

**Basic**

# English Discoveries

**Scope and Sequence**



A subsidiary of ETS,  
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**English**  
Discoveries



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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>		
<p>Learners access written information through the following text types:</p> <ul style="list-style-type: none"> <li>• E-mail (50-100 words)</li> <li>• Advertisements (50-100 words)</li> <li>• Posters (50-100 words)</li> <li>• Stories (200-250 words)</li> <li>• Articles (200-250 words)</li> </ul>	<p>The texts are simple and are on topics close to the learners' own lives and environment, including family, food, shopping, accommodation, travel, sports, housing, saving energy, etc.</p>	<p>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.</p>
<b>Writing</b>		
<p>Learners are exposed to and practice the written conventions of the following text types:</p> <ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Personal e-mails</li> <li>• Short descriptions</li> <li>• Short dialogues</li> <li>• Notes</li> <li>• Menus</li> </ul>	<p>The model texts are simple and are on topics related to the learners' experience, such as e-mails to friends, simple 3-5 sentence summaries of talks and continuations of stories and dialogues students have watched or read. They also produce simple advertisements for everyday shops and businesses.</p>	<p>Learners practice the conventions used in short written texts. They recognize and identify key vocabulary and complete cloze versions of the model texts. They practice linking a series of simple phrases and sentences with simple connectors like 'and', 'but' and 'because'. They also edit model texts before writing their own version, often incorporating personal information.</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>• Podcasts</li> <li>• TV programs</li> </ul>	<p>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, renting an apartment, etc.</p>	<p>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.</p>
<b>Speaking</b>		
<p>Learners are exposed to and practice 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, shopping 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, making purchases, 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 Dimple, Present and Past Progressive, future, adverbs, gerunds, nouns, articles, Past Simple, imperatives, modals, etc.</p> <p>They practice using them in multiple choice, cloze, and fill-in-the-gap exercises.</p>

Vocabulary		
<p>Learners are exposed to and practice every day lexical groups such as:</p> <ul style="list-style-type: none"><li>• Sports</li><li>• Entertainment</li><li>• Shopping</li><li>• Travel</li><li>• Education</li><li>• Occupations</li><li>• Hobbies</li><li>• Housing</li><li>• Knowing a Second Language</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>

## Basic 1 – Course Map

Unit	Lesson
<b>Unit 1: Meet A Rock Star</b>	Art
	Meet Me!
	Maxi's Room
	Be: Affirmative
	Be: Yes/No Questions
	Be: Contractions
	Entertainment
<b>Unit 2: Against The Law</b>	The Diamond Necklace
	Follow That Man!
	No Parking
	Be: Short Answers
	Nouns: This/That/These/Those
	Crime
<b>Unit 3: At The Restaurant</b>	Food
	New Mexican Restaurant
	Delicious Salads
	Nouns: Singular/Plural
	Nouns: There Is/There Are
	Nouns: Articles
	Restaurants



<b>Unit 4: On A Business Trip</b>	Business
	More Women Traveling
	Coffee, Please
	Present Progressive: Affirmative
	Present Progressive: Yes/No Questions
	Present Progressive: Short Answers
	Hotels
<b>Unit 5: Going Out</b>	In the Library
	Richard's Romance
	Let's Go
	Present Progressive: Negative
	Present Progressive: Wh Questions
	Verbs
<b>Unit 6: About People</b>	Outgoing Message
	Monaco
	Studies
	Be: Negative
	Present Progressive: Spelling Changes
	Adjectives
<b>Unit 7: For Sale</b>	Ad
	Car for Sale
	Phone Call
	Nouns: Possessive
	Present Progressive: Contractions
	Shopping

<b>Unit 8: On The Move</b>	The Bus to Trenton Street
	Susan's Train Ride
	Bus Stop
	Pronouns: Subject
	Pronouns: Object
	Pronouns: Possessive
	Transport
<b>Unit 9: Health And Fitness</b>	Introduction: Health and Fitness
	Jolt Gym
	Let's Register!
	Looking for Sports Equipment
	Jump Your Way to Health!
	Fitness Now
<b>Unit 10: Occupations</b>	Introduction: Occupations
	A Job Fair
	Ella's Job
	What Do You Do?
	Summer Jobs
	The Right Job for You



## Scope and Sequence

### Unit 1: 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 singer looking for a girlfriend. The grammar section deals with the verb "Be": affirmative, Yes/No questions, and contractions. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of entertainment.

Lesson	Summary	Objectives
<b>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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Entertainment</b>	Presentation and practice of vocabulary associated with the topic of entertainment.	<b>Learners will:</b> <ul style="list-style-type: none"><li>recognize vocabulary in audio and written form.</li><li>discriminate between different words and phrases.</li><li>match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 2: Against The Law

### Unit Description

This unit deals with crime and the law. Learners will watch a video clip about the mysterious Victor Petrov and a diamond 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of crime.

Lesson	Summary	Objectives
<b>The Diamond Necklace</b>	A video clip with two men and a woman in a restaurant. The men exchange money and a diamond necklace.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Crime</b>	Presentation and practice of vocabulary associated	<b>Learners will:</b>

	with the topic of crime.	<ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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### Unit 3: 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of restaurants.

Lesson	Summary	Objectives
<b>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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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 Is/There Are</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>
<b>Restaurants</b>	Presentation and practice of vocabulary associated with the topic of	<b>Learners will:</b> <ul style="list-style-type: none"> <li>recognize vocabulary in audio and written form.</li> </ul>



	restaurants.	<ul style="list-style-type: none"><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 4: 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of hotels.

Lesson	Summary	Objectives
<b>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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Hotels</b>	Presentation and practice of vocabulary associated with the topic of hotels.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 5: Going Out

### Unit Description

This unit focuses on dating and going out. Learners will watch a video clip of two young women in a library 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of verbs.

Lesson	Summary	Objectives
<b>In the Library</b>	A video clip of two young women in a library talking about a young man standing in another row of the library.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Richard's Romance</b>	A story about a young man writing a note to a young woman to make a date with her.	<b>Learners will:</b> <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>
<b>Let's Go</b>	Two friends deciding whether to walk or take a taxi.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a short dialogue in which they decide to do something.</li> </ul>

<b>Present Progressive: Negative</b>	Presentation and practice of the negative form of the Present Progressive.	<b>Learners will:</b> <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>
<b>Present Progressive: Wh Questions</b>	Presentation and practice of Wh questions using the Present Progressive.	<b>Learners will:</b> <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>
<b>Verbs</b>	Presentation and practice of vocabulary associated with the topic of verbs.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 6: 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 between two students discussing their studies, and will read an e-mail about a family on vacation in Monaco. The grammar section deals with “Be”: negative, and Present Progressive: spelling changes. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of adjectives.

Lesson	Summary	Objectives
<b>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>	An e-mail from a family on vacation in Monaco.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand factual information in an e-mail.</li> <li>use information in an e-mail to complete another e-mail.</li> </ul>
<b>Studies</b>	Two students discuss their studies.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Adjectives</b>	Presentation and practice of vocabulary associated with the topic of adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 7: 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of shopping.

Lesson	Summary	Objectives
<b>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 woman is making an appointment by phone.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>



<b>Shopping</b>	Presentation and practice of vocabulary associated with the topic of shopping.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize vocabulary in audio and written form.</li> <li>• discriminate between different words and phrases.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> </ul>
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## Unit 8: 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of transport.

Lesson	Summary	Objectives
<b>The Bus to Trenton Street</b>	A video clip of a man enquiring about the price of a bus ticket and where the bus stop is.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Susan's Train Ride</b>	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.	<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 to follow the sequence of events in a story.</li> </ul>
<b>Bus Stop</b>	A couple is saying goodbye at a bus stop.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a short dialogue in which they say goodbye to someone.</li> </ul>
<b>Pronouns: Subject</b>	Presentation and practice of subject pronouns.	<b>Learners will:</b> <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>

<b>Pronouns: Object</b>	Presentation and practice of object pronouns.	<b>Learners will:</b> <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>
<b>Pronouns: Possessive</b>	Presentation and practice of possessive pronouns.	<b>Learners will:</b> <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>
<b>Transport</b>	Presentation and practice of vocabulary associated with the topic of transport.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 9: Health And Fitness

### Unit Description

This unit is about health and fitness. Learners will become familiar with words and phrases related to this topic. The language focus for this unit is imperatives, and the comprehension strategy is identifying the main idea. Learners will read a poster about a gym and write about if they would like to register there. They will watch a video of two women being given a tour of a gym and write a short description of the gym. Learners will watch and take part in a video conversation at a sports store and talk about what they do to keep fit. They will read an article about a new way to exercise and tell a friend what they know about trampolines. Learners will listen to a podcast about how to stay fit at the office and write about how to keep healthy at the office.

Lesson	Summary	Objectives
<b>Introduction: Health and Fitness</b>	The topic of health and fitness is introduced. Words and phrases on the topic of health and fitness are presented and practiced. The language focus for the unit, the imperative, is presented and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of health and fitness.</li> <li>• identify health and fitness vocabulary in response to sounds, words and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> <li>• recognize and understand imperatives to express commands, requests, instructions, and suggestions.</li> <li>• classify sentences and phrases as commands, requests, instructions, and suggestions.</li> </ul>
<b>Jolt Gym</b>	The comprehension strategy, identifying the main idea, is presented. Learners read a poster advertising Jolt Gym and write about whether they would register there.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize and identify the main idea in a poster.</li> <li>• identify the main idea in an informational text.</li> <li>• classify information from a poster.</li> <li>• write about why they would like/not like to register for Jolt Gym.</li> </ul>

<b>Let's Register!</b>	Learners watch a video of two women being given a tour of a gym by a fitness trainer. They then write a short description of the gym in the video.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details of a video clip.</li> <li>draw inferences on the basis of information from a video clip.</li> <li>write a description about what you can do at the gym.</li> <li>complete a dialogue using appropriate words and phrases from the unit.</li> </ul>
<b>Looking for Sports Equipment</b>	Learners watch and take part in a video conversation between a customer and salesclerk in a sports store. Learners then take part in a branching conversation and talk about the exercises they do to keep fit.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the main characters in a video.</li> <li>comprehend the general meaning and significant details in a video clip.</li> <li>draw inferences on the basis of information from the video clip.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a branching dialogue in which they express requests and make suggestions.</li> <li>classify activities related to health, fitness, and sports.</li> <li>talk about ways to keep fit and express preferences.</li> </ul>
<b>Jump Your Way to Health!</b>	Learners read an article about trampolines and tell a friend what they know about trampolines.	<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 imperatives, specifically instructions and suggestions, in order to organize information from an article.</li> <li>summarize information from the article to talk about what they learned about trampolines.</li> </ul>

<b>Fitness Now</b>	Learners listen to a podcast about health at the office and write about how to stay fit at work.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• understand the main ideas and supporting details in a podcast.</li><li>• apply knowledge of imperatives to understand a podcast and classify information.</li><li>• synthesise ideas from a podcast to write about how to stay fit at work.</li><li>• complete a dialogue using appropriate words and phrases from the unit.</li></ul>
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## Unit 10: Occupations

### Unit Description

This unit is about occupations and jobs. Learners will become familiar with words and phrases related to the topic, identify and use the Present Simple to talk about occupations. Learners are presented with and practice the comprehension strategy identifying different text types. Learners will read a poster advertising a job fair and tell a friend about it. They will watch a video about a woman who works in a flower shop telling her friend about her job, and write about whether they would like to work in a flower shop. Learners will watch and take part in video conversations about occupations. They will take part in a branching conversation and talk about what they do. Learners will read an article about summer jobs and talk about a summer job they would like to do. They will watch a slide show about finding the right job and write about a job they would like to do.

