مرجع زبان ایرانیان

Talk Your Head Off

(...and Write, Too!)

مرجع آموزش زبان ایرانیان
www.irLanguage.com

written by *Brana Rish West*

illustrated by *Harlan West*

WITH TEACHER'S MANUAL

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Longman

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Foreword

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Talk Your Head Off is the kind of book students and teachers have been talking about for a long time. Students want to learn to speak English. Teachers want a book that simplifies the learning process while making it a unique and enjoyable experience. *Talk Your Head Off* accomplishes both of these goals and more!

After studying the beginning levels in English, students have acquired enough basic vocabulary and pronunciation skills to produce sentences with their own ideas and opinions. They have the ability to have conversations; they just need the confidence and practice. Practice they find interesting and fun.

My students constantly ask me, "Teacher, how can I learn to speak English?" I answer them with a few questions such as, "How did you learn to drive?" or "How did you learn to walk?" or, for that matter, "How did you learn to speak your first language?" The answer to all the questions, both theirs and mine, was "You just do it!" We learn to speak by speaking: not by repeating drills, but by forming original sentences through original ideas. Interesting and meaningful conversational topics, with lead questions, make this possible.

The students will neither have perfect grammar nor precise pronunciation at the onset of instruction, but that is why they have a teacher who is there to correct, interpret, instruct, and facilitate their learning process. As an intermediate or advanced ESL teacher you step back and guide students through their original thought processes. With this method of instruction students not only learn to speak quickly, but they are also very enthusiastic about the conversational topics. They can't wait to find out what they are going to talk about, so attendance soars. Not only that, you will find yourself enjoying the class as much as your students do, as you learn different facts, trivia, and students' opinions on a variety of subjects.

Research shows that small-group and pair work dramatically increase the learning process. Nevertheless, one cannot just write questions on the board and hope the students will talk. Putting any group of strangers into a circle and asking them to converse in any language is a difficult task. Some people might not talk because they feel they would be judged, others might be shy, but most would be embarrassed to talk to people they have never met before. Now, if you add lack of language proficiency to the above, you have quite a task getting your group of complete strangers with limited language proficiency to speak. The key here is complete strangers. Once people know each other, or at least feel like they know each other, they will be willing to converse on a variety of topics in groups. And, once people feel comfortable in their groups, they can and do help each other fill in the gaps in their language abilities.

To get to know someone one must begin with non-threatening questions, usually based solely on facts, and then build to more subjective questions formed through opinions. Examples of fact questions may be, "What is your name?" or "What is the person next to you wearing?" After learning some facts about each other, the students will be ready to answer more socially sensitive and thought provoking questions such as, "Why do some people get divorced?" or "What are some ways people define success?" Finally, and perhaps the most difficult of all, come the opinion questions such as, "Do you think a government has the right to enforce capital punishment?" Why or why not?"

Foreword

This book helps students learn how to express their opinions and ideas. It does so by forging the path from simplified to more complicated questions to teach students how to feel comfortable speaking in English. The book's order is pertinent, so it's best not to skip around.

There are five sections to each lesson in the book: *Vocabulary, Usage, Let's Start, Let's Talk*, and an *Exercise and Activities* page.

The vocabulary section is divided into *New Words* and *Let's Talk Words*. The *New Words* are the words on the first page of the lesson. They are used to help get the students acquainted with the topic. The *Let's Talk Words* are topic related as well and give students the vocabulary necessary to produce their own original sentences for the *Let's Talk* section. All the vocabulary is pertinent, and all words should be pronounced, defined, and briefly explained to the students. This can be done by using example sentences, pictures, pantomime, or role play. In some lessons space has been provided so students can add their own relevant vocabulary.

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

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

The *Let's Talk* section is the core of the text. To work in the *Let's Talk* section students should be in groups of four to six. This section is filled with adult topics, and questions geared specifically for adults. The topics increase in difficulty not only grammatically, but in social sensitivity as well. The questions in this section lead the students into forming original sentences that stem from their own opinions and beliefs. There are no correct answers to the majority of the questions: The questions are meant to promote conversation. The teacher listens to what students say and determines when grammatical corrections are necessary. If the student is understood, but forgets an article, the student is generally not corrected; however, if the student is not understood by a native speaker, or could be misunderstood, then a correction is necessary. You must remember that it isn't the correction that embarrasses the student, but how that correction is delivered. You could say, "Your opinion is very interesting. The way most English speakers say that is . . . (or) People would understand you better if you said . . . ." Students not only appreciate such corrections, but they expect the teacher to correct them when their grammar or pronunciation prevents communication.

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

Now that I've "talked your head off," please go to the first topic and begin. And when your students ask you how they can improve their English—just tell them to "Talk Your Head Off!"

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To the Teacher

Developing a textbook that elicits authentic language instead of *textbook talk* (drills or exercises that have preordained answers) presents many difficulties. Should the book be written as one speaks? If so, what kind of speech (formal or informal)? Common everyday spoken English is filled with grammatical inconsistencies that traditional prescriptive grammarians would identify as errors. Linguists, on the other hand, view language as ever changing and therefore write their grammatical rules to fit the spoken language that is used.

This book implements a liberal and conversational grammatical structure. Prepositions occur at the end of sentences since they are rarely, if ever, at the beginning in spoken English. Contractions are used, since they are conversational, and they usually do not violate standard English rules.

When looking at the grammar focus in the lessons, the structure might not be as apparent as in some grammar books. The structural foci are carefully embedded into the lessons to have students answer using the correct forms. Teachers act as facilitators to help students produce the forms. Many of the lessons demonstrate new grammatical experiences for the students; however, in all lessons, previous grammatical structures are used. Therefore, each lesson contains a multiplicity of grammatical forms. Furthermore, from lesson to lesson, the book gradually increases in grammatical complexity. The idea is *not* to have students practice one grammatical form at a time, but rather to continue what they know while introducing new structures. "Real world English" involves a conglomeration of grammatical structures even within basic conversations. Students need to practice speaking the way native English speakers speak rather than practicing one structure at a time. Thus, this book gives conversation practice that is as close as possible to "real world speech."

Acknowledgments

We would like to thank the people who helped develop and produce this textbook. We appreciate the teamwork dedicated by Prentice Hall Regents to help us through the publishing process. Thank you, Arley Gray, for granting us the opportunity to work with your team of experts. We appreciate all the feedback and guidance we received from Louisa Hellegers, Ken Liao, and Sheryl Olinsky. We are especially grateful for the help of Barbara Barysh, our editor, who oversaw the complete process of the book from development through production. Without her dedication, expertise, and experience—coupled with kindness, encouragement, and guidance—this book would never have been published.

In addition we want to thank our family, friends, and colleagues for their unlimited enthusiasm, encouragement, and help in getting this book published. Thank you Paul Hamel, Mike Bennett, Jean Owensby, Marvin and Dorothy Rish, Alan West and Lois Fine, David Rish, Nathan Rish, Ethel Rish, Adam West, Stacie Steinberg, Wendy Rosenthal LeBlang, and Chagall and Cotton West.

Brana and Harlan West

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

Lesson 1 Introductions

Vocabulary New Words

am
are
been
country
do
have
how long
introduce
is
language
learn
meet
month
name
say
see
speak
what
where

Let's Talk Words

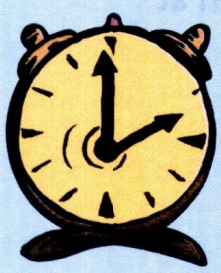
city
class
community
different from
else
job
like
live
mark (check)
married
same as
share
single
study
travel
visit

Usage

Read the dialog and circle the new words. Then practice the dialog with a partner using your own information.

Jose: Hi. What's your name?
Keiko: (My name's) Keiko.
Jose: I'm Jose. I haven't seen you in this school before.
Keiko: This is my first year here.
Jose: Where are you from?
Keiko: (I'm from) Tokyo, Japan.
Jose: How long have you been in this country?
Keiko: (I've been here for) ten months.
Jose: What languages do you speak?
Keiko: (I speak) Japanese and a little English.
Jose: It's nice to meet you.
Keiko: Nice to meet you too.

