends  
frog  
from  
fruit  
fun  
game  
garage  
garden  
get  
go  
goes  
going  
good  
good afternoon  
good evening  
good morning  
good night  
goodbye  
grandfather  
grandmother  
great  
green  
hair  
half  
hand  
has  
hat

have  
he's  
head  
headaches  
hello  
help  
her  
here  
hey  
hi  
home  
honey  
hospital  
hours  
house  
how  
husband  
I  
ice cream  
I'd  
I'm  
important  
in  
information  
is  
Italian  
it's  
I've  
jacket  
January  
job

John  
Jones  
juice  
July  
June  
just  
keep  
key  
kitchen  
know  
late  
later  
Laura  
leg  
let  
let's  
like  
Linda  
Lisa  
live  
living room  
Liz  
look  
looks  
lot  
love  
lunch  
lunchtime  
main  
make  
March

market  
married  
May  
maybe  
me  
medium  
meet  
men's  
Mexico  
Mike  
milk  
minute  
modern  
mom  
Monday  
morning  
mother  
mouth  
movies  
Mr.  
much  
music  
my  
name  
near  
neighbors  
new  
next  
nice  
night  
Nina

nine  
nineteen  
no  
nose  
November  
now  
number  
nurse  
o'clock  
October  
of  
office  
oh  
ok  
old  
on  
one  
open  
opening  
or  
orange  
ouch  
our  
out  
over  
pain  
pair  
pants  
park  
party  
patient

pepper  
Pete  
phone  
pills  
pink  
place  
play  
please  
police  
post office  
prescription  
president  
price  
prices  
problem  
quarter  
questions  
rabbit  
reading  
real estate  
really  
receptionist  
red  
refrigerator  
register  
relief  
remember  
rent  
right  
road  
rock

room  
roommate  
rooms  
sale  
sales  
Sam  
Sarah  
Saturday  
school  
secretary  
section.  
see  
seen  
September  
services  
seven  
seventeen  
she  
shirt  
shoes  
shopping  
show  
shower  
showtime  
sign  
sir  
sister  
sit  
six  
sixteen  
size

skirt  
sleep  
small  
Smith  
smoke  
so  
sofa  
some  
sometimes  
son  
sore  
sorry  
sounds  
Springfield  
start  
starts  
station  
Steve  
stomachaches  
stove  
street  
student  
study  
studying  
Sunday  
supermarket.  
sure  
sweater  
table  
take  
talk

taxi  
tea  
teacher  
telephone  
television  
ten  
terrible  
thank  
thank you  
thanks  
that's  
the  
them  
then  
there  
these  
they  
they're  
think  
thirteen  
this  
three  
throat  
through  
Thursday  
times  
to  
today  
toe  
together  
toilet

Tom  
tomato  
tomorrow  
town  
try  
t-shirt  
Tuesday  
twelve  
twenty  
two  
under  
United States  
up  
use  
vacation  
vegetable  
very  
visit  
wait  
wakes  
wanted  
wants  
watch  
watching  
water  
website  
Wednesday  
week  
well  
we're  
what