Lesson	Summary	Objectives
<b>Introduction: Occupations</b>	The topic of occupations and jobs is introduced. Learners are exposed to and practice words and phrases on the topic. The Present Simple is presented and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of occupations.</li> <li>• identify vocabulary related to occupations in response to sounds, words and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions.</li> <li>• recognize and understand how to use the Present Simple to talk about daily routines.</li> <li>• identify and complete sentences that use the Present Simple.</li> </ul>
<b>A Job Fair</b>	The comprehension strategy, identifying different text types, is presented. Learners read a poster advertising a job fair and tell a friend about it.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• read a poster about a job fair, identify the type of text and use information from the text to answer questions.</li> <li>• complete a dialogue using appropriate words and phrases from the unit.</li> <li>• tell a friend about a job fair using information from a poster.</li> <li>• classify different text types according to categories.</li> </ul>



<b>Ella's Job</b>	Learners watch a video about a woman who works in a flower shop telling her friend about her work. They then write about whether they would like to work in a flower shop.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details of the video clip.</li> <li>draw inferences on the basis of information from the video clip.</li> <li>complete an e-mail using appropriate words and phrases from the unit.</li> <li>write about whether they would like to work in a flower shop.</li> </ul>
<b>What Do You Do?</b>	Learners watch and take part in a video conversation about occupations. Learners then take part in a branching conversation and talk about their job or studies.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details in the video clip.</li> <li>take part in a dialogue about what they do.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a branching dialogue in which they talk about different occupations.</li> <li>use the Present Simple to talk about what they do or where they work.</li> </ul>
<b>Summer Jobs</b>	Learners read an article about summer jobs and talk about which summer job they would like to do.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an article and identify the text type.</li> <li>classify information about people mentioned in an article according to what they do.</li> <li>classify quotes from people in an article according to who said what.</li> <li>use information from an article to talk about which summer job they prefer.</li> </ul>

<b>The Right Job for You</b>	Learners watch a slide show about finding the right job and write about a job they would like to do.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• understand the main ideas and supporting details in a lecture.</li><li>• Use information from the slide show to answer questions.</li><li>• synthesize ideas from a slide show to write about a job they would like to do.</li></ul>
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## Lesson Texts

### Unit 1: 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.

## Entertainment

Word	Definition	Example Sentence
actor, n.	a person who performs in a play, movie, or on television	The actors in this movie are very good.
classical music, n.	music written from around 1750-1800 by composers such as Mozart and Beethoven	My favorite classical music is by Beethoven.
concert, n.	a musical show	The music is great at this concert.
movie, n.	moving picture you can watch in a theater or on television	Let's see a movie tonight.
newspaper, n.	printed papers with news, articles, and ads that are usually printed every day	I read the newspaper every day.
radio, n.	a system of broadcasting information and programs that people can listen to	I listen to the news on the radio in the morning.
rock music, n.	music with a heavy regular beat, singing, and electric guitars	The boy is listening to rock music in his room.
rock star, n.	famous singer who sings rock music	There are a lot of rock stars at this concert.
television, n.	machine with a screen for watching programs	I'm watching a great program on television.
theater, n.	building where people watch plays, concerts, and other shows	Let's go to a concert at the new theater!

**Unit 2: Against The Law****The Diamond Necklace**

Victor: Susan Bailey?  
 Susan: Yes?  
 Victor: I'm Victor Petrov. And this...is the diamond necklace.  
 Susan: Very nice. Mr. Petrov.  
 Victor: Susan, this is the United States, please call me Victor.  
 Susan: Victor, this is Mike Valacci. Mike, this is Mr. Victor Petrov.  
 Victor: How do you do, Mike?  
 Mike: Nice to meet you. Please.  
 Victor: Ah, yes.  
 Waiter: Victor Petrov?  
 Victor: Yes...  
 Waiter: Mike Valacci?  
 Mike: Yes...  
 Waiter: I have some questions for you.  
 Mike: Why? Who are you?  
 Waiter: I'm a police officer.

**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!

**Crime**

<b>Word</b>	<b>Definition</b>	<b>Example Sentence</b>
arrest, v.	the police take you because you are doing something wrong	The police officers are arresting the man.
court, n.	a place where we decide about legal problems	The woman is telling her story in court today.
fine, n.	money you must pay because you did something wrong	I have a fine for parking in front of a "No Parking" sign.
judge, n.	a person who makes decisions in a court	The judge is sending the thief to prison.
parking ticket, n.	a document that says you broke a rule about where you put your car and must pay a fine	This parking ticket says I must pay \$20.
police officer, n.	a person whose job is to make sure we don't break the law and to help people in trouble	The police officer is looking for the little boy.
prison, n.	a place where people stay for punishment when they break the law	The man is going to prison for many years.
rob, v.	take money or property from someone	The man is taking my purse - he is robbing me!
steal, v.	take something that is not yours	These men steal cars and sell them.
thief, n.	person who takes something that is not his/hers	That man is taking her wallet - he's a thief!

**Unit 3: 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.

## Restaurants

Word	Definition	Example Sentence
appetizer, n.	food or drink usually served before the meal	I'm going to have an appetizer before my main dish.
delicious, adj.	very tasty (food or drink)	The food in this restaurant is delicious.
dessert, n.	a sweet dish at the end of the meal	Let's have ice cream for dessert!
drink, n.	a liquid you swallow	Would you like a drink with your meal?
main dish, n.	the biggest part of the meal	Would you like chicken for your main dish?
menu, n.	list of food you can get in a restaurant	Let's look at the menu and see what we want to eat.
napkin, n.	cloth or paper to keep your clothes clean or to clean your mouth when eating	You use a napkin to clean your hands.
order a meal, exp.	tell the waiter what you want to eat	Would you like to order a meal now?
side dish, n.	extra food to go with the main dish	I'd like a hamburger and a salad as a side dish.
waiter, n.	person in a restaurant who takes the order for the meal and brings it to the table	Let's ask the waiter for the menu.



**Unit 4: 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.

**Hotels**

<b>Word</b>	<b>Definition</b>	<b>Example Sentence</b>
guest, n.	a person staying in a hotel	There are 500 guests at this hotel.
hotel room, n.	bedroom in a hotel	My hotel room is very comfortable.
manager, n.	a person in charge of a hotel	Can I speak to the manager of the hotel?
offer a service, exp.	to do something special for your customers	I'd like breakfast in my room. Does the hotel offer this service?
on business, exp.	for work	He's in London on business.
pool, n.	a place where you swim	Let's go swimming in the pool!
reservation, n.	when you make a reservation (for things like a hotel room or seat on a plane) you save a place for yourself	I have a reservation at the Carlton Hotel for the weekend.
security guard, n.	a person whose job is to keep a place or people safe	A security guard stands outside the hotel 24 hours a day.
stay, v.	to be a guest at a hotel	I'm staying at a nice hotel.
trip, n.	a journey	My trip to London is for five days.

**Unit 5: Going Out****In the Library**

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: No. He's studying and listening to music.  
Katie: Oh. Ask him what he's listening to.  
Amy: No! You ask him.  
Katie: Then ask him what he's reading. Yes, ask him that.  
Amy: He's not studying any more. He's going! Katie, go over there and say hi.  
Katie: No way!

**Richard's Romance**

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.

**Verbs**

<b>Word</b>	<b>Definition</b>	<b>Example Sentence</b>
ask, v.	to speak to someone to get information	I'm asking you a question.
listen, v.	to try to hear something	You aren't listening to what I'm saying.
look over, v.	to move your eyes in a certain direction to see something or someone	Why is that man looking over here?
meet, v.	to arrange to see someone at a certain time and a certain place	Let's meet at the cafe at 7 o'clock.
say, v.	to express something in words	He's speaking, but I can't hear what he's saying!
study, v.	to learn about something	I'm studying Spanish.
talk about, v.	to say something about someone or something	He's talking about the business trip.
think, v.	to believe or consider something	I think that's a good idea.
turn around, v.	to change the position of your body	Turn around and look over there.
write, v.	to use a pen or pencil to make words	Please write your name on this form.

**Unit 6: 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.

**Adjectives**

Word	Definition	Example Sentence
beautiful, adj.	looking very nice	She's wearing a beautiful dress.
busy, adj.	Having a lot of things to do	I don't have time to talk to you! I'm busy.
clean, adj.	not dirty	Please bring me a clean cup.
cool, adj.	cold	Would you like a cool drink?
excellent, adj.	very good	She gets excellent grades in English.
fast, adj.	moving quickly	He likes fast cars.
fine, adj.	feeling good	I'm sitting by the pool and I feel fine.
great, adj.	very good	We're having a great time in Paris.
interested in, adj.	wanting to know more about something or someone	I'm interested in your new product.
new, adj.	recent, not old	Come and meet my new girlfriend.

**Unit 7: 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 miles. Very clean and fast. A beautiful car.  
Price is \$20,000.  
Phone Dave 980-6321.

**Phone Call**

- Hello?
- 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.

**Shopping**

Word	Definition	Example Sentence
fifty percent off, exp.	half the regular price	These shoes are fifty percent off.
for sale, exp.	you can buy it	Everything in the store is for sale.
free, adj.	you don't have to pay any money for it	You get a free drink with your meal.
furniture store, n.	a place you can buy tables, chairs, sofas, etc.	I'm going to the furniture store to buy a new sofa.
low prices, exp.	not expensive	Our supermarket has low prices
open, adj.	when a store is ready for business	This store is open every day.
price, n.	how much something costs	The price of this sofa is \$200.
product, n.	something that is made to sell	Our company is selling a new product.
regular price, exp.	how much something usually costs	The regular price is \$50.
sale, n.	selling products for less money	The store is having a sale this week.



**Unit 8: On The Move****The Bus to Trenton Street**

Stefan: Excuse me, how do I get to the city center?  
 Jordan: Where are you going?  
 Stefan: Trenton Street.  
 Jordan: You can take the bus.  
 Stefan: How much is the bus?  
 Jordan: It's about \$2.00.  
 Stefan: Where's the bus stop?  
 Jordan: It's over there. But it looks like you just missed the bus. Sorry.

**Susan's Train Ride**

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.

**Transport**

<b>Word</b>	<b>Definition</b>	<b>Example Sentence</b>
bus, n.	a large road vehicle that people pay to travel on	I'm waiting for the bus to town.
bus fare, n.	the money you pay to go on the bus	How much is the bus fare to the city?
bus stop, n.	the place where people get on and off the bus	The bus stop is across the street.
car, n.	a road vehicle for a driver and passengers	I go to work by car.
conductor, n.	a person on a train who checks passengers' tickets and collects money	Please give your ticket to the conductor.
late, adj.	not arriving on time	Jenny is angry because they are late for the party.
take a taxi, exp.	go in a car with a driver you pay	Let's take a taxi. We don't have time for the bus.
train, n.	railroad cars that move on tracks and which people pay to travel on	The train leaves in ten minutes.
wait for, v.	to stay in one place because you expect something to happen	Please wait for me by the cafe.
walk, v.	to move by putting one foot in front of the other	The weather is beautiful. Let's walk to the store.

**Unit 9: Health And Fitness****Exercise**

Exercise doesn't have to be scary or boring. Find an exercise you like and do it every day. Try hiking. It's a fun activity, and it's great exercise. Try dance. Zumba, for example, is very exciting and popular. Find a Zumba class near you.

Get a fitness tracker. A fitness tracker measures how many steps you take. Try to take 10,000 steps each day. This is equal to about eight kilometers. You don't have to walk all eight kilometers at once. You can take your 10,000 steps throughout the day. Walk your dog in the morning. Walk to work. Do you have a car? Park a little far from where you're going. And leave the car at home when you can. Use your feet instead!

**Jolt Gym**

Come and register with us today!  
Jolt Gym Makes Fitness Fun!

We have:

- Exercise machines
- Weight machines and free weights
- An indoor swimming pool and sauna
- A juice bar

Try our popular exercise classes:

- Latin dance
- Yoga
- Spinning
- Aerobics
- And lots more...

We welcome people of all ages and fitness levels.

Visit our Web site at [JoltGym.com](http://JoltGym.com) to see our opening hours and schedule for exercise classes.  
Or visit us in person: 7743 N. Broadway - Los Angeles, CA

What our members are saying about Jolt Gym:

"I love working out at Jolt!"

"The fitness trainers are very friendly and helpful."

For more information, call: 344-555-9089 or e-mail: [info@joltgym.com](mailto:info@joltgym.com)

**Let's Register!**

Jess: Over here we have our exercise machines... Over there we have the weight training area.

Ava: I don't know how to use weight machines.

Jess: It's OK. Our trainers can show you what to do.

Judy: Do you have exercise classes?

Jess: We have lots of exercise classes. We have aerobics, yoga, spinning... And our dance classes are very popular...

Ava: Where's the swimming pool?

Jess: The pool entrance is over there, next to the juice bar.

Ava: What do you think?

Judy: This is great! Let's register.

**Looking for Sports Equipment**

Salesclerk: Good morning! How can I help you?

Customer: I'm looking for some sports equipment for my kids.

Salesclerk: Do you want indoor or outdoor equipment?

Customer: Indoor - so they can use it all year round.

Salesclerk: How about table tennis?

Customer: That's a good idea!

Salesclerk: Great. Follow me.

**Jump Your Way to Health!**

Trampolines aren't just for children. Today, many adults also use trampolines for exercise. Trampolines can help you stay healthy. Jumping on a trampoline helps concentration, balance, and coordination. It also burns a lot of calories - more than running! Jumping on a trampoline is also good for your heart and it's fun.

Here is an easy exercise:

1. Stand on the trampoline.
2. Get ready to jump - bend your arms and legs.
3. Jump up and down.
4. Repeat 30 times.

Many exercise gyms now have trampolines. Some gyms even have trampoline classes. They teach you different exercises for the trampoline. The classes are very popular.

Trampolines come in a lot of different shapes and sizes. There are also indoor and outdoor trampolines. You can buy a trampoline from a Web site or any good sports store.

**Fitness Now**

Narrator: Listen to part of a podcast on health and fitness.