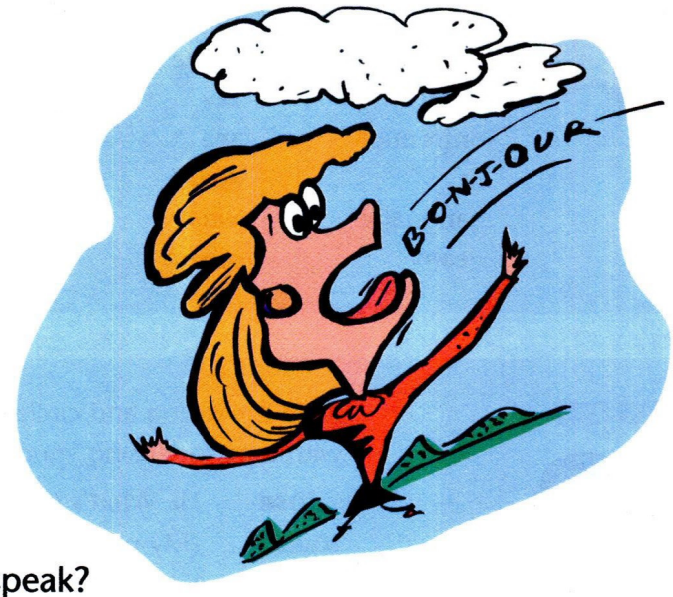
Let's Start



Learn each other's names by playing the Name Tag Game. The first student introduces himself to the class by saying, "My name is *Carlos*, and I'm from *Mexico*." The next student says, "The first student's name is *Carlos*, and he's from *Mexico*. My name is *Mariko*, and I'm from *Japan*." The third student will continue by saying, "The first student's name is *Carlos* and he's from *Mexico*. The second student's name is *Mariko* and she's from *Japan*, and my name is _____, and I'm from _____." (Continue until all students have spoken.)

Let's Talk...

1. What's your name?



2. Where are you from?

3. Where do you live now? How long have you lived there?

4. What languages do you speak?

5. How long have you studied English? Where have you studied it?

6. What else have you studied?

7. How long have you been at this school?

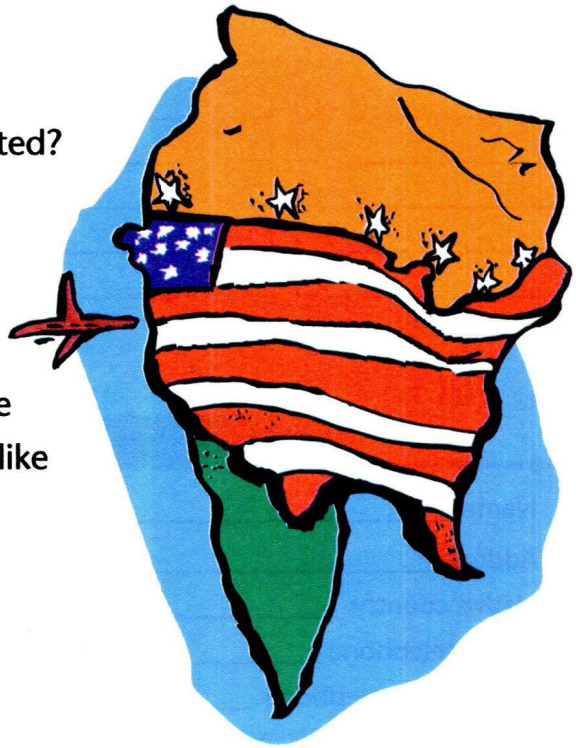
8. What do you like to do after class?

9. What else do you do?

10. Are you single or married?

11. Talk about where you live now. Describe your community and your city.

12. What countries have you visited? Share your experiences.



13. What do you know about the United States? What do you like about it? What don't you like about it?

A. Survey

Interview students. Meet new people. Complete the chart.

Name	Native country	How long did you live there?	Where do you live now?	Where have you traveled?

Who lives near you now? Who has traveled to the same places that you have visited?

B. Write

Write the names of as many different countries as you can. If necessary, ask your teacher to help spell the names. Circle the countries that you have lived in or visited. Mark the box with the **X** next to the countries where someone in your class has lived. Mark the box with the ✔ next to the countries where someone in your class has traveled.

	X	✔		X	✔		X	✔
_____	☐	☐	_____	☐	☐	_____		
_____	☐	☐	_____	☐	☐	_____		
_____	☐	☐	_____	☐	☐	_____		
_____	☐	☐	_____	☐	☐	_____		
_____	☐	☐	_____	☐	☐	_____		

C. Fill in

Name _____

Address _____

Native country _____ How long at present address _____

Home telephone _____ Work telephone _____

Emergency telephone _____ Relationship _____

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Lesson 2 Favorite Things

Vocabulary New Words

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

Let's Talk Words

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

Usage

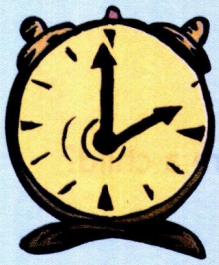
Guess your vocabulary words from the clues.

1. meal after lunch: _____
2. like the most: _____
3. baby, young person: _____
4. take part in a sport: _____
5. leave; travel by bus, car, plane: _____
6. Super Bowl, World Series: _____
7. type of: _____
8. put food in your mouth: _____
9. meal before lunch: _____
10. baseball, soccer, football: _____

Write sentences using some of the *Let's Talk* words.

1. _____
2. _____
3. _____
4. _____

Let's Start



Listen. Raise your hand when you hear your favorite thing. Look around the room. How many students have raised their hands? Write the number. Which students have raised their hands? Introduce yourself to these students after class.

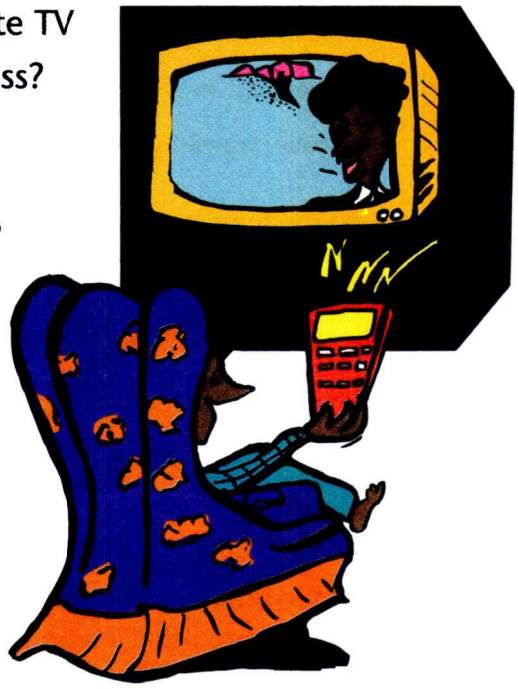
Sport:	baseball _____	soccer _____	football _____
Drink:	coffee _____	tea _____	water _____
Meal:	breakfast _____	lunch _____	dinner _____
Entertainment:	TV _____	theatre _____	movies _____

Let's Talk...

1. What kinds of sporting events do you like? Who are your favorite players? Why?

2. What are your favorite TV programs?

3. What is the most popular TV program in your country? Who's your favorite TV actor? Who's yc ur favorite TV actress?



4. What radio station do you listen to? Why?

5. What's your favorite kind of music? Who's your favorite singer? Do you think that person is going to be popular in ten years? Why or why not?

6. What types of sports did you play or watch when you were a child?

7. What types of books did you like to read when you were younger? What were they about?

8. What are some of your favorite hobbies? Name at least five. Which ones are you planning to continue doing in the future? Why?

9. What movies have you seen recently? Talk about one of them. Who's your favorite movie actor? Actress? Why?

10. What kinds of ethnic foods have you eaten? Which have you liked? Which haven't you liked?

11. Have you gone to any restaurants this month? Which ones? What's your favorite food?

A. Survey

What are some of your favorite things? Talk to students in your class and ask them about their favorite colors, sports, music, foods, numbers, seasons, and animals. Write the student's name in the space if the answer is on the chart. If not, add new items to complete the chart.

Things	Favorite	Name	Favorite	Name
colors	*pink*			
sports	*baseball*			
music	*pop*			
foods	*Chinese*			
numbers	*7*			
seasons	*summer*			
animals	*cat*			

What are the most popular items? Discuss with the class.

B. Fill In

What about you? Fill in *your* favorites. Finish the list.

1. color _____
2. sport _____
3. music _____
4. food _____
5. number _____
6. season _____
7. animal _____
8. book _____
9. _____
10. _____

C. Discuss

Work with a partner. Compare your favorite things in Exercise **B**. What do you have in common with your partner?

Lesson 3 Diet and Exercise

Vocabulary New Words

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

Let's Talk Words

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

Usage

Work with a group.

A. Draw a person and label the body parts.

In your notebooks draw a person and label the body parts listed above. Add any more parts that you know.

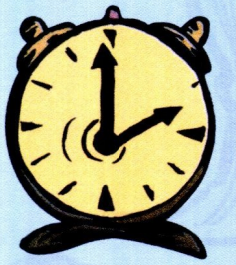
B. Are all of these foods part of a balanced diet?