what's

when

where

where's

white

wife

wishes

with

work

would

wrong

years

yellow

yes

you

young

your

## Basic 1

about	clean	full	meeting	repair
actress	close	fun	message	reporter
address	closed	garage	Mexican	rest
afternoon	company	German	mile	rich
again	cook	get	million	right
age	credit card	girlfriend	mistake	room
all	dance	give	movie	run
also	daughter	go	museum	Russian
American	department store	go back	music	salary
angry	difficult	great	musician	sale
answer	dining room	guard	mystery	salesperson
apartment	director	hall	nationality	same
art	dirty	handsome	near	say
artist	do	have	neighbor	scared
ask	dog	hear	news	school
Australian	dollar	help	newspaper	see
avenue	door	home	newsstand	sell
bad	drink	hospital	nice	shop
bank	drive	house	north	short
bathroom	driver	hundred	now	sing
battery	each	husband	ocean	singer
bedroom	each other	important	off	sleep
boat	early	interesting	officer	smoke
bookstore	east	international	only	son
box	easy	Italian	open	song
boyfriend	eat	Japanese	order	south
Brazilian	Egyptian	job	other	Spanish
bring	either	kitchen	pack	speak
broken	empty	know	package	special
building	English	language	paint	spell
business	enjoy	late	painter	sport
buy	exactly	leaves	park	stair
call	excellent	lesson	party	start
can	excited	let	people	station
Canadian	exercise	light	person	stay
carry	famous	like	piano	stop
cash	fantastic	listen	place	story
cashier	fast	live	play	street
cat	favorite	living room	police	student
CD	film l	ong	post office	study
CD player	floor	look	postcard	subway
cent	food	love	price	swim
change	for	magazine	put	take
Chinese	free	make	question	talk
choose	French	manager	quiet	tall
cigar	friend	married	radio	teacher
class	friendly	match	read	tell
classroom	from	meet	ready	terrific

## **Basic 1 (continued)**

test  
theater  
thing  
think  
thousand  
tired  
too  
tourist  
trip  
truck  
TV  
use  
VCR  
very  
visit  
wait  
waitress  
walk  
wall  
want  
watch  
wear  
well  
west  
wife  
window  
wonderful  
word  
work  
world  
worried  
write  
wrong  
young



## Basic 2

a little	come in	front	loose	receptionist
a lot of	comfortable	fry	lose	refrigerator
accident	country	funny	lost	register
across	cousin	game	luck	relatives
adult	cross	garbage	luggage	remember
after	crowd	garden	machine	rent
ago	cucumber	gas station	mail	report
agree	cupboard	go away	meal	reserve
airmail	customer	go out	mean	ride
almost	cut	grape	more	right
alone	cute	grass	motorcycle	rob
always	delicious	guest	need	salty
anyone	deliver	harm	neighborhood	score
anything	die	hang up	never	second
anywhere	diet	happen	next door	secretary
around	different	hardworking	noise	send
arrive	divorced	hate	none	serve
athlete	dry	healthy	nothing	ship
aunt	during	heavy	of course	shout
awful	earn	hit	often	show
back	elevator	hold	once	sidewalk
bake	empty	hole	onion	simple
ball	enough	holiday	only	single
baseball	everyone	housework	outside	sit
basket	everything	how	oven	slow
basketball	everywhere	hurry	page	smart
beach	example	hurt	parent	smile
before	except	idea	pay	so
best	fat	inside	pet	so
much better	feel	instead	pharmacy	soap
bicycle	fight	invite	phone call	soccer
block	file	just	picnic	someone
boring	fill in	kick	player	something
boss	finally	kiss	popular	sometimes
both	find	last	post office	soon
bottle	finish	later	postcard	sorry
break	fire	laundry	present	special
busy	first	lazy	pretty	stadium
but	fix	least	probably	stamp
can of	floor	left	problem	stand
candy	flower	lemon	product	still
careful	fly	less	quickly	storm
careless	football	letter	race	stove
catch	forget	light	rarely	straight
charge	form	lobby	really	strong
closet	frequently	look	receive	stupid
come	fresh	look like	reception	suddenly

## **Basic 2 (continued)**

suitcase  
worst  
surprise  
yard  
sweet  
yesterday  
swimming pool  
taste  
team  
teenager  
telegram  
telephone  
tennis  
thin  
throw  
tight  
toaster  
today  
together  
tomorrow  
tool  
towel  
traffic  
traffic light  
tree  
try on  
turkey  
turn  
twice  
type  
ugly  
uncle  
understand  
unhappy  
until  
unusual  
usually  
vacation  
wake up  
wash  
watermelon  
weak  
weather  
wedding  
weekend  
weigh  
when  
wIn  
with  
without  
worse