Charles: Welcome to Fitness Now. I'm your host Charles York. Today's topic is: Health at the office. And our guest is Ray Harold. He's a fitness trainer and the author of the book *Stay Fit at Work*. Welcome to the show, Ray.

Ray: Thanks, Charles! I'm happy to be here.

Charles: Ray, tell us how we can stay healthy when we work in an office.

Ray: There are many ways you can stay healthy at the office. The first thing you can do is to stand up when you work. It's very unhealthy to sit all day at a desk.

Charles: I don't think I can stand all day.

Ray: You don't need to stand all day. Get up at least every hour and walk around. You can set an alarm clock to remind you to get up.

Charles: Good idea. What other tips do you have for us?

Ray: Walk as much as you can while you're at work. Don't take the elevator. Take the stairs! Go for a walk during your lunch break. If you want to talk to people in the next office, don't send them an e-mail or call them. Walk over to them.

Charles: Well, my office building doesn't have an elevator. So, I always take the stairs at work! Are there any exercises we can do when we're sitting at our desks?

Ray: Sure. Move your feet in circles. Lift your legs up and down. Stretch your arms.

Charles: That's not hard to do at all.

Ray: Yes, they're very easy exercises.

Charles: These are all great tips. Thanks Ray, I can't wait to try them out.

## Health and Fitness

Word	Definition	Example Sentence
exercise, n.	Act of training the body to become stronger and healthier	Exercise is good for my body.
exercise machine, n.	machine you use to make your body stronger and healthier	You can take classes at the gym or use the exercise machines.
fit, a.	healthy and strong	He's very fit because he runs every day.
fitness trainer, n.	someone who helps people exercise and stay healthy	Ray Harold is a fitness trainer who helps people of all ages exercise.
gym, n.	place where you go to exercise or play sports	I go to the gym three times a week to exercise.
healthy, a.	strong; not ill	He is always healthy and never goes to the doctor.
in shape, exp.	healthy and strong (means the same as fit)	Now I know how to dance and I'm in shape!
swim, v.	move through the water by moving your arms and legs	I love being in the water, so I also love to swim.
table tennis, n.	game in which players stand at either ends of a table to hit a small ball to each other across a net	I like to play table tennis with my brother because I always win.
weight, n.	a heavy object that people lift to exercise	Melissa likes to exercise with the three-kilogram weights.

**Unit 10: Occupations****Doorstep Deliveries**

I wake up at 5:00 A.M. and get ready for work. Why do I get up so early? I don't have a choice! I need to be at the Doorstep Deliveries office very early. I leave home at 5:30. First, I go to the gas station and fill the delivery truck with gas. Then, I drive to the Doorstep Deliveries offices. I arrive at the office at 6:00 A.M. I scan the packages and load the truck. Then I make my deliveries. I don't stop until I finish all my deliveries. What do I like about my job? I make people smile when I give them their packages.

**A Job Fair**

Springfield Community Job Fair  
Find Your Next Job!  
Thursday, October 4th  
10:00 A.M. – 3:00 P.M.

Springfield College  
(Business Building)  
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Open to the public

Free entrance

Over 90 employers

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Free parking

Dress for success!

Bring many copies of your résumé!

For more information:  
E-mail: [jobfair@SCJ.com](mailto:jobfair@SCJ.com) or call 555-3631

### Ella's Job

Ron: Hi Ella! Do you work here?

Ella: Oh, hi Ron. Yeah. I work here part-time.

Ron: What do you do?

Ella: Well, I cut and arrange flowers. I make bouquets and help customers choose what flowers to buy. Flora's Flowers, how can I help you? Good morning, Mrs. Johnson. Yes, your bouquet is ready. I answer the telephone and take orders.

Ron: Do you know a lot about flowers?

Ella: I do now!

Ron: Do you enjoy your job?

Ella: I really do. I love making bouquets. I like meeting new people. And I love the smell of fresh flowers!

### What Do You Do?

Stan: What do you do?

Lily: I'm a salesclerk.

Stan: Where do you work?

Lily: In a sports store. We sell sports equipment.

Stan: Really? What kind of sports equipment do you sell?

Lily: We have all the latest football gear.

Stan: I love football!

### Summer Jobs

Many students have summer jobs. Summer jobs are a good way to make money. You can have interesting experiences. A summer job can also be a lot of fun. We interviewed three students about their summer jobs.

Nancy drives an ice cream truck. The truck is small. It has a freezer inside. Inside the freezer is ice cream. Nancy drives around the neighborhood and sells the ice cream. She works from 10:00 A.M. to 7:00 P.M., Wednesday through Sunday. "I love selling ice cream," says Nancy. "I put smiles on people's faces!"

Jack is a gardener. He works for the town council. He works in the park and mows the grass. He also plants flowers and trees. He works from 6:30 A.M. to 3:00 P.M., Monday through Friday. "It's hard work," says Jack. "But I like my job. I love working outside."

Tara is a dog walker. She takes dogs for walks when their owners are at work or on vacation. Tara walks three to four dogs at once. She walks a group of dogs for an hour. Then she takes a different group. Tara works from 11 A.M. to 4 P.M., Monday through Friday. Sometimes, she works on weekends. "It's the perfect job for me," says Tara. "I love dogs, and I get lots of exercise!"

### The Right Job for You



Narrator: Listen to part of a lecture on finding the right job.

Lecturer: Today's talk is about finding the right job for you. First, you need to decide what type of person you are, and what your interests are. For many jobs, you need the proper training or education. But there are also many jobs that offer on-the-job training. Ask yourself: What do I like? Do I need training? Let's think about some possible occupations: Do you enjoy being outside most of the year? Do you like plants and flowers? Then maybe you want to be a gardener. Are you in good shape? Do you like helping people? Do you like working out? Perhaps you want to be a fitness trainer in a gym. Do you like working with children and young people? Are you good at explaining things? Then a job in teaching can be good for you. You can be a science teacher or maybe teach languages. Are you friendly and confident? Are you good at math? Then you can be a good salesclerk in a store. Remember: Try to match your experience, and what you like to do with the occupation that's right for you. And don't be afraid to try new things!

## Occupations

Word	Definition	Example Sentence
dog walker, n.	person who people pay to walk their dogs	My dog walker takes my dog for walks when I am at work.
florist, n.	person whose job it is to arrange and sell flowers and plants	I buy fresh flowers from my florist every week.
full time, a.	working the full number of hours that people usually work; working a full day	I have a full-time job and usually work 40 hours a week.
gardener, n.	person whose job it is to take care of the grass and plants in gardens	In the spring, the gardener plants all new flowers in front of the house.
job fair, n.	event where people who are looking for work can meet with companies that have jobs	If you're looking for work, come to the job fair tomorrow.
occupation, n.	work someone does to make money; job	I want to have an occupation where I can work outside.
part -time, adj.	working less than the number of hours that people usually work; not working a full day	For my part-time job, I work from 9:00 a.m. to 3:00 p.m.
résumé, n.	list of where you went to school and the different kinds of work you did in the past	I need to write my résumé before I start to look for a new job.
salesclerk, n.	person who sells items in a store	Please ask the salesclerk how much this costs.
truck driver, n.	person whose job it is to drive a truck from one place to another	He is a truck driver who delivers packages all over New York City.



## Basic 2 – Course Map

Unit	Lesson
<b>Unit 1: Buying And Selling</b>	Phone Sales
	Wrong Color
	Dress From Paris
	Be-Past: Statements
	Be-Past: Questions
	Shopping 2
<b>Unit 2: Healthy Eating</b>	Food
	Dieters Are Feeling Great!
	Piece of Cake
	Nouns: Non-Count and Quantifiers
	Nouns: Count Nouns and Quantifiers
	In the Kitchen
<b>Unit 3: Getting Help</b>	Directions to the Museum
	Clean-House Agency
	Newsstand
	Present Simple: Statements
	Present Simple: Yes/No Questions
	Present Simple: Wh Questions
	Directions
<b>Unit 4: Sports</b>	Sports
	People Are Crazy About Sports
	Let's Go Swimming
	Comparison of Adjectives: Equality
	Comparison of Adjectives: Comparatives
	Comparison of Adjectives: Superlatives
	Sports

<b>Unit 5: Enjoy Your Meal!</b>	In the Restaurant
	Sale at Shopright
	Good to See You
	Nouns: Count and Non-Count Nouns
	Nutrition
<b>Unit 6: Interesting People</b>	Interview
	Do It!
	Movie Star
	Past Simple: Regular Verbs
	Past Simple: Irregular Verbs
	Past Simple: Questions
	Adjectives 2
<b>Unit 7: Family Life</b>	Good Morning!
	The Family Picnic
	Can I?
	Present Simple: Tag Questions
	Modals: Can
	Relationships
<b>Unit 8: A Bad Day</b>	Lost Report
	Grumble's Department Store
	Don't Do That
	Modals: Have To
	Modals: May
	Work

<b>Unit 9: Housing</b>	Introduction: Housing
	Roommate Wanted!
	Apartment for Rent
	Student Housing
	Tiny Homes
	Unusual Homes
<b>Unit 10: Hobbies</b>	Introduction: Hobbies
	U-Do Hobby Shop
	Plans for the Weekend
	What Do You Do in Your Spare Time?
	Why It's Important to Have a Hobby
	Interesting Hobbies



## Scope and Sequence

### Unit 1: 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of shopping.

Lesson	Summary	Objectives
<b>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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Shopping 2</b>	Presentation and practice of vocabulary associated with the topic of shopping.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 2: 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 man is offering cake to a woman, 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of in the kitchen.

Lesson	Summary	Objectives
<b>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 Great!</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 man is offering some cake to a woman.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>

<b>In the Kitchen</b>	Presentation and practice of vocabulary associated with the topic of in the kitchen.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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### Unit 3: 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 teenager 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of directions.

Lesson	Summary	Objectives
<b>Directions to the Museum</b>	A dialogue of a man asking for directions from a passerby.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</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 woman 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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Directions</b>	Presentation and practice of vocabulary associated with the topic of directions.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 4: 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 women are making plans for the day, and will read an article about moneymaking in the sports business. The grammar section deals with comparison of adjectives - equality, comparatives, and superlatives. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of sports.

Lesson	Summary	Objectives
<b>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 sports business.	<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 women in the street are making plans for the afternoon.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Sports</b>	Presentation and practice of vocabulary associated with the topic of sports.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 5: 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of nutrition.

Lesson	Summary	Objectives
<b>In the Restaurant</b>	A video clip in which a waiter is taking an order from two women.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>



<b>Nutrition</b>	Presentation and practice of vocabulary associated with the topic of nutrition.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• recognize vocabulary in audio and written form.</li> <li>• discriminate between different words and phrases.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> </ul>
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## Unit 6: 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of adjectives.

Lesson	Summary	Objectives
<b>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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Adjectives 2</b>	Presentation and practice of vocabulary associated with the topic of adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 7: Family Life

### Unit Description

This unit is about different aspects of family life. Learners will watch a video clip of a father and a daughter beginning their day. 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 reunion. The grammar section deals with the Present Simple - tag questions, and the modal "can." The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of relationships.

Lesson	Summary	Objectives
<b>Good Morning!</b>	A video clip of a father and a daughter beginning their day.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>The Family Picnic</b>	A story about surprise 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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Relationships</b>	Presentation and practice of vocabulary associated with the topic of relationships.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 8: A Bad Day

### Unit Description

This unit deals with people having a “bad day.” Learners will watch a video clip of a woman in an office looking for a lost report. They will listen to and take part in a dialogue of a boss reprimanding a worker, and will read an e-mail of a girl’s difficult experiences in her summer job. The grammar section deals with the modals “have to” and “may.” The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of work.

Lesson	Summary	Objectives
<b>Lost Report</b>	A video clip of a woman in an office looking for a lost report.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</li> </ul>
<b>Grumble's Department Store</b>	Tammy is writing an e-mail 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 an e-mail.</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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Work</b>	Presentation and practice of vocabulary associated with the topic of work.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 9: Housing

### Unit Description

This unit is about housing. Learners will become familiar with words and phrases related to the topic, identify and use prepositions of place to talk about accommodation. Learners are presented with and practice the comprehension strategies focusing on important details and scanning. They will read an online ad for a roommate and talk about their home. Learners will watch a video about a real estate agent showing a man an apartment for rent and write a description of the apartment. Learners will watch and take part in a video conversation about finding university housing and take part in a branching conversation about finding suitable accommodation. They will read an article about tiny houses and summarize the article for a friend. Learners will listen to part of a lecture on unusual homes and write a summary of what they heard.