Write an example for each.

1. fruit _____
2. vegetable _____
3. meat _____
4. junk food _____
5. bread _____
6. snack _____
7. fast food _____
8. dairy _____
9. vitamin _____
10. drink _____

Compare your choices with someone in class.

Let's Start



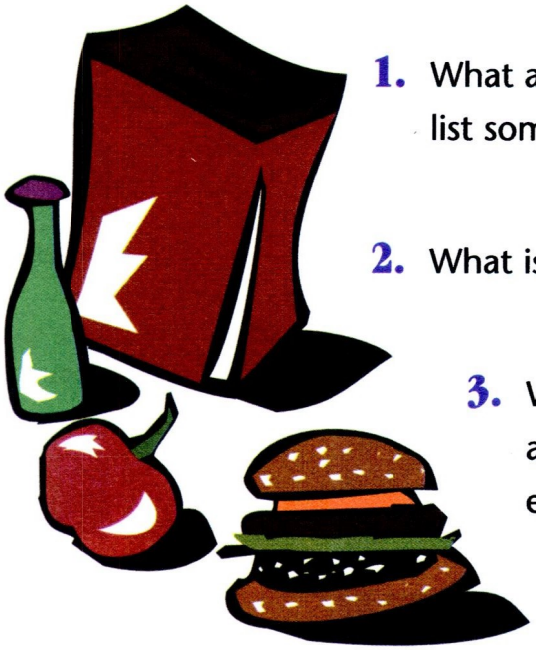
Read the exercise routine below. Then write your own exercise routine with a group. Read it to the class, and have the students do the routine.

Stand up. Touch your toes. Stand up. Jump. Kick with your right leg. Now your left leg. Twist your waist.

Our Exercise routine:

_____
_____
_____

Let's Talk...



1. What are the basic food groups? Name and list some foods in each group.

2. What is a balanced diet? Give an example.

3. What nutritious foods do you eat? Talk about a healthy meal that you have eaten recently.

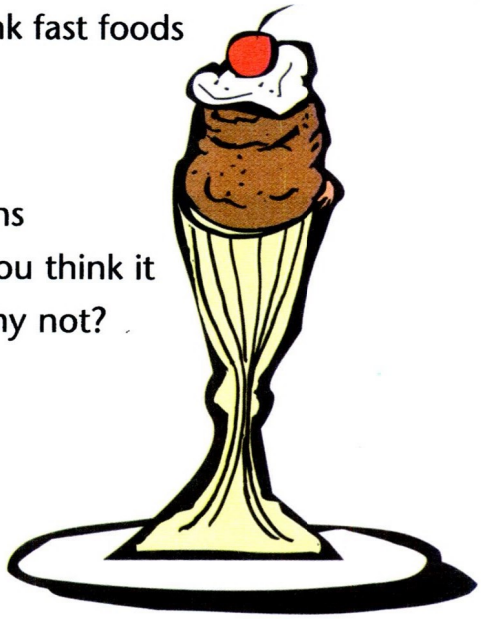
4. Do you eat any low-fat foods? If so, what are they? If not, why not?

5. What junk foods and snacks do you like to eat? When do you eat them?

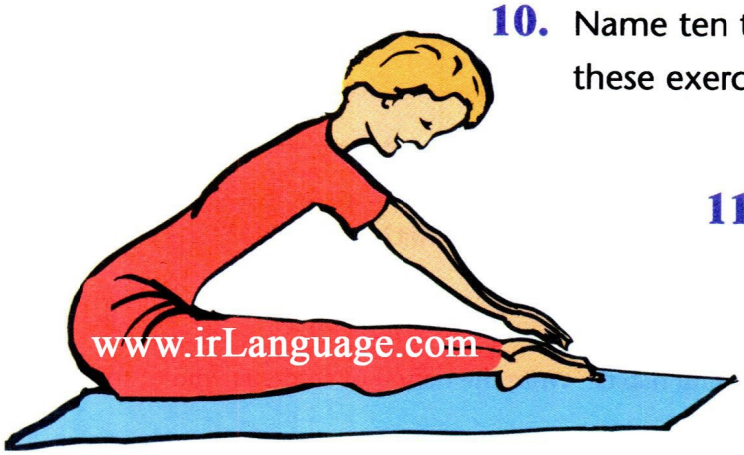
6. What fast foods do you eat? Do you think fast foods are junk foods? Why or why not?

7. What is a vegetarian? Name three reasons people are or become vegetarians. Do you think it is healthy to be a vegetarian? Why or why not?

8. What did your parents tell you to do to stay healthy? Did they tell you to "Eat your vegetables!"?



9. Your overweight friend is on a diet. Tell your friend ten foods not to eat. For example, "Don't eat fried foods!"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10. Name ten types of exercises. Which of these exercises do you do?

11. In the 1980s, the Grapefruit Diet was popular in the United States. People ate grapefruit to lose weight. What diet foods are popular in your country?

12. Have you ever taken vitamins? Do you think that they are important for a healthy diet? Why or why not?

13. How has your diet changed over the past ten years? What new foods have you eaten recently? What foods don't you eat anymore? Why?

14. How can people lose weight and stay healthy? Discuss your ideas about the perfect balancing of diet and exercise.

A. Survey

Talk to students in your class about diet and exercise.

Name	Favorite exercise	Favorite nutritious food	Favorite fruit	Favorite vegetable

What's the most popular exercise? Nutritious food? Fruit? Vegetable?

B. Write

Ask other students about their eating habits. Write the names of students who fit the descriptions.

_____ is a vegetarian. _____ eats a lot of junk food. _____ doesn't like fish.

_____ takes vitamins. _____ has eaten fast food for lunch. _____ is on a diet.

C. List

What do you eat during the week? Write your shopping list. Share it with a partner. Work together and circle all the healthy foods. Look at the foods you didn't circle. Explain to your partner why you buy certain foods.

_____ _____ _____ _____

_____ _____ _____ _____

D. Fill in

Do you have a friend who wants to lose weight? Do you know someone who's on a special diet? Make a seven-day meal plan for that person. Share your ideas with a few students in your class.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Breakfast							
Lunch							
Dinner							

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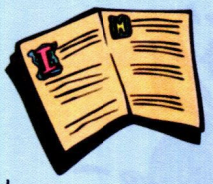
Lesson 4 Transportation Systems

Vocabulary



bus
can
carpool
drive
fly

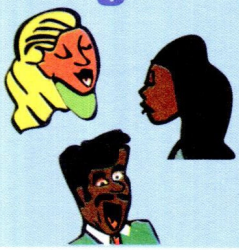
New Words

might
passenger
plane
ride
situation
train
transportation system
use
will

Let's Talk Words

encourage _____
environment _____
government _____
improve _____
native _____
subway _____
teleportation _____
world _____
_____ _____

Usage



Match the vocabulary words to the pictures on the following two pages. Then write the words next to the pictures. List words below that do not match a picture. Do you know what they mean? Have people in your group help you understand the words you don't know.

_____ _____ _____ _____

_____ _____ _____ _____

Let's Start

Work in small groups. Ask other students what they *can or can't, might or might not, will or won't* use to travel. Complete each sentence with the name of someone in your group.

Example: *Who can drive a car? Maria can drive a car.*

Ask questions. Write a student's name.

1. _____ might take the bus to school tomorrow.
2. _____ won't buy a new car.
3. _____ might not carpool to work.
4. _____ will travel to another country this year.

Now ask other students about travel situations or activities they *can or can't, might or might not, will or won't* do. Use the following ideas. Add others.

Travel: *How* will *you get to school tomorrow?* I'll *drive.*
Languages: *What languages* can *you speak?* I can *speak Italian and French.*

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Let's Talk...

1. Name at least eight kinds of transportation.

2. What kind of transportation do you use the most? Why?

3. What kinds of transportation did your native country have ten years ago?

4. What kind of transportation did *you* use then? Why?

5. Have you ridden in a subway? On a plane? In a train? On a bus? Talk about your experiences.

6. Have you driven a bus? A train? Flown a plane? Talk about it.

7. When have you carpooled? Who was in the car with you? Where did you go?

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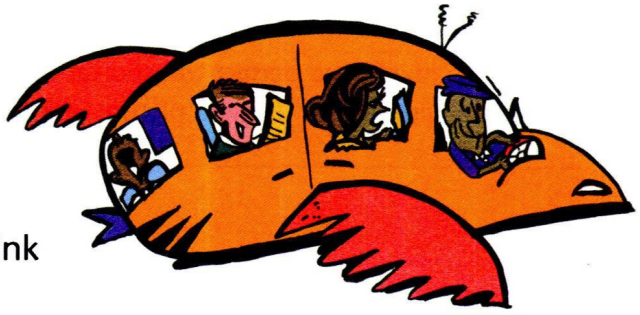
8. What can the government do to encourage people to carpool more? Explain.