### Basic 3

abroad	concert	far	island	own
ache	confirm	farm	jail	paid
air	connect	fence	joke	pain
aisle	continue	fever	judge	part time
allow	corner	field	jump	pass
although	cost	fire	lake	path
animal	couple	follow	last	patient
anymore	course	foreign	laugh	peace
apologize	court	forest	law	perform
appear	cow	forever	learn	perhaps
apply	cream	full time	left	pick up
appointment	crime	gallery	lie down	pill
are	curtain	get	light	plan
argue	customs	get up	line	play
arrest	daily	get well	location	pleasant
asleep	dark	good for	lock	politician
assistant	day off	government	lonely	poor
at all	decide	grab	look for	prefer
attic	decorate	grill	look forward to	prepare
balloon	deep	grow up	look up	president
basement	delay	guess	loud	program
because	dentist	guilty	low	project
become	describe	heat	manage	promise
begin	disagree	high	matter	ready
behind	discover	high school	meaning	receipt
believe	discuss	highway	medicine	record
bird	dislike	hike	mind	refund
birthday	distance	hill	miss	relax
born	disturb	hire	morning	remind
bottom	downstairs	hope	mosque	return
bum	downtown	horse	mountain	right
butcher	dream	how long	move	right away
by	drop off	however	necessary	river
calm	education	if	nervous	roll
camp	electricity	immigrate	nevertheless	round-trip
cancel	else	impossible	non-stop	row
candle	employer	improve	nut	save
capital	end	in order to	offer	schedule
center	enter	industry	officer	seaside
change	even	information	on business	seat
chase	exhibition	innocent	on time	seem
check	exit	insect	one-way	side
chocolate	expert	insurance	operate	sightseeing
church	experience	interested in	opinion	slice
clear	explain	intermission	opposite	snack
climb	extra	intersection	orchestra	spend
coast	factory	interview	out of	square
cold	fall	into	overtime	stage
complain	fall asleep	invent	owe	state

### **Basic 3 (continued)**

steal  
stop  
strange  
strawberry  
subject  
synagogue  
take  
teach  
temperature  
therefore  
thief  
through  
tired of  
tonight  
tooth  
top  
touch  
town  
train  
trial  
trouble  
turn off  
turn on  
unless  
unusual  
upstairs  
useful  
usher  
valley  
village  
war  
way  
while  
within  
worry

## Intermediate 1

a	close	fail	hurricane	nowhere
about to	club	fair	import	nylon
above	colleague	feel like	in-law	occupation
accent	collect	festival	inch	old-fashioned
accept	college	figure	income	operator
according to	complicates	find out	institute	opportunity
accountant	confuse	fireworks	instruction	ordinary
activity	contain	firm	intelligent	original
advantage	contract	flood	interest	ounce
advertise	cool	fog	item	over
afford	costume	foot	jogging	overpass
afterwards	cotton	forgive	join	overseas
ambulance	crash	fortunate	keep	parade
ancestors	crazy	freeze	kilo	parcel
anniversary	cross	frost	kind of	participate
annual	culture	future	kindergarten	pass
antique	curve	gasoline	leather	past
area	custom	gather	lecture	per
around	damage	geography	lend	personal
ask someone out	dangerous	get	lightning	plastic
assignment	date	get along like	limit	plenty
attend	degree	glass	live	poetry
auditorium	descendants	go on	local	point
authentic	dial	go out	long distance	postage
average	diploma	gold	look over	pound
baby-sitter	direct	grade	mail carrier	power
ballet	direction	graduate	mailbox	present
band	disappoint	gram	manufacture	produce
bank account	display	grandchild	master	professor
below	dormitory	grandparent	material	promote
borrow	economy	groom	mathematics	qualification
bride	elementary	school group	measure	quality
bridge	emergency	gym	member	railroad
bright	engine	half	metal	raise
build	equipment	handicraft	meter	rather
by	event	hard	mild	reach
cause	ever	hardly	miss	recent
celebrate	every	highlight	model	regular
centimeter	examination	history	modern	related to
century	exchange	hobby	moon	require
ceremony	expense	hold	motivate	reselling
champion	explore	homesick	narrow	retire
chance	export	homework	nephew	review
choice	express	honeymoon	niece	road
citizen	fact	honor	normal	roommate
climate	fad	housekeeper	nowadays	route