Lesson	Summary	Objectives
<b>Introduction: Housing</b>	The topic of housing is introduced. Learners are exposed to and practice words and phrases on the topic. Prepositions of place are presented and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of housing.</li> <li>• identify vocabulary related to housing in response to sounds, words and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions.</li> <li>• recognize and understand prepositions of place: <i>in, on, next to, near, under, and above</i>.</li> <li>• complete cloze sentences and an e-mail using prepositions of place.</li> </ul>



<b>Roommate Wanted!</b>	The comprehension strategies focusing on important details and scanning are presented. Learners read an online ad for a roommate. They then listen to a conversation and talk about where they live.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>recognize and identify the main idea and important details in an online ad.</li> <li>classify important details from an online ad according to categories.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>talk about where they live.</li> </ul>
<b>Apartment for Rent</b>	Learners watch a video about a real estate agent showing a man an apartment for rent. They then write a description of the apartment in the video.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details of the video clip.</li> <li>draw inferences on the basis of information from the video clip.</li> <li>complete cloze sentences using appropriate words and phrases from the unit.</li> <li>classify important details about an apartment from a video clip as positive or negative.</li> <li>write a description of an apartment from a video clip and include important details.</li> </ul>
<b>Student Housing</b>	Learners watch and take part in a video conversation about finding university accommodation. They then take part in a branching conversation about finding accommodation.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details in the video clip.</li> <li>draw inferences on the basis of information from the video clip.</li> <li>organize sentences in the correct order to make a new dialogue.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a branching dialogue in which they talk about student housing options.</li> </ul>

<b>Tiny Homes</b>	Learners read an article about tiny houses and summarize the article for a friend.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• understand the main ideas and supporting details in an article and identify the text type.</li><li>• scan an article for important details in order to answer questions about the article.</li><li>• draw inferences based on the information from an article.</li><li>• synthesize information from an article to talk about tiny homes and give their opinion about them.</li></ul>
<b>Unusual Homes</b>	Learners listen to part of a lecture on unusual homes and write a summary of the lecture.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• understand the main ideas and supporting details in a lecture.</li><li>• Use information from the lecture to answer questions.</li><li>• classify information according to the unusual homes mentioned in a lecture.</li><li>• summarize the lecture and include as many details as possible about each unusual home.</li></ul>



## Unit 10: Hobbies

### Unit Description

This unit is about hobbies. Learners will become familiar with words and phrases related to the topic, identify and use different parts of speech to talk about hobbies. Learners are presented with and practice the comprehension strategy understanding vocabulary in context. They will read an ad for a hobby store and talk about their own hobbies. Learners will watch a video about coworkers planning a weekend activity and write about what they do on the weekend. They will watch and take part in a video conversation about what people do in their spare time and take part in a branching conversation about what they do in their spare time. Learners will read an article on the importance of hobbies and summarize the article for a friend. They will listen to part of a podcast on interesting hobbies and talk about which hobby they like best.

Lesson	Summary	Objectives
<b>Introduction: Hobbies</b>	The topic of hobbies is introduced. Learners are exposed to and practice words and phrases on the topic. Different parts of speech are presented and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of hobbies.</li> <li>• identify vocabulary related to hobbies in response to sounds, words and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions</li> <li>• recognize and understand parts of speech and how they are used.</li> <li>• apply knowledge of parts of speech to understand an article about a hobby.</li> </ul>
<b>U-Do Hobby Shop</b>	The comprehension strategy understanding vocabulary in context is presented. Learners read an ad for a hobby supplies store. They then listen to two people talking about what they do in their free time, and talk about their own hobbies.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand and recognize vocabulary in context in an ad.</li> <li>• understand the general meaning and significant details of a conversation.</li> <li>• classify information from a conversation according to the speakers.</li> <li>• talk about their hobbies using appropriate words and phrases from the unit.</li> <li>• complete a dialogue using appropriate words and phrases from the unit.</li> </ul>

<b>Plans for the Weekend</b>	Learners watch a video in which two coworkers are making plans for the weekend. Then they write about what they do on the weekend.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details of a video clip.</li> <li>draw inferences on the basis of information from a video clip.</li> <li>edit an e-mail about plans for the weekend.</li> <li>write about what they like to do on the weekend.</li> <li>complete a dialogue using appropriate words and phrases from the unit.</li> </ul>
<b>What Do You Do in Your Spare Time?</b>	Learners watch and take part in a video conversation between two people who are discussing what they do in their spare time. They then take part in a branching conversation about what they do in their spare time.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details in the video clip.</li> <li>draw inferences on the basis of information from a video clip.</li> <li>take part in a dialogue from a video clip.</li> <li>organize sentences in the correct order to make a new dialogue.</li> <li>take part in a branching dialogue about what they do in their spare time.</li> <li>understand the general meaning and significant details of a conversation.</li> </ul>
<b>Why It's Important to Have a Hobby</b>	Learners read an article about why it's important to have a hobby and summarize what they have read for a friend.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in an informational text and identify the text type.</li> <li>identify vocabulary in context in an informational text.</li> <li>categorize explanations of why hobbies are good for you according to the reasons given</li> <li>synthesize information from an article to talk about why hobbies are good for you.</li> </ul>

<b>Interesting Hobbies</b>	Learners listen to part of a podcast about unusual hobbies and talk about which hobby they like best.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• understand the main ideas and supporting details in a podcast.</li><li>• understand vocabulary in context in a podcast.</li><li>• classify information from a podcast according to the speakers.</li><li>• synthesize ideas from a podcast to talk about a new hobby.</li></ul>
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## Lesson Texts

### Unit 1: 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.

## Shopping 2

Word	Definition	Example Sentence
buy, v.	to pay money and get something	I buy food in the supermarket.
closed, adj.	not doing business	I went to the store but it was closed.
delivery, n.	bringing products to a place	Delivery is in 10 days.
department store, n.	shop divided into different sections, each selling different products	We can buy clothes and furniture in the department store.
gift shop, n.	store selling things that people like to give and get as presents	I bought her a present at the gift shop.
good business, n.	business that makes a lot of money	That dress store is a good business - there are always customers in there.
order, v.	to ask for a product to be made for you or delivered to you (also a noun)	You can order a new dress from the store.
pay, v.	to give money and get something	I paid \$500 for those shoes.
save money, v.	to keep money and not use it	Buy your clothes on sale and save money.
store manager, n.	person in charge of a shop	I want to speak to the store manager about the TV I bought.



**Unit 2: 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.

### In the Kitchen

Word	Definition	Example Sentence
bake, v.	to make bread, cakes, etc. using an oven	I baked a chocolate cake in my new oven.
cook, v.	to prepare food and heat it so it's ready to eat	Cook the chicken until it is brown on the outside and white inside.
cookbook, n.	a book that tells you how to cook and bake	She made some great meals from her new cookbook.
cup, n.	a small round container with a handle for drinks	Would you like a cup of coffee?
dish, n.	something you eat food from	Please put the soup dishes on the table.
freeze, v.	to keep food longer by making it extremely cold	You can freeze this food and eat it next week.
fresh, adj.	recently bought or made	I have some fresh tomatoes from my garden.
meal, n.	breakfast, lunch, dinner	I don't always eat three meals a day.
plate, n.	something you eat food from	The dinner plates are on the table.
serve, v.	to provide food and drink for someone	I always serve salads with meals.

**Unit 3: Getting Help****Directions to the Museum**

- Ivan: Excuse me. I'm trying to get to the art museum. Can you give me directions?
- Andrew: Sure. This street is McKinley Street. You wanna walk up McKinley Street until you see a men's store. The men's store is on the corner of Grant Street.
- Ivan: And that's where the art museum is?
- Andrew: No. Make a right on Grant, and take Grant to Jackson Street. Jackson Street is easy to find because it has this large gift store on the corner. Make a left at the gift store.
- Ivan: Oh OK. The art museum is next to the gift store.
- Andrew: No. Make a left at the gift store, walk up Jackson Street until you see a movie theater. The art museum is opposite the movie theater.
- Ivan: So...after the gift store I look for a movie theater? Wait. I need to write this down. Do you have a pen?
- Andrew: No, I'm sorry. I don't have a pen.
- Ivan: Oh, then can you start from the beginning?
- Andrew: This street is McKinley Street.
- Ivan: Yes.
- Andrew: You wanna walk up McKinley Street until you see a men's store...

**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.

## Directions

Word	Definition	Example Sentence
give directions, exp.	to tell someone how to get somewhere	Can you give me directions to the hospital?
in front of, prep.	further forward than something else	The parking lot is in front of the office.
left at, adv.	toward or on the left	Turn left at the supermarket.
map, n.	a drawing that shows the places of countries, rivers, cities, streets, etc.	Let's look at the map to see where to go.
near, prep.	close to someone or something	Let's walk to the school. It's near here.
next to, prep.	side by side	The restaurant is next to a department store
opposite, prep.	on the other side of an area, person, or object	The school is opposite the supermarket.
right at, adv.	toward or on the right	Go right at Prince Street.
street, n.	road in town or city with buildings on it	What street do you live on?
turn, v.	move in a certain direction	I turned right at the gift shop.

**Unit 4: 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 match between rock star Maxi and the famous actor, Peter Anson. This is Jack Hill, and that was the sports.

**People Are Crazy About Sports**

by Stan Bruer

Why do people love to watch sports? Professor Len Sanders of Georgetown University asks this question in his study on, "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 \$2.9 million.

Derrick Rose is a basketball player for the Chicago Bulls. He makes one of the highest salaries in basketball. He earns about sixteen million dollars every year.

Sports fans, the people who watch sports, often pay a lot of money for tickets to a game. The MetLife Stadium in New Jersey can hold 82,556 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.

### Sports

Word	Definition	Example Sentence
athlete, n.	a person who is good at sports	He is a professional athlete.
basketball, n.	a game with two teams of five players who get points by throwing a ball through a net	Do you want to play basketball?
bicycle, n.	a machine with two wheels that you move by pushing pedals with your feet	I ride my bicycle to work.
championship, n.	a competition to find the best player or team	The team is playing in the championship again this year.
exercise, n.	physical activity to stay healthy (also a verb)	Swimming is very good exercise.
game, n.	sports with teams or players competing against each other	Let's play a game of tennis.
player, n.	person who plays a sports game	He's a good tennis player.
race, n.	a competition to find the fastest person to do something (also a verb)	She won the race.
stadium, n.	a large building where people watch sports	The game is at the stadium in the center of town.
win, v	to get more points or be the best at a game	Our team wins every game.

**Unit 5: Enjoy Your Meal!****In the Restaurant**

Waiter: Here's your coffee.  
Sara: Thank you.  
Waiter: And your water.  
Sara: Do you have any sweetener?  
Waiter: Sure. Here's some.  
Rachel: How are the hamburgers here? Oh, they're not very good? Hmm.  
Waiter: Our lasagna is excellent.  
Rachel: OK, I'll try that.  
Waiter: Thank you.  
Sara: I'd like a salad, please.  
Waiter: OK. Which one?  
Sara: Are there tomatoes in the house salad?  
Waiter: Yes, there are.  
Sara: Let me see. No, bring me the Mexican salad.  
Waiter: How about some chili with that?  
Sara: No, only the salad.  
Waiter: OK, great. One lasagna and one Mexican salad, no extra chili.  
Sara: Thank you.

**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.

### Nutrition

Word	Definition	Example Sentence
diet, n.	food you eat, often to lose weight	She's on a diet because she wants to lose 10 pounds.
eat light, exp.	to eat foods which don't make you fat	Eat light and be healthy.
energy, n.	physical power to do things	I have a lot of energy in the morning, but I am tired in the evening.
fat-free, adj.	food without fat in it	Would you like some fat-free yogurt?
healthy, adj.	good for your body	Fruits and vegetables are healthy foods.
lose weight, exp.	to become thinner	She lost weight and now she looks great!
low-fat, adj.	without much fat in it	This cheese is low-fat.
salad, n.	a combination of raw vegetables or fruit	Would you like a salad with your steak?
salt-free, adj.	food without salt in it	This food is salt-free.
sweetener, n.	an artificial sugar you can add to food or drinks to make it taste sweet	He takes sweetener in his coffee.



**Unit 6: 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 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.

**Adjectives 2**

Word	Definition	Example Sentence
alone, adj.	without anyone with you	I did it alone because nobody wanted to help me.
angry, adj.	very annoyed	Mom was angry because I came home late.
best, adj.	the most excellent	The food here is very good; it's the best restaurant in town.
easy, adj.	not difficult	This puzzle is easy; I did it in two minutes.
pretty, adj.	nice-looking	What a pretty dress!
quick, adj.	happening in a short time	I have time for a quick cup of coffee.
special, adj.	different from usual	I made a special cake for your birthday.
strong, adj.	not easily broken or damaged	These plates are very strong.
wonderful, adj.	extremely good	I just went for a long walk on the beach and I feel wonderful.
worst, adj.	the most terrible	This is the worst day of my life!

**Unit 7: Family Life****Good Morning!**

Father: Good Morning!

Daughter: Hi, Dad.

Father: How's this tie? Is it OK?

Daughter: I guess so. I don't know. You should ask Mum.

Father: Mum just left for work.

Daughter: Well, it's fine I guess. Dad, are you going to the office today?

Father: I usually go to the office on Tuesdays, but today I have a big meeting at the factory. Why?

Daughter: Oh, I just wanted a lift to school.