9. What country do you think has an excellent transportation system? Why?

10. How do you think we can improve today's transportation systems?

11. Imagine what the world will be like in twenty years. What kinds of transportation do you think we might have?



12. What is teleportation? Do you think that it will be a popular transportation system in the future? Why or why not?

A. Survey

Interview students in your class. How do they get to school? Fill in the chart.

Student's name	How do you get to school?	What main streets do you live near?	What time do you leave for school?	Can you drive?

How will you get to school tomorrow? Can you carpool with someone? (You might ride to your next class meeting with a new friend!)

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B. Fill in

Work in a small group. Write the names of the automobile manufacturers and airline companies for each country. Then discuss what you think about them.

Italy _____ Germany _____ Korea _____ United States _____

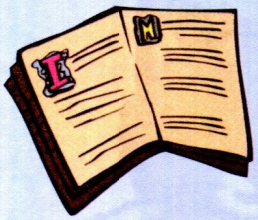
Japan _____ England _____ Sweden _____ your country _____

C. Draw

In your group invent the perfect transportation system. Make it inexpensive, fast, and safe for the environment. Draw a picture of it below. Explain to the class how it works.

Pets

Vocabulary New Words



animal	most
bullfight	neglect
chicken fight	part of
definition	people
dictionary	pet
horse race	shelter
ever	such as
human	unusual

Let's Talk Words

abuse	take care of
animal rights group	treat
buy	_____
dislike	_____
feel	_____
find	_____
grow up	_____
guess	_____

Usage

Work with a partner. Read the questions in the *Let's talk* section. Circle the vocabulary words for this lesson and guess their meanings. If necessary, use your dictionary. Then discuss your vocabulary definitions with the class.

Let's Start

Divide the class into two teams. One team member chooses a team player and asks a student a question beginning with "Have you ever...?" If the student answers "yes," members of the other team can ask three information questions such as, "When?", "Where?", and "With whom?" Each team can continue until a student answers "no." Then the other team asks questions. Verbs can't be used more than once. Write some questions below.

Student 1 team A: *Have you ever bought a pet in a pet store?*

Student 2 team A: *Yes.*

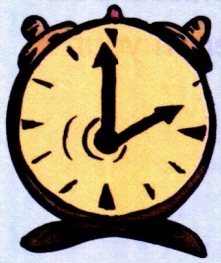
Student 1 team B: *What kind of pet?*

Student 2 team A: *A rabbit.*

Student 2 team B: *When did you buy it?*

Student 2 team A: *Last month.*

Student 3 team B: *I don't have a question.*



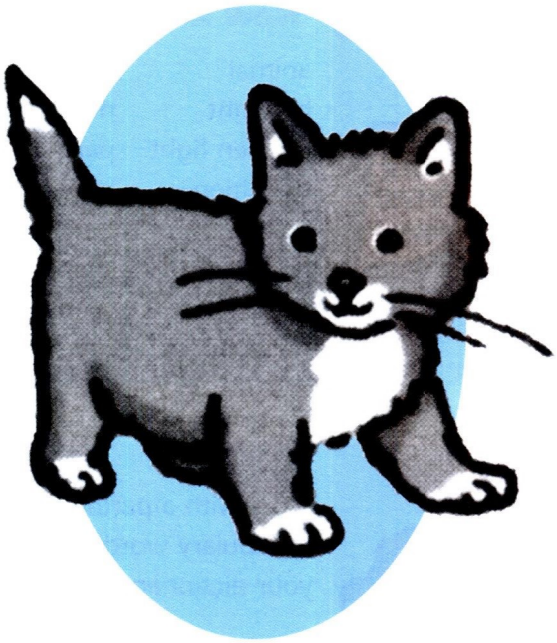
Have you ever _____?

Have you ever _____?

Have you ever _____?

Let's Talk...

1. What are three popular pets people have?



2. How did people treat pets in the city where you grew up?

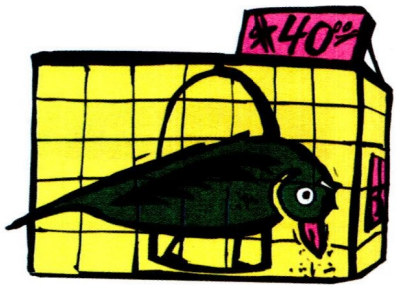
3. Have you ever had a pet? Talk about it.

4. Why do people have pets? Why do some people dislike pets?

5. Did you find your pet, get it from a shelter, or buy it in a store? Explain.

6. What are some unusual pets that you have seen in your native country?

7. What are some other unusual pets people have in countries that you have lived in or visited?



8. Do you think that humans are more important than animals? Why or why not?

9. The United States has animal rights groups (groups that protect animals from abuse and neglect). Does your country have animal rights groups? What do you think about animal rights groups?

Does your country have sporting events that use animals (chicken fights, horse races, bullfights, or horse tripping)? Have you ever gone to one of those events? What do you think about them?

A. Survey

Find out who the pet lovers are in your class by completing the chart below.

Student's name	Kind of pet	Name of pet	Where the student got it

What are the most popular pets students in your class have? Are they the most popular pets in your native country?

B. Think

Write the names of as many kinds of animals as you can. Look in your dictionary to find names of unusual animals. Circle the most popular animals that people have as pets.

_____ _____ _____ _____

_____ _____ _____ _____

C. Write

Look at the words that you circled above. Have you ever had any of these animals as a pet? Which ones? Write a little bit about a pet you have or have had.

_____

_____

_____

Lesson 6 Job Interviews

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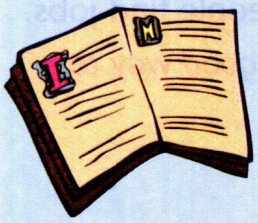
Vocabulary New Words



job skill	prepare
interview	ask
employer	hire
characteristic	fire
company	get
question	look for
employment	file
alphabetically	answer

Let's Talk Words

application	last
best way	network
duty	possible
experience	reference
expression	reliable
guide	salary
hiring practices	state
important	supervisor

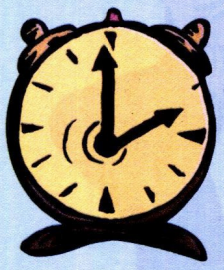
Usage

Filing is one important job skill. There are many ways to file. Some companies file alphabetically. Practice filing by alphabetizing your new vocabulary words.

1. *alphabetically*
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Let's Start

Discuss other job skills. List them below.



1. *Working well with others is an important job skill.*
2. _____
3. _____
4. _____
5. _____

Now practice a job interview with a partner. First think about questions that employers ask, and write a list together on a separate piece of paper. Then take turns interviewing each other. Give each other ideas on how to improve interviewing skills.

Let's Talk...

1. Getting a new job can be difficult. Name at least four ways people find jobs. Example – *Networking is a good way to find a job.*

2. Name five things that people do to prepare for job interviews.

3. What are five questions that employers often ask at job interviews?

4. Give five or more answers to your questions.

5. When an employer asks you if you have any questions, what do you answer? State five possible questions you can ask about the job or the company.

6. Think about your last job interview. Tell about your experience. What questions did the employer ask you?

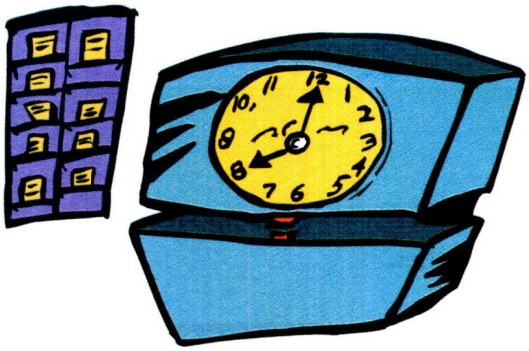
7. Did you get the job at your last interview? Why do you think the employer did or didn't hire you?

8. What has been the best way for you to find a job? Talk about how you have looked for work.

9. What do you think are some important characteristics employers look for when they are hiring people?
Examples – *A person who comes to work on time. A reliable person.*

10. Do you think that hiring practices are fair? Why or why not?

11. Why do employers fire some people? Name five reasons.



12. "Working your way to the top" is a popular expression in English. What do you think it means?

A. Fill in

Fill out the job application.

Name _____
Last First Middle

Address _____
Street City State Zip Code

Phone Number ( ) _____ Are you over 18? _____ Date available _____

Circle the last grade you completed 5 6 7 8 9 10 11 12 college university

List your employment skills _____

List your work experience. Start with your last or current employer first. If you need more space, attach another paper.