## **Intermediate1 (continued)**

rule	unique
rush	up to
sail	urgent
satisfy	variety
scale	wann
science	warn
sculpture	waste
sea	wave
secondary school	weekday
secret	whether
seldom	whole
selfish	wide
serious	wood
several	wool
shade	wrap
share	yet
shelf	
shore	
sign	
signal	
silver	
similar	
site	
ski	
somewhere	
special delivery	
spectacular	
speed	
spend time	
star	
sunshine	
supply	
surface mail	
symbol	
take care of	
tax	
throughout	
thunder	
together	
total	
toward	
trade	
tradition	
transfer	
tutor	
unemployment	
uniform	

## Intermediate 2

absolutely	by accident	down payment	have in mind	mechanic
access	campaign	dry cleaners	help yourself	memory
accommodations	candidate	due to	heritage	might as well
accomplish(ment)	carnival	duty	hesitate	minor
acquaintance	casual	earth	hide	miracle
actual(ly)	ceiling	effect	horn	missing
advice	challenge	efficient(ly)	ignore	mix up
afraid	channel	elect	illegal	model
alcohol	claim	elegant	imagine	mood
alike	class	embarrass(ed)	immediate(ly)	murder
amusement	cliff	embassy	impolite	necklace
ancient	clue	encourage	impractical	network
apparent(ly)	come true	enormous	impress	notice
appreciate	commemorate	enter	in advance	notify
arrange	communicate	entertain	in case (of)	observe
arrow	community	enthusiastic	in common	oil
arson	compare	entire	in spite of	on purpose
as long as	complex	errand	include	organize
assume (that)	conference	escape	injure	ought to
astronaut	conservative	even if	insist (on)	pageant
at last	consider	evidence	inspect	part
attempt	contest	fascinating	install	particular
attitude	controversial	favor	insult	payoff
attraction	conversation	feature	intent (to)	payment
automatic	coordinate	festive	investigate	permit
available	copy	figure out	issue	personal
avoid	cough	fire	jewelry	pint
baggage	count	flat	keep	polite
balance	crazy	folklore	kill	politics
barely	crime	formal	known for	portable
bargain	cure	frustrating	land	practical
beat	current	fur	latest	press
belong to	dare	gadget	leak	prime minister
benefit	data	gallon	legal	print
bet	deal	general(ly)	liberal	private
blame	declare	gigantic	lie	proficient
bleed	defeat	glamorous	liter	program
blood	definite	gossip	loyal	progress
board	demonstrate	gradual(ly)	luxury	prompt(ly)
bomb	deserted	greet	major	protect
bothersome	details	guarantee	make sure (to)	proud
brakes	develop	had better	make up one's	public
brand new	diamond	hardly (ever)	mind	publicity
break down	disease	hardware	manner	pull
button	do over	have a look at	marathon	punctual

## **Intermediate 2 (continued)**

purchase	take off
purpose	take pictures
push take	place
quality	threat
quart	throwaway
realize	tiny
reasonable(ly)	tire
recommend	tough
record	tournament
recover	tribute
recreation	truth
redecorate	used
regret	used to
religion	valid
rely	via
replace(ment)	vice-president
rescue	vote
respect	wealth
responsible	whether or not
ring	widespread
rock	wish
roof	wonder
rope	worth
rude	wound
run into	
run on	
satellite	
satisfied with	
security set up	
show up	
skilled	
slip	
sneeze	
software	
special	
spill	
stuck	
style	
suffer	
suggest	
supervise	
suppose	
supposed to	
survive	
suspicious	
switch	
take it easy	