Father: I can still take you to school. What time is it?

Daughter: I don't know. About seven, maybe.

Father: OK. Come on. We don't want to be late.

Daughter: Thanks, Dad.

**The Family Picnic**

It was a Sunday morning and I was very excited. My big sister was coming home for a visit.

My mother decided to have a family reunion. So she invited our relatives to a picnic in the park. I helped my father get the food ready. I even helped him make his famous potato salad.

Just as my aunts, uncles, and cousins began to arrive, my sister phoned. "My car broke down," she told my mother, sadly. "I can't come to the picnic."

But then my mother had an idea. We packed up the food and got into our cars. Two hours later, we knocked on my sister's door.

"Surprise!" we yelled.

"A family reunion!" my sister shouted, hugging everyone. We found a nice place to sit outside. We talked, ate, and had lots of fun. We even went swimming in the river.

"Mom, do we have to go home?" I asked, as everyone said goodbye.

"I'll see you again soon," my sister told me. "Thanks for the 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.

**Relationships**

Word	Definition	Example Sentence
aunt, n.	sister of your mother and father or the wife of your uncle	My mother has three sisters so I have three aunts.
cousin, n.	a child of your uncle or aunt	My aunt's children are my cousins.
family picnic, exp.	a meal you eat outside with people related to you	We had a family picnic in the park.
fight, n.	a situation where people hit each other (also a verb)	The children had a fight today.
have fun, exp.	to enjoy doing something	The children are having fun in the park.
phone home, exp.	to call your family on the telephone	I phone home to speak to my mom every week.
relative, n.	a person in your family	All his relatives came to the wedding.
reunion, n.	a meeting with people after a long time	We are having a class reunion after 10 years.
uncle, n.	the brother of your mother and father or the husband of your aunt	My uncle visits us once a month.
young and old, exp.	children and adults	The whole family is here, young and old.

**Unit 8: A Bad Day****Lost Report**

Adam: Hi Karen, what are you doing?  
Karen: I'm looking for my report. This is impossible. I need the report for my meeting. It was on my desk.  
Adam: Maybe it's in Mark's office. Do you want me to ask him? I have to go talk to him anyway.  
Karen: Yes. Please ask Mark. Maybe he has my report. Oh no! This is just not my day.  
Adam: Let me help you. Hey what's that under your chair?  
Karen: My report! It's all wet. I need a vacation.

**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.

**Work**

<b>Word</b>	<b>Definition</b>	<b>Example Sentence</b>
break, n.	a short time when you stop what you are doing and have a rest	I worked for eight hours without a break.
desk, n.	a table you sit at to write and work	He sits at his desk to do his homework.
factory, n.	a building where workers and machines make products	Three hundred people work in the clothing factory.
high salary, exp.	a lot of money you get for doing a job	He works hard but he gets a high salary.
meeting, n.	when people get together to discuss things and make decisions	I have a meeting at 10 o'clock.
office, n.	a room with desks where people work for a company	Four people work in this office.
start a business, exp.	to begin an organization that buys or sells products	I started a business from home.
suit, n.	to dress in a matching jacket and pants/skirt	He wears a suit to work.
summer job, n.	work during the summer vacation	She has a summer job in an ice-cream store.
write a report, exp.	to type a document with a summary of a subject	Please write a report of our meeting today.

**Unit 9: Housing**

REPLY

**Roommate Wanted!**

Posted: 11 days ago

Available: Now

I'm looking for a roommate to share a great two-bedroom apartment. The apartment is fully furnished with a large living room and great view. Kitchen has all major appliances, including a microwave and dishwasher. Apartment also has air conditioning and a clean, modern bathroom.

Location: Very near college campus and city center. Short walk to restaurants and cafés!

Rent includes some utilities (gas and water)

Building Amenities:

- Elevator
- Laundry Room
- Fitness Center
- Street Parking

Address: 51 E. Lupine Lane, Columbus, Ohio

Posted: 10/23

Post ID: 388163854

Doug: So Maggie, where do you live?

Maggie: I live in an apartment near the college. I'm a student there. It's nice to live close to school.

Doug: How do you like it?

Maggie: Oh, I love it. It's a new two-bedroom apartment. We also have a great view of the park. And my roommate is really nice. How about you? Where do you live?

Doug: I live with my wife, near my office. It's a great house with three bedrooms - one for us, and one for each of my children. Best of all, it's next to my children's school!

**Apartment for Rent**

Agent: So this is the kitchen... very modern. And the dining area and the couch. And there's a great view.

Man: It is... nice. Does the rent include utilities?

Agent: No. You pay for gas, water, and electricity separately.

Man: OK... When's the apartment available?

Agent: You're in luck. The tenant is moving out today. In fact, I think those are the movers now.

Man: Movers? What movers? Where are they taking the furniture?

Agent: The tenant is taking it. This is an unfurnished apartment.

Man: It is? Right.

Agent: So are you interested?

**Student Housing**

Administrator: So, what kind of student housing are you interested in?  
Woman: I think I want to live in a dormitory.  
Administrator: Would you like your own room, or do you want to share?  
Woman: I never shared a room before.  
Administrator: Why not give it a try?  
Woman: OK, I guess it'll be a good experience.  
Administrator: I agree! Let's find you a roommate.

### **Tiny Homes**

What can do you do with a small piece of land? You can build a tiny home on it!

Some tiny homes are just 300 square feet (28 square meters). That's the size of two parking spaces.

People live in tiny homes for many reasons. Some people want to save money. A tiny house costs less to build and look after than a large home. It also costs less to heat and cool. Some people live in tiny homes to help the environment. They build their homes from recycled materials. They get their electricity from the sun.

Other people want to live in big cities. But big cities are crowded, and homes cost a lot of money. A tiny home takes up very little space. And it costs less to rent or buy.

Still others live in tiny homes because they want to make their lives simpler. They want only the basics in life — shelter, food, and running water. These people own very few things.

Some architects are experts in tiny homes. They help make the homes look larger. They build high ceilings, and large windows. They build furniture that folds up into the wall. They hide a refrigerator inside a cabinet.

Not everyone wants to move from a large living space to a small one. But today, more and more people are living in tiny homes. Tiny homes are becoming quite popular. Could you live in one?



### Unusual Homes

Narrator: Listen to part of a lecture on unusual homes.

Lecturer: Today's talk is about unusual homes. All around the world are different kinds of homes. Some of them may surprise you. Coober Pedy, Australia, is a mining town. All the mining created a lot of caves. Many people actually live in these caves under the ground. They live in the caves because it's very hot in Coober Pedy. But underground, it's nice and cool. The cave homes are just like regular homes. The people have furniture and appliances, just like we do.

How about living inside a volcano? Aogashima is an island near Tokyo, Japan. It's also a volcano. It's not dangerous to live on the island. About 200 people live on Aogashima. The hot gases from the volcano give the residents free heating, hot water, and steam for cooking.

Not everyone in the world lives on or under the ground. The Korowai people live high up above the ground. They live in tree houses, in the West Papuan rain forest of Indonesia.

The Korowai build tree houses 8 to 12 meters high (and sometimes higher). Whole families and their pets live together in one tree house. High in their tree house they don't have to worry about mosquitoes or floods. And they have a great view!

So, which of these unusual homes would you like to live in?

## Housing

Word	Definition	Example Sentence
amenity, n.	something that makes it easier or more comfortable to live or work somewhere	The building has many amenities such as a gym and a laundry room.
apartment, n.	room or set of rooms inside a building where people live; usually has a living room, bedroom, and bathroom	I'm looking for someone to share a great two-bedroom apartment.
appliance, n.	electric machine that people use in their homes to do a specific job	The apartment comes with a dishwasher and other all-new appliances.
college dorm, n.	building with a number of rooms for students to live in (short for "college dormitory")	My sister is a student. She lives in a college dorm.
furnished, adj.	comes with major furniture, such as a couch or bed	The apartment has a table, couch, bed, desk, and chairs. It's a furnished apartment.
rent, n.	money you pay (usually every month) to live in or use someone else's house, room, office, etc.	The rent for this apartment is \$800 a month.
roommate, n.	person who shares a room, apartment, or house with someone else	I'm looking for a roommate to share an apartment with me.
tenant, n.	person who pays to live in or use someone else's house, room, office, etc.	You're in luck! The tenant is moving out of the apartment today.
utility, n.	important service that a home or building needs, such as water and electricity	You have to pay for utilities, which include gas, water, and electricity.
view, n.	the things you can see from a particular place	You have a great view of the city from this apartment.

## Unit 10: Hobbies

### A Great Hobby: Scrapbooking

A **scrapbook** is an album of photos, souvenirs, and other small objects. People **make** scrapbooks to remember **special** times in their lives.

To make a scrapbook, think of an event you want to remember. Then find **pictures** of the event. Find objects from the event, too. These can be tickets, menus, or other **flat** objects.

**Glue** the photos and objects **neatly** and **carefully** into the album. Next, write in the album. Tell what is happening in the pictures. Write your memories of the event. Add stickers, ribbons, and any other decorations you can think of.

### U-Do Hobby Shop

5523 N. Lawndale  
Pittsburgh, Pennsylvania  
Tel: 212-555-6555/ U-DoHobby.com

#### U-Do Hobby Shop

Everything you need for your hobby!

We have all the supplies you need for:

- Jewelry making
- Model building
- Baking
- Arts and crafts projects
- Sewing

We also carry..

- Remote control (RC) vehicles like cars, boats, and airplanes!
- Train sets
- Board games

Our helpful staff can help you find everything you need for your hobby. Our workers are here to help you!

Check out our in-store events! This month we have sewing classes, and a workshop on how to fly remote control airplanes.

Opening Hours:

Monday - Friday 10:00 A.M. – 6:00 P.M.

Saturday and Sunday 11:00 A.M. – 5:00 P.M.

Greg: So Maria, what do you like to do in your free time?

Maria: Oh, I like to do things outdoors.

Greg: Like what?

Maria: Well, on the weekend I love to go hiking and rock climbing. There's a beautiful park near my house.

Greg: Sounds like fun!

Maria: How about you? What do you do in your free time?

Greg: I enjoy biking. But I usually prefer to stay indoors. After work I like to spend time building model cars.

Maria: Don't you also have a remote-controlled airplane?

Greg: I do! It's incredibly fun to fly it outside on a nice sunny day.

### Plans for the Weekend

Alex: Kara... Ummm... do you want to maybe go out this weekend?

Kara: Oh... sure, I'd love to. What do you want to do?

Alex: Well, what about horse riding?

Kara: That does sound like fun...but I'm allergic to horses. How about rollerblading? I love rollerblading!

Alex: I don't know how to rollerblade...Do you like jazz? The Daily Blues are playing down the concert hall.

Kara: I do like jazz, and I love that band. But I just saw them in concert last night.

Alex: I know! Let's go bike riding in the park! You have a bike...right?

Kara: Yes, yes...I do have a bike. That sounds like a great idea.

Alex: Wonderful! And maybe next weekend...you can teach me how to rollerblade!

Kara: OK, sure...

### What Do You Do in Your Spare Time?

Molly: What do you like to do in your spare time?

Nate: I like outdoor activities.

Molly: What kind of outdoor activities?

Nate: Well, I enjoy hiking.

Molly: Me, too! Do you ever go rock climbing?

Nate: Sure. I love rock climbing!

Molly: Let's go together some time!

### Six Reasons Why It's Important to Have a Hobby

Hobbies are something we do in our free time for fun. Examples of hobbies are sports, arts and crafts, collecting things, playing a musical instrument, and singing. But hobbies aren't only fun. They're good for you, too.

Here are some reasons why it's important to have a hobby.

1. **Hobbies are good for your mood.** Hobbies make you more relaxed. When you do something you enjoy, you stop thinking about your worries.
2. **Hobbies can help you make new friends.** Hobbies are a great way to meet people with the same interests as you.
3. **Hobbies keep your mind active.** They help you learn new activities. Hobbies are a great way to exercise your brain.
4. **People with hobbies don't get bored.** With a hobby, you always have something to do.
5. **Hobbies create new opportunities.** When you have a hobby, you never know where it can take you. Some people turn their hobbies into new careers.
6. **Hobbies help you feel confident.** When you learn to do new things and meet new people, you feel good about yourself.

So, what are you waiting for? Go out and get a new hobby. Find an activity that interests you, and have fun!

### Interesting Hobbies

Narrator: Listen to part of a podcast on hobbies.

Tony: I'm Tony Delio, and today we're talking to people about their hobbies. Let's start with my own hobby. It's a type of craft, called furniture flipping. I really enjoy it. I buy old furniture and fix it up. Then I give the furniture to my friends or sell it. Now, let's hear about another interesting hobby. Charlotte Reeves is in the band, Three Reeves. Charlotte, can you tell us about it?

Charlotte: Sure, Tony. It's a family band. My sister, Jenna, plays piano, my brother Dave, plays the guitar, and I sing. We perform at parties and events.