Employer (Company) _____

Supervisor's name _____ Phone number ( ) _____

Your title _____ Job duties: _____ Salary _____

Dates of employment: from _____ to _____ May we contact employer? _____

Reason for leaving? _____

List two references who have known you for at least one year. Write their names and telephone numbers.

_____

_____

Date _____ Applicant's signature _____

Write in the hours you are able to work under the days. Write A.M. or P.M.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Day							
Night							

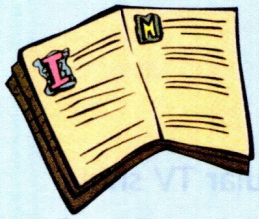
B. Discuss

Filling out a job application correctly is important. Talk about your job application with a partner. Then talk about your partner's. Help each other.

Lesson 7 The Best of Everything

Vocabulary

New Words



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

Let's Talk Words

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

Usage

Antonym means opposite. Write the vocabulary words that are the antonyms of the words below.

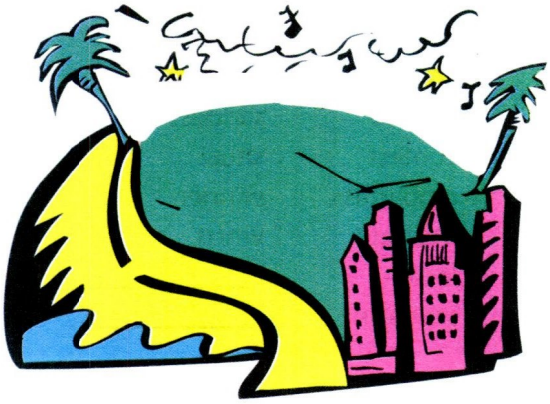
1. tallest _____
2. same _____
3. future _____
4. lazy _____
5. now _____
6. buy _____
7. noisiest _____
8. happiest _____
9. mean, bad _____
10. ugly _____
11. best _____
12. listen _____

Let's Start

Work with a partner. Look around your class. Choose a student who matches the description below. Write that student's name in the space.

1. The happiest student is _____.
2. The most active student is _____.
3. The most talkative student is _____.
4. The friendliest student is _____.
5. The quietest student is _____.
6. The tallest student is _____.
7. The shortest student is _____.
8. The most attractive student is _____.

Let's Talk...



1. What's the best city to visit in your country? Why?

2. What's the most popular TV show in your country? What's it about?

3. What's the best newspaper in your country? Why is it the best?

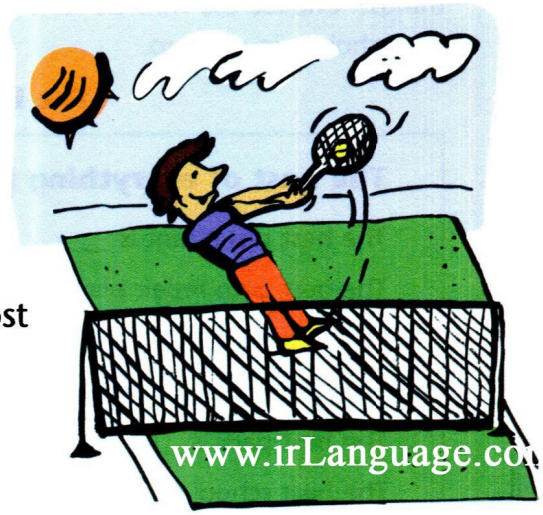
4. What's the most popular magazine in your country? What's it about?

5. Who was the most important person in your country ten years ago? Why was that person so important?

6. Who was the most important person in the history of your country? What did that person do? Who is the most important person now?

7. What do you think was the best restaurant in your country five years ago? What about now?

8. What is the most popular sport in your country? What do you think is the most popular sport in the world? Why do you think that sport is so popular?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9. Which car do you think was the most popular last year? What about this year?

10. Think about all the department stores in which you have shopped. Which one was the best? Why? What does it sell?

11. What was the most interesting place you have ever visited? Talk about it.

12. What's the best thing about where you live now? Why?

A. Fill in

You are the reviewer for a local newspaper. You have gone many places and done many things. Choose the winners for the "Best of Everything" contest for your city. Discuss your choices in a group.

The Best of Everything

The best of everything for the city of _____ by _____.

The best restaurant is _____ because _____.

The best auto repair place is _____ because _____.

The best hair salon is _____ because _____.

The best supermarket is _____ because _____.

The best park is _____ because _____.

The best school is _____ because _____.

The best bank is _____ because _____.

The best fast food place is _____ because _____.

The best shopping mall is _____ because _____.

The best movie is _____ because _____.

The best TV show is _____ because _____.

The best department store is _____ because _____.

The best newspaper is _____ because _____.

The best magazine is _____ because _____.

The best TV channel is _____ because _____.

The best teacher is _____ because _____.

Over all, the best thing in my city is _____ because _____.

The worst thing about my city is _____ because _____.

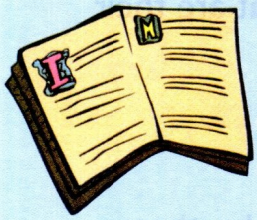
B. Write

Write about the following topics. Share your experiences with a student.

1. The happiest day in your life
2. The saddest day in your life
3. The most embarrassing day in your life
4. The most frustrating day in your life

Lesson 8 Family

Vocabulary New Words



aunt	male
brother	mother
children	nephew
daughter	niece
family	parent
family tree	relative
father	sibling
female	sister
grandfather	son
grandmother	spouse
grandparent	uncle
husband	wife

Let's Talk Words

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

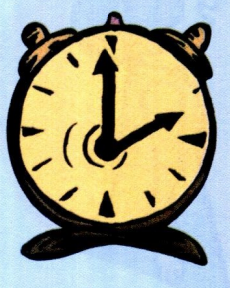
Usage

Think about your family. Then complete the chart using the vocabulary words.

Female relative	Her name	Male relative	His name	Word for both relatives
wife	*Sue*	*husband*	*John*	*spouse*
sister				
mother				
aunt				
daughter				
grandmother				
niece				

Let's Start

Draw a family picture. Identify the people and their relationships to you.



Now draw a family tree in your notebook. Write in family members' names. Talk about your family with someone in your class.

Let's Talk...

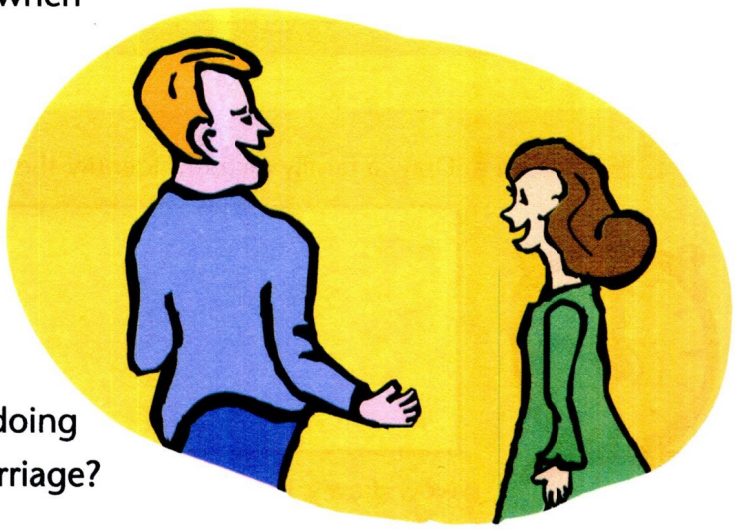
1. What family members do you live with at the present time? How are they related to you? What are their occupations?

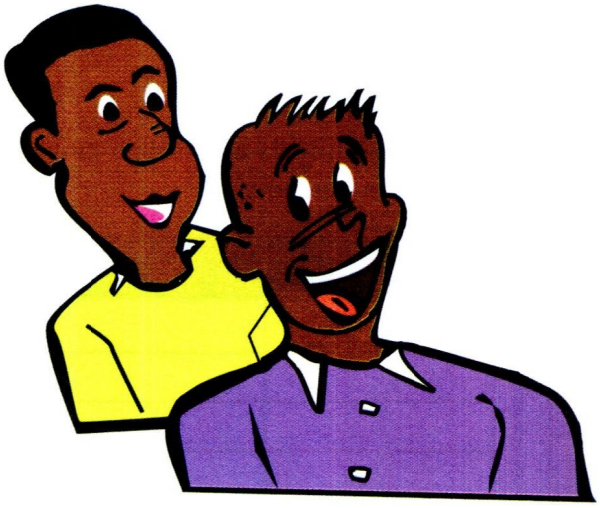
2. Do you have siblings? How many brothers do you have? How many sisters? Where do they live? What are they doing now?