## Intermediate 3

abandon	cemetery	depressing	hit	napkin
adapt	central	destination	homeless	natural
advertise	chain	dish(es)	honest	neat
affection	check in/out	double	hug	negative
against	check out	doubt	humor	negotiate
alarm clock	cheek	dozen	identify	nightmare
alive	cheer	drama	image	not to mention
alternative	chief	drop	in addition to	nutritious
altogether	childhood	drum	in fact	object to
among	circus	dryer	in terms of	occasion
appeal to	civilization	elderly	in the meantime	odd
appetite	classic	embrace	in time	once in a while
applaud	classify	emphasize	in touch	opera
approach	close down	endurance	incentive	oriented to
as a result	coach	energy	inconvenient	outstanding
as well	combine	environment	increase	overweight
ask for	comedy	establish	influence	pace
assembly line	comment	eventual	ingredient	personality
astonished	commercial	excuse	inherit	persuade
awhile	common	exhausted	instrument	piece
backpack	compliment	expert	interrupt	pillow
bath	compose	fabulous	iron	plant
beef	concentrate	familiar	keep in mind	plug
believe in	condition	fare	keep up with	point of view
beyond	conduct	feed	kid	point out
bitter	constant	finger	king	positive
blanket	consumer	fitness	labor	preserve
boil	contrast	flavor	let down	prevent
bone	control	flu	logical	profile
boo	convenient	food of	maid	profit
bow	convince	for	mainly	propaganda
bowl	cooperate	for instance	maintain	propose
brain	cop	generation	make a difference	psychology
brand	corn	genius	make it	put on
breath	corporation	gesture	make plans	queen
bring up	correspond	get to know	makeup	quit
budget	counter	glasses	manage	racket
buffet	crazy about	grave	match	rare
bury	critical	gymnastics	medium	rate
can't help	curious	handle	memory	razor
can't stand	damp	handy	mess	realistic
capable	decrease	hear of	mineral water	recognize
carry on	delightful	heart	moment	refer to
case	depart	height	muscle	region
catch up	depend	hilarious	nail	remote

### **Intermediate 3 (continued)**

repetitious	take steps
reputation	talent
request	taste
resort	technician
review	tend to
roast	tip
robot	toe
rough	trust
routine	turn around
royal	turn up/down
scenic	typical
seafood	under the circumstances
search	unit
see	upcoming
senior citizen	vary
sense	view
sensible	violence
shake hands	violin
shape	wages
shave	walk out
sheets	warehouse
shower	way of life
shrimp	weekly
shy	weightlifting
silverware	well done
single situation	willing
sleeping bag	worthwhile
snob	youth hostel
society	
someday	
sound	
sour	
spur of the moment	
standard	
steel	
step	
stranger	
strength	
strike	
string	
such as	
suitable for	
tablecloth take	
take off	

## Advanced 1

(affix)-able	bilingual	error	good sport	make headway
(affix)-al	bit	essential	graph	make sense of
(affix)-er	bounce	etc.	handle	memorize
(affix)-ful	brainstorm	exaggerate	have a head for	mind
(affix)-ify	break the law	exceed	(the) head for	mis-
(affix)-ish	broadcast	expand	have a handle on	misunderstand
(affix)-ity	by	expectation	have second thoughts	more or less
(affix)-ive	caution	expedition	thoughts	must
(affix)-ize	chart	experiment	headline	native
(affix)-less	clever	explode	head start	negative prefixes
(affix)-ment	client	express	hospitality	neutral
(affix)-nce	coin	false	idle	noun suffixes:
(affix)-ous	complicated	fear	improvise	objective
(affix)-y	concept	fee	in (someone's) favor	obsolete
achieve	concern	feedback	favor	obstacle
active	conclude	finance	in the long run	occasional
adjective suffixes:	confident	find something	in-	offend
admire	conflict	firm	incorrect	on the ball
advance	consult	fluent	initial	on the whole
adventure	contribute	focus	initiative	on your toes
affect	correct	follow	innovative	option
agenda	courtesy	follow up	inquire (about)	organization
agriculture	cover	fool	insert	out of order
altitude	crisis	for the bets	instant	outer space
annoy	customary	for the time being	instruction(s)	outline
appear	cutting edge	forecast	interact	outlook
appliance	daring	forward	interest	over-
appropriate	deal with	generalize	interpreter	overdraw
approximate	debt	get	invest	pain in the neck
article	dedicated (to)	get a fee for	journalism	panic
as a rule	deposit	get around	keep an eye on	parachute
as for	diagnose	get down to business	keep one's word	peak
as of	dive	get to	label	place
assume	diverse	get hold of	laser	policy
attend to	divide	get over	lead	poor
attention	do	get rid of	let someone know	population
author	documentary	get something across	license	postpone
backwards	domestic	across	lifestyle	potential
be called	double-check	get the hang of	likely	practice
beat around the bush	drain	get wind of	little by little	pre
the bush	drastic	give up	live up to	prefixes:
besides	edge	go overboard	lose face	present
bi-	endorse	goal	make fun	of previous