Tony: What's it like playing music with your family?

Charlotte: It's great! We know each other so well and really enjoy making music together.

Tony: Now, we're going to hear from Angel Vega. Angel's hobby is horseback riding.

Angel: It sure is, Tony. I go horseback riding every Sunday. I love it. Horseback riding is exciting. It makes you feel free.

Tony: Was it hard to learn to ride?

Angel: No. Like anything else, you need a good teacher, and a lot of practice.

Tony: That sounds like fun. Maybe I'll try horseback riding! Thank you, Angel and Charlotte for talking with us today.

## Hobbies

Word	Definition	Example Sentence
arts and crafts, n.	drawings, paintings, or objects you make by hand	I do a lot of arts and crafts, like making my own paper.
biking, n.	sport or activity of riding a bike	Sam enjoys biking 25 kilometers every Sunday.
collecting, n.	finding and keep certain things, like stamps and toys, for fun and enjoyment	Sam's hobby is collecting toys from the 1970s.
hiking, n.	taking long walks outdoors especially in nature	Do you want to come hiking with me by the beach tomorrow?
horseback riding, n.	riding on the back of a horse for fun (British English - horse riding)	Horseback riding is his favorite weekend activity. The horse he likes to ride is named Thunder.
jewelry making, n.	making necklaces, bracelets, and rings, etc. from different materials	Do you want to learn how to make your own necklace? Come to our new jewelry making classes.
model building, n.	making a model, a small copy of something (also model making)	I enjoy model building, especially model airplanes.
rock climbing, n.	the sport or activity of climbing the steep sides of a mountain or cliff	Let's go rock climbing on Mt. Harris this weekend.
rollerblading, n.	skating with boots that have one row of wheels underneath (Rollerblade is a trademark term for an inline skate.)	I'd like to try rollerblading, but I'm afraid of falling down!
sewing, n.	making or repairing clothing with a needle and thread	I learned sewing in school, and now I make my own clothes.



## Basic 3 – Course Map

Unit	Lesson
<b>Unit 1: Getting A Job</b>	Voice Mail
	My Education Plans
	Phone Call
	Modals: Be Able To
	Gerunds: As Object
	Gerunds: After Prepositions
	Education
<b>Unit 2: Business Matters</b>	Business
	London
	Fax It
	Modals: Must
	Modals: Had To
	Modals: Must Not/ Don't Have To
	Work 2
<b>Unit 3: Planning A Vacation</b>	Flight to Mumbai
	Village Tours
	Vacation at Last
	Modals: Should
	Infinitives: After Verbs
	Gerunds: After Verbs
	Travel



<b>Unit 4: Eating Out</b>	Food
	Pearl's Party Service
	Japanese Restaurant
	Past Progressive: Progressive vs. Simple
	Adverbs: Comparisons
	Talking About Food
<b>Unit 5: Traveling Abroad</b>	Airport Arrivals
	Rita's Trip Abroad
	Information
	Adverbs: Form
	Future: Will vs. Going To
	Future: Simple Present
	Future: Present Progressive
	Travel 2
<b>Unit 6: Emotions</b>	Drama
	Malcolm's Special Day
	There's Tom
	Past Progressive: Statements
	Past Progressive: Questions and Answers
	Adjectives 3
<b>Unit 7: Making Excuses</b>	Family
	The Party
	Lunch
	Infinitives: After Adjectives
	Infinitives: After Objects
	Gerunds: As Subject
	Health

<b>Unit 8: Tickets, Please!</b>	The Audition
	Tickets, Please!
	Excuse Me
	Adverbs: Frequency
	Gerunds: Gerund or Infinitive
	Impersonal Statements: Empty Subject
	Entertainment 2
<b>Unit 9: Saving Energy</b>	Introduction: Saving Energy
	How to Save Energy
	The Electricity Bill
	Looking for a Washing Machine
	Make Your Own Energy
	Renewable Energy
<b>Unit 10: Knowing A Second Language</b>	Introduction: Knowing a Second Language
	The Benefits of Language Learning
	Being Bilingual
	Tips for Learning English
	The Bilingual Circle
	Language Channel Podcast



## Scope and Sequence

### Unit 1: Getting A Job

#### Unit Description

This unit deals with people trying to get a job. Learners will listen to a voice mail telling someone to call back about setting up an interview. 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of education.

Lesson	Summary	Objectives
<b>Voice Mail</b>	A voice mail telling someone to call back about setting up an interview .	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a voice mail.</li> <li>understand time expressions in a voice mail.</li> <li>draw inferences from the information in a voice mail.</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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Gerunds: As Object</b>	Presentation and practice of the use of gerunds as objects.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• use gerunds as the object of questions and statements.</li></ul>
<b>Gerunds: After Prepositions</b>	Presentation and practice of the use of gerunds after prepositions.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• use gerunds after prepositions in questions and statements.</li></ul>
<b>Education</b>	Presentation and practice of vocabulary associated with the topic of education.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 2: 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 an e-mail 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.” The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of work.

Lesson	Summary	Objectives
<b>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>	An e-mail 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 an e-mail.</li> <li>use information in an e-mail 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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Work 2</b>	Presentation and practice of vocabulary associated with the topic of work.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

### Unit 3: Planning A Vacation

#### Unit Description

This unit deals with various aspects of planning a vacation. Learners will watch a video clip about a businesswoman and a backpacker waiting for their flight. They will listen to and take part in a dialogue between two women 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of travel.

Lesson	Summary	Objectives
<b>Flight to Mumbai</b>	A video clip about a businesswoman and a backpacker waiting for their flight.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</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 women are discussing their vacation.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Travel</b>	Presentation and practice of vocabulary associated with the topic of travel.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 4: 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of food.

Lesson	Summary	Objectives
<b>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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>

<b>Talking About Food</b>	Presentation and practice of vocabulary associated with the topic of food.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 5: Traveling Abroad

### Unit Description

This unit deals with the topic of overseas travel. Learners will watch a video clip of two businessmen meeting in the airport. 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of travel.

Lesson	Summary	Objectives
<b>Airport Arrivals</b>	A video clip of two businessmen meeting in the arrivals hall of the airport. One has just arrived from Sydney and his luggage was lost along the way.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</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 is asking how to get to his hotel.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Future: Simple Present</b>	Presentation and practice of the use of the Simple Present to talk about the Future.	<b>Learners will:</b> <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>
<b>Future: Present Progressive</b>	Presentation and practice of the use of the Present Progressive to talk about the Future	<b>Learners will:</b> <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>
<b>Travel 2</b>	Presentation and practice of vocabulary associated with the topic of travel.	<b>Learners will:</b> <ul style="list-style-type: none"><li>recognize vocabulary in audio and written form.</li><li>discriminate between different words and phrases.</li><li>match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 6: 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 talk to the man 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of adjectives.

Lesson	Summary	Objectives
<b>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 woman suggests ways that her friend can talk to a man she is interested in.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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 and 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>

<b>Adjectives 3</b>	Presentation and practice of vocabulary associated with the topic of adjectives.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>
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## Unit 7: 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of health.

Lesson	Summary	Objectives
<b>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 colleague in her office.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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>
<b>Health</b>	Presentation and practice of vocabulary associated with the topic of health.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• recognize vocabulary in audio and written form.</li><li>• discriminate between different words and phrases.</li><li>• match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 8: Tickets, Please!

### Unit Description

This unit deals with situations in which we have to buy tickets. Learners will watch a video clip of an actor and his agent discussing an audition for a part in a play. 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. The vocabulary section provides learners with exposure to and practice of words and phrases on the topic of entertainment.

Lesson	Summary	Objectives
<b>The Audition</b>	A video clip of an actor and his agent discussing an audition for a part in a play.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the general meaning and significant details of a video.</li> <li>draw inferences based on the information in a video.</li> <li>comprehend vocabulary used in context.</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>identify the speaker in a conversation.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>orally respond to statements from a conversation.</li> <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: Gerund 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>
<b>Entertainment 2</b>	Presentation and practice of vocabulary associated with the topic of entertainment.	<b>Learners will:</b> <ul style="list-style-type: none"><li>recognize vocabulary in audio and written form.</li><li>discriminate between different words and phrases.</li><li>match vocabulary to definitions and complete cloze sentences.</li></ul>

## Unit 9: Saving Energy

### Unit Description

This unit is about saving energy. Learners will become familiar with words and phrases related to the topic, identify and use different conditional (*if*) sentences to talk about saving energy. Learners are presented with and practice the comprehension strategy making predictions. They will read an article about how to save energy at home and talk about what they do to save energy at home. Learners will watch a video about a mother and son discussing how to save energy in the home and write a dialogue continuing the discussion. They will watch and take part in a video conversation about buying an appliance in an appliance store and take part in a branching conversation about buying an electrical appliance in an appliance store. Learners will read an article how people's movements can produce energy and write about a way of using movement to make energy. They will watch a slide show on renewable energy and summarize the lecture for a friend.

Lesson	Summary	Objectives
<b>Introduction: Saving Energy</b>	The topic of saving energy is introduced. Learners are exposed to and practice words and phrases on the topic. Conditional ( <i>if</i> ) sentences are presented and practiced.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of saving energy.</li> <li>• identify vocabulary related to saving energy in response to sounds, words and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions.</li> <li>• recognize and understand conditional sentences (zero conditional and first conditional).</li> <li>• classify sentences as general truths or specific actions.</li> </ul>

<b>How to Save Energy</b>	The comprehension strategy of making predictions is presented and practiced. Learners read an article about how to save energy at home and talk about how they save energy 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>identify the text type and recognize conditional sentences in an informational text.</li> <li>understand the general meaning and significant details of a conversation.</li> <li>make predictions about the speakers from a conversation.</li> <li>talk about how they save energy at home.</li> </ul>
<b>The Electricity Bill</b>	Learners watch a video about a mother and son discussing saving energy and write a continuation of the screen play from the video.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>make predictions about a video clip.</li> <li>comprehend the general meaning and significant details of the video clip.</li> <li>draw inferences on the basis of information from the video clip.</li> <li>predict what may happen next in a video clip and write a continuation of the screen play.</li> <li>complete a dialogue using appropriate words and phrases from the unit.</li> </ul>
<b>Looking for a Washing Machine</b>	Learners watch and take part in a conversation between a salesclerk and a customer in an appliance store. Then they take part in a branching conversation about buying an electrical appliance in a store.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details in the video clip.</li> <li>classify true and false information from a dialogue.</li> <li>sequence sentences in the correct order to make a new dialogue.</li> <li>take part in a branching conversation about buying an electrical appliance in a store.</li> </ul>

<b>Make Your Own Energy</b>	Learners read an article about how people's movements can create energy. They then write about a way to use movement to make energy.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in an article.</li> <li>• match vocabulary from an article to synonyms</li> <li>• edit a paragraph about using kinetic energy.</li> <li>• write a paragraph about an invention that can use people's movements to give something power.</li> </ul>
<b>Renewable Energy</b>	Learners watch a slide show about renewable energy. They then summarize the lecture for a friend.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in a lecture.</li> <li>• use information from the slide show to answer questions.</li> <li>• complete a paragraph about renewable energy using appropriate words and phrases from the unit.</li> <li>• classify different energy sources according to type.</li> <li>• summarize the information from a lecture to talk about what they learned about renewable energy.</li> <li>• complete cloze sentences using appropriate words and phrases from the unit.</li> </ul>



## Unit 10: Knowing A Second Language

### Unit Description

This unit is about speaking and learning a second language. Learners will become familiar with words and phrases related to the topic, identify and use past and present tenses to talk about learning a second language. The comprehension strategy, identifying examples, is presented and practiced. Learners will read an article on the benefits of learning a second language. They will watch a video where two friends talk about being bilingual. Learners will also talk about their own experiences learning another language. Learners will watch a video, and take part in a conversation about learning English. They will take part in a branching conversation about learning English. Learners will read a Web page about an organization for parents of bilingual children and write an e-mail to the organization. They will listen to part of a podcast about personality and language, and write a summary of the podcast.