3. Which family member do you get along with the best? Why?

4. Who do you argue with a lot? Are you arguing with that person now? What are you arguing about?

5. Are you married? If so, when did you get married? What were you doing when your spouse asked you, or you asked your spouse, to marry? If you are not married, do you want to get married? What are you doing to approach or avoid marriage?





6. Do you have children? If so, how many children do you have? Talk about them.

If you don't have children, do you want to have children? Why or why not?

7. Which aunts, uncles, cousins, or relatives did you see a lot when you were a child? What did you do together?

8. Which relatives do you call? Did you call a relative last week? Which one? What did you talk about?

9. Think about an older relative. Who are you thinking about? What did that relative teach you?

10. What family member do you want to see that you haven't seen in a long time? Why do you want to see that person? Why haven't you seen that person in a long time?

11. Do you think that families you see on TV or in the movies are like families in your country? Why or why not? Are they like American families? Explain.

12. Describe a perfect family.

A. Survey

Ask a few students about their families. Complete the chart. Then share the information with other students.

Name	Siblings' names	Where do they live?	How many children do you have?	Favorite relative

Do many students in class have children? Brothers and sisters? The same favorite relative? Who has the largest family? The smallest?

B. Think

How would you describe your relatives? Complete the chart with family members' names. Then tell a partner why each relative matches the definition you chose.

Adjective	Name	Relationship	Why?
honest	*Marvin*	*Father*	*He does what he promises.*
happy			
depressed			
shy			
generous			

C. Discuss

Form into groups. Show pictures of your family to your group. Talk about what the people were doing in the picture, and what the people are doing now.

D. Write

In your notebook write a story about the best day in your childhood. What were you doing? What relatives were you with? Share your story with the class.

Lesson 9 Gender Roles

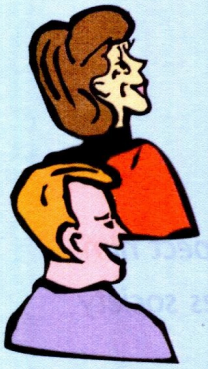
Vocabulary New Words

accomplishment
change
chore
congratulate
date
gender
get paid (for)
go (out)
home
household
leadership
look up to
make
marriage
men
nowadays
outside
past
respect
role
society
traditionally
typically
usually
who
whom
women
work

Let's Talk Words

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

Usage

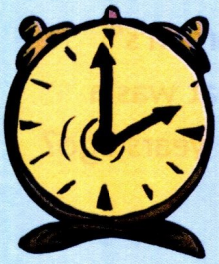


Find and circle your new vocabulary words in the story. Then read the story with another student. Help each other understand your new words.

In society gender roles are changing. Traditionally, men asked women to marry them. After marriage, men usually worked outside the home. Women typically stayed home to take care of their children and do household chores. Nowadays, almost as many women as men work outside the home. The women get paid for their work, and their employers often congratulate them for their accomplishments. In the past, society only looked up to and respected men, but now women are more active in leadership roles.

Let's Start

When your teacher reads the questions, shout out, "men," "women," or "both." Then discuss why you chose that answer.



Who asks whom to marry?

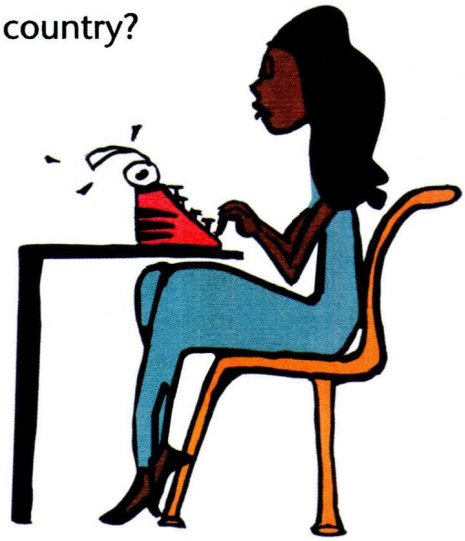
Who changes the babies' diapers?

Who opens the door for whom? Who cleans the house?

Can you think of other situations? Ask the class.

Let's Talk...

1. What are five jobs men usually do in your country? What are five jobs women usually do in your country?



2. In your home who usually takes out the trash, puts away the laundry, takes care of the children, cleans the house? Why?

3. In your country does a man ask a woman for marriage or does a woman ask a man? Why?

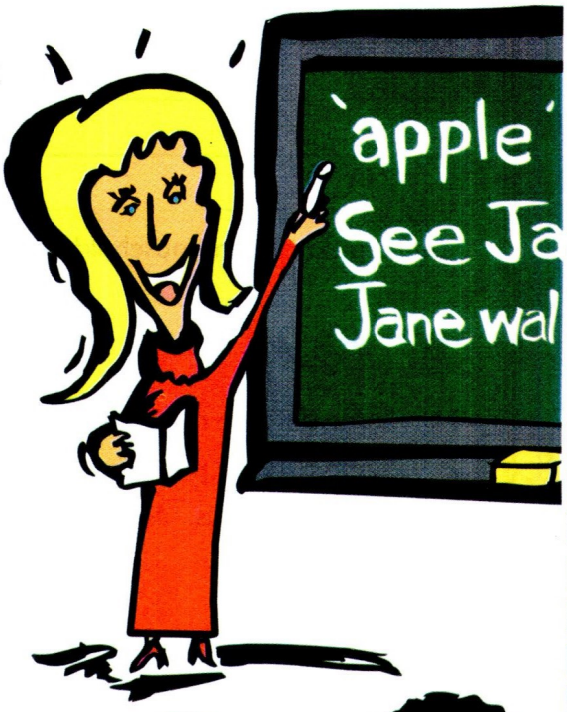
4. What's a man's role in your country? (*What does society expect him to do?*) What's a woman's role in your country? (*What does society expect her to do?*)

5. Do you think traditional roles for men and women are easier than modern roles? Why or why not?

6. What was a typical "woman's" job fifty years ago? What was a typical "man's" job fifty years ago?

7. Do men and women always get equal pay for the same job in your country? Explain.

8. Do you think that most people look up to men or to women for leadership? Why?



9. Do you know which countries have "women's rights movements"? Name them. Is there a "women's rights movement" in your country? Why or why not?

10. Do you think that the women's rights movement has helped women? Men? Society in general? Explain your answers.

11. How do you feel about a "men's rights group"? Why?

12. What has been the greatest accomplishment a woman has made in your country? Who was she? What did she do?

A. Survey

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Work in groups. Interview the members of your group. Ask them about their roles at home and in society.

Student's name	What chores do you do?	What kind of work do you do outside the home?	What are your accomplishments?

Do men do certain household chores? Do women? Look at your chart and decide.

B. Fill in

Some gifts are most popular with women. Other gifts are most popular with men. Some gifts are popular with both men and women. Complete the chart using the following words. Add words of your own. Compare your list with other students in your class.

dress	cuff links	panty hose _____
aftershave	perfume	nose hair clippers _____
purse	wallet	
razor	skirt	
computer	wrench	

Men's gifts	Women's gifts	Men's and women's gifts

C. Write

What are some roles that men and women have in this country? How are they changing? What will they be like in ten years? Write your answers in your notebook.

Lesson 10 Holidays

Vocabulary

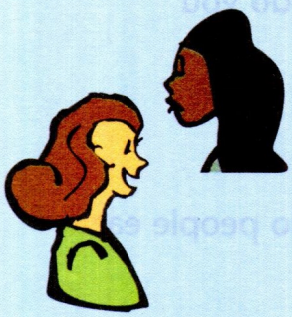
New Words

celebrate
cover
dictate
holiday
interesting
pay
place
reason
special
young

Let's Talk Words

Dr. Martin Luther King, Jr. Day
Father's Day
Halloween
Independence Day
lonely
Memorial Day
Mother's Day
New Year's Day
tell
Thanksgiving
Veteran's Day
work

Usage



Work in pairs. Cover your partner's *new* vocabulary words. Dictate the new vocabulary words out of order to your partner. Your partner will write them below. Check your partner's work. Then your partner will dictate to you. Discuss the meanings of any words you don't know.

_____ _____ _____

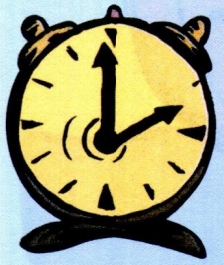
_____ _____ _____

_____ _____

_____ _____

Let's Start

Where are the students in your class from? Write the names of the cities in the chart below. Ask the students from different backgrounds to tell you the names of major holidays they celebrate. Find out when people celebrate these holidays, how they celebrate them, and why. Discuss your chart with the class.