## **Advanced 1 (continued)**

primary	spell out
procedure	staff
productive	step by step
project	stereotype
pronounce	succeed
proper	summary
prove	support
provide	tabloid
publish	taboo
put to the test	take advantage of
quad-	take chances
quite	take for granted
re-	take into account
record	take nerve/courage
refuse	take offence
rehearse	take the blame
relationship	take the wrong way
reread	take turns
research	teller
resist	tense
resolve	term
result	tip of the iceberg
reveal	to the letter
risk	tolerant
rumor	tragic, tragedy
savings	train
scandal	translate
see eye to eye	treat (someone)
see to it	tri-
select(ion)	un-
sensitive	under the impression
session	under-
set	underprivileged
shake your head	universe
shut	up in the air
significant	up to
silent	up-to-the-minute
size up	update
sky	value
slide	verb suffixes:
slight	version
slip	visual
solar	way
solve, solution	withdraw
source	word for word
speak up	work as process statement

## Advanced 2

(affix)-ion sion	body	discipline	harm	nature
tion ation	boil down to	dispose of	have to do with	never mind
(affix)-ar	bonus	distress	hazard	non-
(affix)-dorn	border	dizzy	hear from	noun suffixes
(affix)-ee	break someone's heart	document	hero	nuisance
(affix)-hood	heart	donate	hinder	odds
(affix)-ic-atic	bright and early	down in the dumps	humanity	oil
(affix)-ist	broad	draw	ignorant	omit
(affix)-ness	bronze	dress up	illness	on the contrary
(affix)-ure	by the way	drive someone crazy	implement	operation
a great deal of	card	crazy	in connection with	oppose
abbreviate	career	drop by	in favor of	out of luck
ability	casino	drop someone a line	in other words	out of the question
account for	catalog	drug	in the way	pale
accuse	charity	dump	incident	paragraph
acknowledge	cheer someone up	eager	inform	part with
addiction	child care	ecology	injection	pension
adequate	circle	elsewhere	inter-	personnel
adjective suffixes:	coal	emotion	involve	phrase
admit	common sense	enable	ir-	physical
after all	commute	enclose	isolate	pick
aggressive	compensate	especially	it takes	pollution
ahead	compete	even though	it's a pity	position
ambitious	competent	excel	journey	pre-
and so on	compromise	exception	justify	prefix:
anthem	conserve	executive	lack	prefixes:
anti-	contagious	extinct	leave someone alone	premium
anxiety	contaminate	fairly	long	prescription
apart	contra-	fake	look into	shot pressure
apply	cope	fall through	look through	prestige
approve	corrupt	feel free	to look up to	pretend
as usual	counselor	feel sorry for	lose one's mind	principle
ashamed	cross out	fill someone in	lose sight of	prize
aspirin	cry	fore-	lose your cool	pro-
assure	cut one's losses	fortune	lottery	profession
at the expense of	deadline	frank	majority	prone to
atmosphere	deduct	freelance	make something up	provided that
authorize	delicate	frighten	make you	punctuation
away with	deserve	fringe benefits	medal	pure
background	desire	fuel	medication	put it
be pleased to	despite	gamble	mental	put off
be under the weather	destroy	generous	mine	quote
behalf	determined	get	minority	radiation
behave	dice	give one's all	miserable	range
better off	dilemma	grateful	name	react
blow	dis-			recycle
				reinforce