Lesson	Summary	Objectives
<b>Introduction: Knowing a Second Language</b>	The topic of knowing a second language is introduced. Learners are exposed to and practice words and phrases on the topic. A review of Present and Past tenses is presented and learners practice the tenses.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• activate prior knowledge on the topic of knowing a second language.</li> <li>• identify vocabulary related to learning and speaking a second language in response to sounds, words and pictures.</li> <li>• discriminate between different words and phrases related to the topic.</li> <li>• match vocabulary to definitions and complete cloze sentences.</li> <li>• recognize and understand how to use the Present and Past tenses to talk about learning and speaking a second language.</li> <li>• identify and complete sentences that use the Present and Past tenses.</li> </ul>
<b>The Benefits of Language Learning</b>	The comprehension strategy of identifying examples is presented and practiced. Learners read an article about the advantages of learning a second language.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>• understand the main ideas and supporting details in an article.</li> <li>• identify examples in an article.</li> <li>• match definitions to vocabulary from an article.</li> <li>• draw inferences from information in an article.</li> </ul>



<b>Being Bilingual</b>	Learners watch a video about two friends talking about being bilingual. They then talk about their experiences speaking or learning another language.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details of a video clip.</li> <li>identify examples based on information from a video clip.</li> <li>draw inferences based on information from a video clip.</li> <li>talk about their experiences speaking or learning a different language.</li> </ul>
<b>Tips for Learning English</b>	Learners watch a video and take part in a conversation about the difficulties of learning English. They then take part in a branching conversation about tips for learning English.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>comprehend the general meaning and significant details in a video clip.</li> <li>draw inferences based on information from the video clip.</li> <li>take part in a conversation about the difficulties of learning English.</li> <li>orally respond to statements from a conversation.</li> <li>take part in a branching dialogue about tips for learning English.</li> <li>write a paragraph about how they study English.</li> <li>complete a dialogue using appropriate words and phrases from the unit.</li> </ul>
<b>The Bilingual Circle</b>	Learners read a Web page about an organization that helps parents of bilingual children. They then write an e-mail to the organization.	<b>Learners will:</b> <ul style="list-style-type: none"> <li>understand the main ideas and supporting details in a Web page.</li> <li>classify information about people mentioned in a Web page.</li> <li>correct an e-mail to an organization that helps parents of bilingual children.</li> <li>write an e-mail expressing interest in becoming part of an organization.</li> </ul>

<b>Language Channel Podcast</b>	Learners listen to part of a podcast about personality in language. They then write a summary of the podcast.	<b>Learners will:</b> <ul style="list-style-type: none"><li>• understand the main ideas and supporting details in a podcast.</li><li>• identify examples given in a podcast about personality in language.</li><li>• complete sentences using appropriate words and phrases from the unit.</li><li>• write a summary of a podcast.</li></ul>
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## Lesson Texts

### Unit 1: Getting A Job

#### Voice Mail

Hi Robert. This is Melissa Sanchez calling from Core-Tech. We spoke last week about the computer engineering job. I would like to schedule an interview with you next Wednesday, May 5th, at 10:00 A.M. Please call me back at 914-321-4231. Or, you can send me an e-mail at [Melissa.Sanchez@coretech.com](mailto:Melissa.Sanchez@coretech.com). I look forward to speaking with you soon., 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.

## Education

Word	Definition	Example Sentence
college, n.	a place where learners go to study specific subjects	I'm studying history at college.
course, n.	a series of lessons in a subject	She's taking a course in dressmaking.
examination, n.	a written or practical test of your knowledge (also known as "exam")	I'm studying for my examination in mathematics tomorrow.
fail, v.	to not be successful in doing something	I failed the exam so I have to take it again.
high school, n.	a school that children go to between the ages 14 and 18	After my son finishes high school, he will go to college.
learn, v.	to get knowledge or experience	He speaks Spanish but is learning English.
pass, v.	to be successful in an exam or test	I passed the exam with an 80%.
subject, n.	something you learn or teach at school	School learners learn many subjects like history, science, and art.
test, n.	a set of written or spoken questions to examine your knowledge of a subject, or a practical exam - less formal than an examination	We had a test in Spanish today and I think I did well.
training, n.	process of learning how to do something specific	The training for the job is six months.

**Unit 2: 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.

**Work 2**

<b>Word</b>	<b>Definition</b>	<b>Example Sentence</b>
apply, v.	to request a job	He applied for a job in a department store.
appointment, n.	arrangement to see someone at a certain time	I want to make an appointment to see Mr. Jones.
approval, n.	agreement given by someone	I can't do anything without my wife's approval.
bank manager, n.	a person who is in charge of running a bank	He needs to speak to the bank manager about the money he wants to take out.
career, n.	a job or jobs that you do in your working life	His career is in education.
company, n.	an organization that buys and sells products or gives services	That company makes furniture.
full-time, adj.	employed for a standard number of hours (in general 35-40 hours a week)	She has a full-time job so she gets home late every day.
interview, n.	a meeting where someone asks questions to find out if another person is good for a job	I have an interview for a job today.
location, n.	the place or position of something	This is a good location for a factory.
overtime, n.	extra hours that someone works in a job	He worked 20 hours overtime last month.

**Unit 3: Planning A Vacation****Flight to Mumbai**

Announcer: Ladies and Gentlemen, Flight 441 to Mumbai is delayed. We apologize for the inconvenience. Thank you for your patience.

Daniel: You're going to India too?

Rebecca: Yes, my company has a factory in Mumbai.

Daniel: So you fly there a lot?

Rebecca: Yes, I do.

Daniel: This is my first trip abroad.

Rebecca: Oh, you'll love Mumbai. It's a wonderful city. There's so much to do and see there.

Daniel: I'm really excited about going.

Rebecca: I hope we board the plane soon.

Announcer: Ladies and Gentlemen, Flight 441 to Mumbai is now ready to board. Please have your passport and boarding pass ready for the agent at the gate. Thank you for flying Indian Skies Airlines.

Rebecca: Wait! You forgot your passport!

Daniel: Thanks.

**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.

## Travel

Word	Definition	Example Sentence
cancel, v.	to say that something arranged will not now happen	We canceled our vacation because I was sick.
connecting flight, n.	a flight in which you have to take more than one plane to get to your destination	You have a connecting flight to New York.
non-stop flight, n.	a flight from one place to another, which doesn't stop on the way	There is a non-stop flight from Los Angeles to New York.
rent a car, exp.	to pay for using a car for a short time	When we are on vacation we always rent a car so we can drive to different places.
reserve a hotel room, exp.	to arrange for a room in a hotel	The travel agent reserved a hotel room.
round-trip, adj.	describes a trip which takes you to a place and back again (also a noun)	We have round-trip tickets to Hawaii.
sightseeing, n.	traveling around a place to see the interesting things in it (also an adjective)	I love sightseeing vacations and I take lots of pictures.
tour, n.	a trip or journey around a place (also a verb)	We're going on a tour of the old city.
travel agency, n.	an organization that makes arrangements for people to go on trips	Best Tours is a great travel agency if you want to go to Europe.
travel arrangements, n.	the things you need to do to organize a trip: book tickets, hotel rooms, tours, etc.	The agency made our travel arrangements.



**Unit 4: 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.

### Talking About Food

Word	Definition	Example Sentence
dirty, adj.	not clean	I got food on my shirt and now it's dirty.
freshly baked, adj.	recently cooked in the oven	I have freshly baked rolls for breakfast.
frozen, adj.	kept very cold	I took the meat out of the freezer an hour ago so it's still frozen.
grilled, adj.	cooked over a grill or fire	We had grilled steaks at the restaurant.
homemade, adj.	food prepared in your home	Here is some homemade jam with fruit from our tree.
prepare, v.	to get food ready to cook or eat	I prepared some vegetables for the soup.
ready, adj.	prepared for use or to be eaten	The food is ready; come and eat!
salty, adj.	having lots of salt	These chips are very salty.
sweet, adj.	tasting like sugar	This cake is very sweet because it has a lot of sugar.
whipped cream, n.	cream which has air mixed into it	Would you like whipped cream with your pie?

## Unit 5: Traveling Abroad

### Airport Arrivals

- Alan: John!
- John: Alan! Were you waiting long?
- Alan: No, just a few minutes. How was your flight?
- John: Too long. From Sydney to London was twenty-three hours. We had one stopover in Bangkok for about an hour.
- Alan: Where's your luggage?
- John: This is it.
- Alan: That's it? No luggage. Where are your clothes?
- John: The airline lost my suitcase and all of my clothes with it.
- Alan: Oh no. Well we'd better get you some clothes today. We have a very important meeting tomorrow morning.
- John: I know. Where can I get a new suit?
- Alan: I think I know a couple of shops nearby. Don't you want to get some breakfast first?
- John: No, thanks. I had breakfast, lunch, and dinner on the plane. Twice, I think.
- Alan: Oh.
- John: Alan, let's just see about the suit.

### 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.

### Travel 2

Word	Definition	Example Sentence
abroad, adv.	in or to a foreign country	They're flying abroad for their vacation.
board, v.	to get on a plane, train, boat, or bus	The flight is boarding at gate 12.
foreigner, n.	a person from a different country	He's not from this country, he's a foreigner.
immigration form, n.	a printed document you fill out when you enter a foreign country	Everybody got an immigration form on the plane.
official, n.	a person who works for an institution such as a government agency	A lot of officials work at the airport.
passenger, n.	a person traveling on a train, plane, boat, or bus	All the passengers are getting off the plane now.
passport, n.	an official document with a photograph saying which country you are from and other personal details like your name and date of birth	She arrived in the country and showed her passport.
reach, v.	to get in contact with someone	I called many times before I reached her.
suitcase, n.	a bag to put clothes in when you travel	He couldn't find his suitcase when he got off the plane.
vacation, n.	time that you spend away from home or work having fun and relaxing	They are on vacation and are having a good time.

**Unit 6: 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!

Friend: Oh, no!

Chad: Oh, no!

Morgan: Oh, no!

Narrator: Will Chad get well? Will he get back his memory? Does he have health insurance? Tune in tomorrow for the next episode of "Hospital Adventures."

**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.

### Adjectives 3

Word	Definition	Example Sentence
bored, adj.	feeling unhappy because you don't find something interesting or you have nothing to do	I'm bored with this game; let's play something else.
calm, adj.	not feeling excited, shocked, angry, or afraid	He was scared before, but now he's calm.
excited, adj.	happy because something good is going to happen	I'm excited about my birthday party.
lonely, adj.	unhappy because nobody is with you	He's lonely because he has no friends.
nervous, adj.	feeling worried	He's always nervous at the dentist's office.
patient, adj.	staying calm and not getting angry for a long time	The patient teacher answered all his questions.
relaxed, adj.	staying calm and resting	I'm relaxed on the weekends because I don't have to work.
smart, adj.	intelligent, knowing a lot	She is very smart and always gets good grades in school.
surprised, adj.	the feeling when something not expected happens	He was surprised by the phone call so late at night.
tired, adj.	wanting to rest or sleep	He's always tired in the mornings because he goes to sleep very late.

**Unit 7: 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.

## Health

Word	Definition	Example Sentence
brush your teeth, exp.	to clean your teeth with a toothbrush	He brushes his teeth in the morning and at night.
dentist, n.	a person who takes care of teeth as a job	I go to the dentist every six months to keep my teeth healthy.
fever, n.	when the temperature of your body is higher than normal and you feel sick	He has a fever so he can't go out.
have a cold, exp.	to be sick with a runny nose and sneezing	He has a cold so he is staying at home.
headache, n.	when your head hurts	Please be quiet because my mother has a headache.
operate, v.	to cut into the body for medical reasons	The doctor is operating on a man to fix his knee.
pain, n.	a feeling that something in your body hurts	I have a pain in my leg and I need to sit down.
pill, n.	medication that makes you feel better	My doctor says I need to take this pill every morning.
temperature, n.	how hot the body is	The nurse took the man's temperature and it was very high.
tooth, n.	a hard white object in your mouth for biting and chewing food	I bit into an apple and broke my tooth!



**Unit 8: Tickets, Please!****The Audition**

- Barry: ...so Michael, 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! You're right! I love that play! When are they doing the auditions?
- Barry: Actually, the auditions are today. Can you make it?
- Michael: Oh, today is bad. How about tomorrow? I'm free tomorrow.
- Barry: Let me check. You're in luck.
- Michael: Great!
- Barry: They're having auditions tomorrow as well. Is it ok to be the last audition of the day?
- Michael: Yes, it's OK. I was the last one before, and it was fine.
- Barry: There's an opening at 5:30 p.m. Does that work for you? Five-thirty is fine. Six-thirty is fine too. Morning, noon or night, is OK. Just please make the phone call and get me the appointment.
- Barry: OK, OK, relax. I'll call them right now.
- Michael: Great! Thank you. I'm really excited about this audition!
- Barry: Me too. Hey, Ed? This is Barry...

**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.

### Entertainment 2

Word	Definition	Example Sentence
aisle seat, n.	seat at the end of a row in the theater	He likes the aisle seat because he has long legs.
audition, n.	a short performance to see if you are good enough to be in a play or movie	He had an audition yesterday to be in the new play.
auditorium, n.	the part of the theater where the audience sits	The concert will be in the new auditorium
curtain, n.	piece of cloth which covers the stage in a theater, we use the expression "the curtain goes up" to say that a performance is starting	The curtain goes up in ten minutes.
famous, adj.	well-known	Her father is a famous actor.
musician, n.	someone who performs or writes music	The musician gave a great concert last night.
orchestra, n.	a large group of musicians playing different instruments	He plays the violin in the national orchestra.
part, n.	a role in a play or a movie	The actor got a part in the play.
program, n.	a document that tells you about a play	The names of the actors are in the theater program.
usher, n.	a person who checks tickets and shows you to your seat in a theater	The usher is taking us to our seats.