Cities	Holidays	When celebrated?	How?	Why?

Let's Talk...

1. What are three holidays that many people celebrate around the world? Talk about them.

2. Name three holidays you think are the most important in your country. Why are they important? How do you celebrate them?

3. Talk about holiday food. What special kinds of food do people eat on important holidays in your country?

4. Do you think holidays are important? Why or why not?

5. When you were a child, what holiday did you like best? Why?

6. Did you dislike any holidays when you were very young? Which ones and why?

7. What holidays do you like best now? Why?

8. What holidays have you celebrated recently? How did you celebrate them? With whom did you celebrate?

9. What day do you want to celebrate as a holiday? Why?

10. Think about places where you have worked. Were people paid for holidays when they stayed home from work? Why or why not? Which holidays were they usually paid for, if any?

11. Holiday time can be lonely for some people. What can you do to help lonely people during holiday seasons?

A. Think

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What do you know about the United States? In which months do these holidays occur? How do people celebrate? What is the reason for these holidays? Work in small groups to complete the chart.

Holiday	Month	How people celebrate	Reason for celebrating
Thanksgiving			
Halloween			
Independence Day			
Memorial Day			
Dr. Martin Luther King, Jr. Day			
Veteran's Day			
Mother's Day			
Father's Day			
New Year's Day			

Discuss as a class which other holidays students also celebrate in their native countries.

B. Fill in

Complete the sentences. Then discuss with a partner.

1. The happiest holiday is _____ because _____.
2. The most interesting holiday is _____ because _____.
3. The liveliest holiday is _____ because _____.
4. The worst holiday is _____ because _____.
5. The best holiday is _____ because _____.

C. Write

Write about your favorite holiday in your notebook. When do you celebrate? How? Why?

Lesson 11 Superstitions

Vocabulary New Words

bad luck
believe
black cat
bouquet
break
catch
four-leaf clover
good luck
horseshoe
ladder
lucky
mirror
open
rabbit's foot
salt
spill
superstition
sweep
true
umbrella
under
walk
wedding

Let's Talk Words

get married _____
happen _____
invent _____
say _____
secret _____
unlucky _____
unmarried _____
_____ _____
_____ _____

Usage

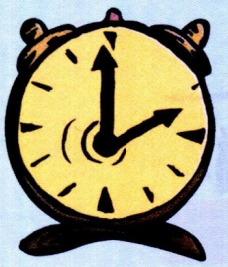
Work in a group. Write a story that describes all the pictures in this lesson using as many vocabulary words as you can.

_____
_____
_____
_____
_____

Let's Start

Work with a partner. Discuss whether or not you believe in these superstitions. Then write "good luck" or "bad luck."

1. shoes on a table _____
2. horseshoe _____
3. rabbit's foot _____
4. broken mirror _____
5. opening an umbrella in a room _____
6. four-leaf clover _____
7. spilling salt _____
8. walking under a ladder _____
9. black cat _____
10. catching a bouquet at a wedding _____



Let's Talk...

1. Some people in the United States think a four-leaf clover is "lucky." What do you think are five lucky things in your country?

2. Many people in the United States believe if you walk under a ladder, you will have bad luck. What are five things people in your country believe bring bad luck?

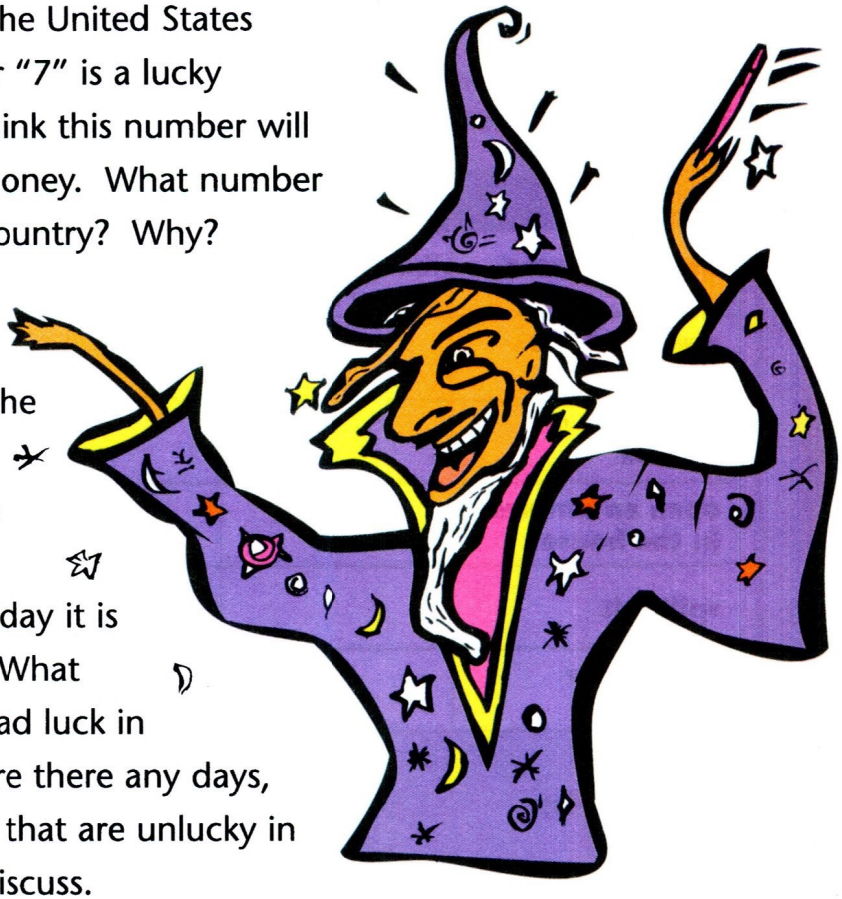
3. What might happen if you break a mirror, spill salt, or sweep an unmarried woman's feet?

4. What might happen if you put shoes on a table, let a black cat walk in front of you, or open an umbrella in a house?

5. Are there any superstitions in your country? Name five.

6. Who told you about the superstitions that you know? What did that person say?

7. Some people in the United States think the number "7" is a lucky number. They think this number will help them win money. What number is lucky in your country? Why?



8. Some people in the United States believe when the 13th day of the month is on a Friday it is an unlucky day. What numbers bring bad luck in your country? Are there any days, months, or years that are unlucky in your country? Discuss.

9. Do you believe in superstitions? Why or why not?

10. Have you ever had a superstition come true? Tell about your experience.

A. Survey

What can these superstitions mean? Who told you about them? Invent answers. Then discuss your ideas with another student.

If you...	What might or will happen?	Who told you about it?	What did he or she say?
break a mirror	*You'll have 7 years of bad luck.*	*my grandmother*	*She said, "If you break a mirror you'll have 7 years of bad luck."*
walk under a ladder			
put shoes on a table			
open an umbrella in the house			
spill salt			
find a four-leaf clover			

B. Fill in

What were some secrets you told family members?

Whom did you tell?	What did you say?
I told my sister I caught the wedding bouquet.	*I said, "I might get married soon."*

C. Write

Answer these questions. Then ask other students what they wrote.

What do you say when someone tells you about their bad luck? _____

_____

What can you tell someone about your good or bad luck? _____

_____

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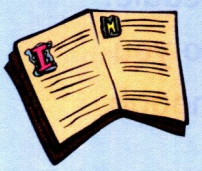
Lesson 12 Sleep

Vocabulary New Words

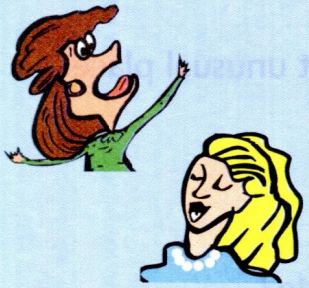


always
blanket
daily
day off
dream
get (up)
go (to bed)
good night
hour
lullaby
never
nightmare
often
position
rarely
schedule
sleep
sleeping aid
sleepwalk
snore
sometimes
tired
tuck in

Let's Talk Words

alarm clock	wake up
allow	_____
enough	_____
noise	_____
oversleep	_____
ring	_____
scream	_____
sing	_____
sound	_____

Usage



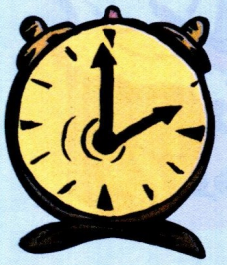
Work with a partner. Read your vocabulary words to each other. Decide together where you think the words belong. Then complete the chart.