## **Advanced 2 (continued)**

reluctant	tempt
reply	therapy
representative	tied up
resources	track
respond	trans-
resume	transport
ridiculous	type
run out of	underdog
run-down	upgrade
self-employed	upon
sentence	upset
sharp	use up
shock	vaccination
shortage	verify
show one around	victim
sick to your stomach	vision
	What for?
silly	What if..?
sincere	whistle
smog	wise
specific	word processor
spectator	work things out
spin	write out
spirit	x-ray
stand up for	yawn
stands to reason	zero
stationery	
stick one's neck out	
stock market	
stress	
struggle	
substitute	
subtle	
suffixes:	
suspense	
sympathy	
symptom	
system	
take down	
take into consideration	
take on	
take over	
take pride in	
technical	
technique	
temper	

## Advanced 3

(affix)-ate	brave	decline	down	notorious
(affix)-auto	bribe	deer	hand it to someone	to obey
(affix)-cy	brief	deficit		old wives tale
(affix)-ian	bump	demand	handicap	on foot
(affix)-ier	buzz	deny	hang up on	on hold
(affix)-ism	by heart	desperate	hectic	optimistic
(affix)-itude	by the way	detective	hold on	ordeal
(affix)-like	cable	devote	humid	out of your mind
(affix)-ory	call back	disability	hunt	outgoing
(affix)-self-	call collect	disaster	in trouble	outrageous
(affix)-semi-	can't get over	discrimination	incoming	overcome
(affix)-super-	capacity	disguise	incredible	overnight
(affix)-wide	catch (someone's) name	dispute	independent	paperwork
absent-minded		distinguish	inside out	paralyze
accompany	category	do business with	instinct	patent
alert	cattle	do without	interfere	perception
amateur	cellular phone	dye	intuition	permanent
amaze		dynamic	joke around	pessimistic
analyze	character	endure	jump to a conclusion	photo-
answering machine	checkers	enforce	conclusion	play up
	chilly	era	key	poison
anticipate	clap	exclusive	laugh your head off	post-
appearance	clear (something) up	exist		poverty
assert		extend	let go	practical joke
award	clear up	extension	lifetime	practically
aware	clown	faith	look back	prejudice
back and forth	co	feel strongly	lose your way	prison
back to nature	coincidence	fingerprint	loss	procrastinate
bald	come up with	flexible	lost cause	pull someone's leg
basis	complexion	force	magic	pursue
be cut off	comply	forward	make a fool of	put up with
be linking up	conform	frame (someone)	make out	put your finger on
be moved	conquer	fresh air	mal-	puzzle
be out/in	conscience	fundamental	mature	quarrel
be set in our ways	conscious of	funny	means to an end	questionnaire
bear	consequence	generate	merchant	race
beard	construct	get a joke	micro-	ranch
bee	count on	get around	misfortune	rational
before you know it	counter-	get through	monster	real estate
believe it or not	crack	giggle	monument	recall
believe your eyes	creepy	go around	mosquito	reduce
beside	curly	go fishing	mud	reflect
bite	cut off	good at	multiply	regulation
blind	deaf	good looking	mustache	remarkable
blindfold	debate	goodwill	mutual	restrict
blonde	decade	gullible	neo-	retro-
bloom	deceive	hand (something)	nominate	return a call

### **Advanced 3 (continued)**

reverse the charges	tent
charges	there's no point
riddle	thick
ring a bell	through
run across	toll-free
run over	tone
rural	trace
sarcastic	trail
saying	transmit
scar	treasure
see (something)	treaty
setback	triumph
shoot	trophy
skin	tropical
slip your mind	up for grabs
slum	urban
slump	vague
snake	verbal
sneak up on	victory
space	voice
spy	voluntary
stable	watch out
stand out	waterfall
static	wheelchair
stimulate	wildlife
sting	will
strategy	within reason
stream	
stubborn	
sub-	
subject to	
suburb	
superstitious	
survey	
take (something) to heart	
take action	
take measures	
take part	
take up	
take your mind off	
talk (someone) into/out of	
tariff	
technology	
tele-	
temporary	