## Unit 9: Saving Energy

### How to Save Energy at Home:

- **When an electronic device is plugged in, it uses energy.** This is true even when it's off. Unplug electronic devices when you're not using them. Don't leave your cell phone charging all night.
- **Don't keep the refrigerator door open long.** A full refrigerator (or freezer) uses less energy than an empty refrigerator. To help fill it up, you can put bottles of water inside.
- **Don't keep the water running when you're washing dishes.** If you soap the dishes first and then run the water to rinse them off, you'll save water and energy.
- **Lighting makes up about 10% of home energy costs.** If you replace regular lightbulbs with LED lightbulbs, you can save up to 75% of that energy.
- **Use a thermostat to change the temperature on a heater or air conditioner.** Adjust the temperature, especially when you leave home or go to sleep.
- **Washing machines use about 90% of their energy to heat the water.** If you wash your clothes at 40 degrees instead of 60 degrees, you use less energy. Then use the Sun to dry them, instead of an electric dryer.
- **Take showers instead of baths.** Showers use 50% less energy than baths and they also save water.

Sue: Len, what are some ways you try to save energy?

Len: Well, my computer still uses energy when I turn it off. So, I always unplug it when I'm not using it. I've also been trying to turn the lights off when I leave a room...sometimes I forget...but I try! How about you?

Sue: I usually dry my clothes outside, rather than use the dryer. I also try to turn off the water when I am soaping dishes. When I need to rinse them off, I turn the water back on. I also just started using LED light bulbs in my home. I heard they save a lot of energy.

Len: Oh yeah? I should start using them as well.

### The Electricity Bill

Mother: Jake, our electricity bill is really high this month!

Jake: Really? Why's that?

Mother: Maybe because you leave the lights on all over the house?

Jake: I'm home studying.... I need the lights on.

Mother: You don't need all the lights on in the kitchen and living room. Are you washing your favorite T-shirt on its own again?

Jake: I'm going out tonight.

Mother: And why is the heating on so high?

Jake: I was cold!

Mother: Did you try putting on a sweater?

Jake: Sorry.

Mother: Jake, how many times do I have to tell you how important it is to save energy?

Jake: You're right. I am really sorry. Look, why don't you go and relax and I'll get dinner ready.

Mother: OK, thanks. That sounds good. I think I'll take a long bath.  
 Jake: Mum, don't baths waste water?

### Looking for a Washing Machine

Salesclerk: Hello. How can I help you?  
 Customer: I need a new washing machine.  
 Salesclerk: We have a great range of energy-efficient washing machines.  
 Customer: Oh good, that's very important to me.  
 Salesclerk: This machine, for instance, is very affordable and has an excellent ENERGY STAR rating.  
 Customer: Great. Does it have the option to do a quick wash?  
 Salesclerk: Yes. You can do a 15-minute short wash, to save electricity and water.

### People Power

Imagine charging your cell phone by walking. This is actually already possible! Companies are finding ways to convert human movement into power. Objects in motion have a certain kind of energy. This energy is called kinetic energy. We can use kinetic energy to make power.

One place where there is a lot of kinetic energy is the gym. At the gym, everyone is in motion. Some gyms decided to use this energy to create power. These gyms have special stationary bikes, treadmills, or other exercise machines. When people use these special machines, they turn a turbine. The turbine creates electricity. This electricity then helps power the gym. Right now, these gyms only get a small amount of their power from human movement. But as technology improves, this amount will grow.

Other places that use kinetic energy for power are train stations, airports and schools. There is a company that puts special tiles in the floor. The movement of people walking on these tiles makes energy. We can use this energy to power lights and to charge laptops and smartphones.

Dancing also creates kinetic energy. Some dance clubs have special dance floors. When people dance, their energy lights up the floor; colorful lights flash on and off. Dance clubs hope that these special floors will soon make enough electricity to run the whole club.

You never know where your energy can be used. So get up and get moving – all the power you need is right there in your feet!

### Renewable Energy

Lecturer: Today's lecture is about renewable energy. Most of our energy comes from fossil fuels. Fossil fuels include coal, oil, and natural gas. The earth only has so much of these fossil fuels. One day they will run out if we continue to use them. When we make energy from fossil fuels this also causes a lot of pollution. So we need to find other sources of energy which won't run out and will cause less pollution. These sources are called 'renewable energy.' Let's take a look at two kinds of renewable

energy – wind energy, and solar energy. To make energy from the wind, we use wind turbines. A wind turbine has blades that spin when the wind blows. The turbine is connected to a generator which produces electricity. Wind energy is becoming very popular. One wind turbine can produce enough electricity to power 300 homes. But wind turbines don't work when there is no wind, so we need other resources – like solar energy, energy from the Sun. We can take the Sun's energy and turn it into electricity. One way to do this is with solar panels. Solar panels absorb the Sun's heat and turn it into electricity. The Sun is a powerful source of energy, but unfortunately, the Sun doesn't shine at night. And it's difficult to produce solar energy when there are a lot of clouds in the sky. Fortunately, there are other sources of renewable energy. But before I go on to talk about these sources – are there any questions?

### Saving Energy

Word	Definition	Example Sentence
electrical appliance, n.	machine in the home that uses electricity (form of energy) to do a certain job	The store sells many electrical appliances such as washing machines and dryers.
electricity bill, n.	statement showing how much money you need to pay for the electricity you used (electricity — form of energy that powers machines)	Jake, turn off the heat. Our electricity bill is really high this month!
energy efficient, adj.	using less energy to complete a task	Our energy efficient dishwashers use less water and electricity.
fossil fuel, n.	fuel (such as coal, oil, or natural gas) that is created in the earth from dead plants or animals, and produces heat or power when it burns	We use fossil fuels to power our cars and heat our homes.
lightbulb, n.	glass object that creates light when electricity flows through it	You'll save energy and money on lightbulbs if you turn them off when you leave the room.
renewable energy, n.	natural source of power, such as the sun, wind, or water which does not run out	Renewable energy, like solar power, will not run out or cause pollution.
save energy, exp.	to use less energy	If you keep stovetop burners clean, they work better and save energy.
thermostat, n.	device that controls the temperature in a building or room	At night, the thermostat in the room was set at 19°C.

unplug, v.	remove an electrical appliance from its power supply by taking the plug out of an electric socket	Please turn off the computer and unplug it from the socket in the wall.
waste, v.	use more of something than you need to	When you leave the lights on all day, you waste energy.

## Unit 10: Knowing A Second Language

### Six Benefits of Learning a Second Language

There are many good reasons to learn a second language. Here are just a few.

1. **Knowing a second language teaches you to multitask (do more than one thing at the same time).** This is because your brain becomes more flexible when you switch from one language to another.
2. **Your memory will improve, too.** For instance, studies show that it's easier for bilinguals to remember directions, names, and shopping lists.
3. **Learning a second language is good for your health!** For instance, new studies found that brain diseases like dementia and Alzheimer's showed up later in bilinguals than they did in monolinguals.
4. **Learning a second (or third, or fourth) language is also good for your résumé!** Knowing more than one language can help you get a better job, no matter which career you choose.
5. **Another good reason for learning a second language is it can help you make friends with people from different countries.** You'll also be able to understand different cultures better and enjoy different kinds of literature, music, and films.
6. **Your first language may also improve after learning a second.** After you spend time learning grammar, vocabulary, and sentence structure in another language, you'll start to think more about your first language, too!

It's never too late to start learning a second language! So why not start now?

### Being Bilingual

- Michelle: Wow! You can read Chinese!
- Sidney: Yes. My parents are from China. They sent me to Chinese school at the weekend.
- Michelle: Do your parents speak any English?
- Sidney: They do, but not so much.
- Michelle: Was it strange speaking one language in school and a different language at home?
- Sidney: Well, I didn't like it when they spoke to me in Chinese in front of my friends! But most of the time it was OK.
- Michelle: What language do you speak with your brothers and sisters?
- Sidney: I have two sisters. They're bilingual like me. I guess we speak a mixture of English and Chinese.
- Michelle: Are you glad you know two languages?
- Sidney: Yes. I'm very glad. It's fun and it helps with my studies.
- Michelle: I'm gonna raise my kids bilingual! I just need to find a partner who knows another language!
- Sidney: That would help!

### Tips for Learning English

- Lucy: Do you have any good tips for learning English?
- Ron: Well, what do you find most difficult?
- Lucy: I still find speaking hard. I'm afraid of making mistakes.
- Ron: Don't worry about that. Language learning is all about making mistakes.
- Lucy: I guess. Do you have any other advice?
- Ron: Try and listen as much as you can to native speakers on the TV or the radio.
- Lucy: Oh, yeah I see, that's a good idea.

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## The Bilingual Circle

Connecting Bilingual Parents

Do you speak more than one language at home? Are you raising bilingual or multilingual children? Then The Bilingual Circle may be the place for you. The Bilingual Circle offers support, workshops, information, and social experiences for bilingual or multilingual families. Karina and Diego Jones, themselves parents of bilingual children, founded The Bilingual Circle five years ago - so that parents can have a place to come to help them make decisions and share ideas.

### HOME WORKSHOPS

Let us come to you! The Bilingual Circle offers private workshops for small groups (up to 10 people) in the comfort of your home. Our workshops help parents raise bilingual children.

### PUBLIC WORKSHOPS

For larger groups, The Bilingual Circle offers public workshops at schools, libraries, and community centers at least two times a month. Our public workshops are a good place to meet other parents of bilingual children in your area!

### WEBINARS

The Bilingual Circle now offers monthly webinars that discuss different topics each month. For example, Raising Bilingual Children: The Do's and Don'ts, and Introducing a Third Language – When and How? To get updates and reminders about upcoming webinars, please sign up for our newsletter.

### TESTIMONIALS

*"As parents who live in an English speaking country but speak Spanish at home, we needed guidance. The Bilingual Circle really gave us the tools we needed to raise our son as both a Spanish and English speaker. We weren't able to participate in a home or public workshop, so the monthly webinars were a great option for us! We just participated in one last night! Thank you!"-Eddy*



*"We live in France. My husband speaks Russian; I speak English. We wanted our children to be able to speak both languages but we didn't want their third language to suffer. Thanks to The Bilingual Circle, we now have a wonderful support group!"-Jennifer*

### Language Channel Podcast

Narrator: Listen to part of a podcast on languages.

Miguel: Welcome to "The Language Channel". I'm your host Miguel Pardo. Today we're talking about how, or if, your personality changes when you speak a different language. Nadia Timmerman is here to tell us about her new book, called *Different Languages, Different Personalities*? Nadia, I grew up speaking Portuguese and English. My friends tell me I'm funnier in Portuguese than I am in English. When I'm around Portuguese speakers, I'm just more outgoing. Is that possible?

Nadia: Yes, it is! I conducted many surveys with people who spoke two or more languages and it is possible. It's interesting how differently people act when speaking different languages.

Miguel: So can my personality really be completely different in Portuguese than it is in English?

Nadia: Well, you can be more outgoing in one language. But, according to my research, your basic personality doesn't change. What seems like a change in your personality is just a change in the way you act based on the situation. What happens more often is how people use languages in different contexts.

Miguel: Can you give us an example?

Nadia: Sure. For instance, I use English at work but I speak Russian with my family and friends. So when I speak Russian, I use a lot more 'slang' or more informal words. I guess you could say I feel more relaxed when I speak Russian, and more formal when I speak English.

Miguel: Oh, so you mean my personality doesn't really change – it's more a matter of how I use the different languages?

Nadia: Exactly!

Miguel: And what about the culture of a language. Can it affect personality?

Nadia: Well that's a very long and complicated answer.

Miguel: I guess I'll just need to read your book to find out! Thanks for speaking with us today, Nadia.

Our listeners and I sure learned a lot.

### Knowing a Second Language

Word	Definition	Example Sentence
bilingual, adj.	able to speak and understand two languages very well	Sam is bilingual. He speaks both English and Korean.
culture, n.	ideas, behaviors, customs, and arts of a particular society	In class today, we discussed Japanese culture and learned about Japanese literature, music, and film.
formal, adj.	official, proper	I use more formal language when I am at work.
informal, adj.	casual, relaxed, not so proper	When you use slang words, you are speaking in an informal way.
monolingual, adj.	able to speak and understand only one language	I used to be monolingual, but after I spent a year in Spain, I came back speaking both English and Spanish.
multilingual, adj.	able to speak and understand several languages	My teacher is multilingual; he speaks English, Italian, Spanish, and Portuguese.
native speaker, n.	someone who grew up speaking the language of where they were born	I speak English well, but I'm not a native speaker.
personality, n.	emotions, ways of behaving, etc., that make a person different from other people	I'm much funnier when I speak Spanish. My personality completely changes!
raise, v.	to bring up or look after a child as they grow up	The workshop gave us the tools we needed to raise our son as both a Spanish and English speaker.
vocabulary, n.	words that make up a language	You know so many words in Italian now; your vocabulary really improved!