Schedule		Sleep	
daily		*lullaby*	

Let's Start

How often do you do these things? Write *always, usually, sometimes, rarely,* or *never.*

I _____ get up early.
I _____ use a blanket.
I _____ have a nightmare.
I _____ snore.
I _____ sleep at the movies.
I _____ sleep on the beach.
I _____ sleep on the sofa.
I _____ go to bed late.
I _____ use sleeping aids.
I _____ dream.
I _____ walk in my sleep.
I _____ sleep in the park.
I _____ sleep in front of the TV.
I _____ sleep on the floor.



Work in small groups. Talk about your sleeping habits. Ask other students about theirs.

Student A: *I always get up early. How about you?*
Student B: *I never get up early.*
Student A: *Why?*
Student B: *I work at night, and I'm tired in the morning.*

Let's Talk...

1. What is your daily sleep schedule? How many hours of sleep do you usually get? Do you get enough sleep? Why or why not?

2. What position do you usually sleep in? How often do you sleep in that position?

3. Name ten or more places where people sleep. What unusual place have you slept in? How often do you sleep there?

4. When you can't sleep, what kinds of things do you do? Do you drink hot tea? How often do you do those things?

5. What are some unusual things people do in their sleep (scream, sleepwalk)? Name three more. What unusual things do you do in your sleep? How often do you do them? How do you know?

6. There are people in United States who allow their children to sleep in bed with them. Do people in your country do that? What about you?

7. What wakes you up in the morning? Do you have an alarm clock? Have you ever overslept because you didn't hear your alarm clock ring? What happened?

8. What time did you usually go to bed when you were a child? How did you feel about going to bed at that time? What special things did your parents do for you before you went to bed? Did they sing a lullaby to you, tuck you in, and say good night?

9. Talk about a good dream that you have had recently.

10. Talk about a nightmare that you have had recently.

11. Do you believe that dreams come true? Why or why not?

A. Survey

Find a student who has done one of the following bedtime activities. Write the student's name in the space. Then ask the student, "How often?" Write *always*, *usually*, *sometimes*, *rarely*, or *never*.

Student's name	How often	Bedtime activity
		listens to music in bed.
		uses sleeping aids.
		sleeps with your child.
		walks in his or her sleep.
		has nightmares.
		wakes up screaming.
		snores.

What bedtime activities do the students do most often? What do they rarely do?

B. Fill in

Unscramble these words and phrases. Then use each one in a sentence.

1. laulybl _____ _____
2. rmaethnig _____ _____
3. nogodhtgi _____ _____
4. raedm _____ _____
5. kwlaspele _____ _____
6. debogot _____ _____

C. Write

Write about a dream or nightmare that you have had. Read it to the class.

_____

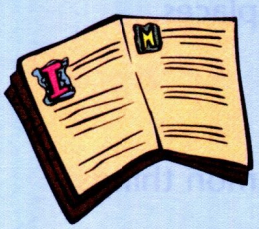
_____

_____

Lesson 13 Stealing

Vocabulary

New Words

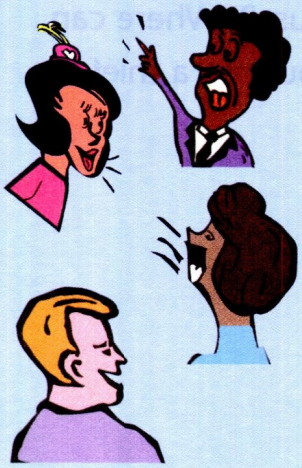


age	less
chronically	person
common	punishment
fewer	someone
frequently	steal
	thief

Let's Talk Words

criminal	victim
future	violent
hide	_____
judge	_____
rob	_____
robbery	_____

Usage

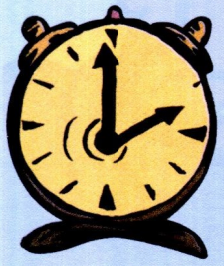


Game: Guess your vocabulary words... Work in groups of four. Form into two teams by choosing a partner in your group. *Player 1* in each team will pick the words, and *Player 2* will guess the words.

How to play:

1. Write all the vocabulary words on small pieces of paper and put them in a bag.
2. **Team A:** *Player 1* picks a word (*thief*) and shows it to *Player 1* on **Team B**.
3. **Team B:** *Player 1* gives a clue for that word (*a person who takes something that doesn't belong to him*) to *Player 2* on **Team B**. If he guesses incorrectly, *Player 1* on **Team A** can ask *Player 2* on **Team A**.
4. The teams take turns choosing words and giving clues.
5. The team that guesses the most words wins.

Let's Start



Work with a partner. Decide what thieves steal from each place. Write the item(s). Then write *less* or *fewer* to show what happens after the thieves have been to each place. Discuss your answers as a class.

Place	Item	After the thief has been there...		
bank	*money*	the bank has	*less*	*money* .
library	_____	the library has	_____	_____ .
restaurant	_____	the restaurant has	_____	_____ .
hotel	_____	the hotel has	_____	_____ .
post office	_____	the post office has	_____	_____ .
office	_____	the office has	_____	_____ .
farm	_____	the farm has	_____	_____ .

Let's Talk...

1. Where do most criminals steal from? Name five places.

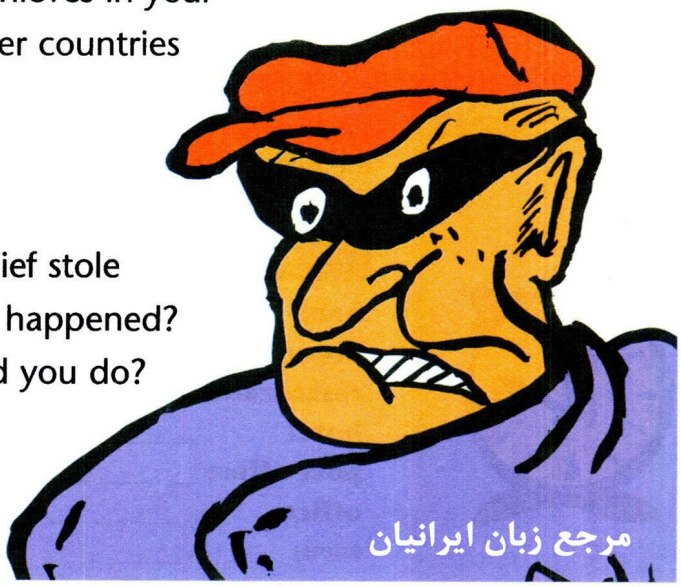
2. What are five common things thieves steal?

3. Where do you think thieves might look first when they enter a house? Where can you hide things in your house so a thief won't find them?

4. In your country, what's the punishment for stealing?

5. What are the ages of most thieves in your country? How about in other countries around the world?

6. Talk about a time when a thief stole something from you. What happened? How did you feel? What did you do?



7. How have thieves changed in the past five years? Are they more or less violent? Are they older or younger? Why do you think that?

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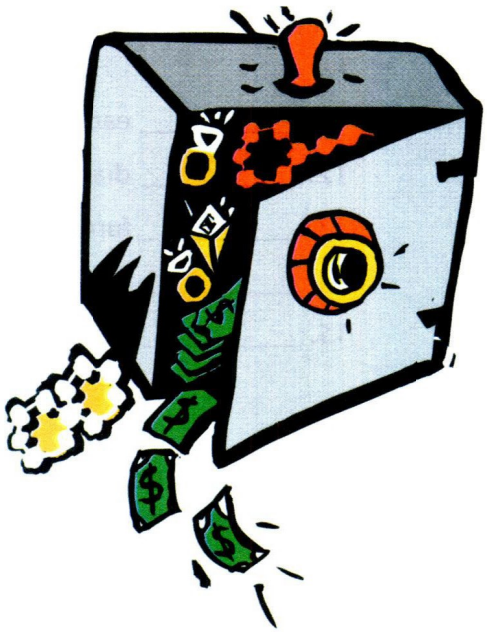
8. Do you think there will be more or less crime in the future? Why?



9. How can a person avoid becoming a victim of robbery?

10. Why do you think people steal? Give three reasons.

11. What can we do to people who frequently steal things? How can we stop them from stealing?

12. You are a judge. What punishment do you give for stealing? Why?

A. Survey

Thieves have stolen things from almost everyone. Ask students what thieves have stolen from them. Fill in the chart.

Name	What the thief stole	When	Where	Do you have less or fewer of what the thief stole?

Where do most robberies happen? What is the most common thing thieves steal?

B. Fill in

Here are some common items that thieves steal. After they steal the items, are there less or *fewer* of them? Write *less* or *fewer* in the space.

1. _____ jewelry
2. _____ art
3. _____ computers
4. _____ TVs
5. _____ money
6. _____ telephones
7. _____ pianos
8. _____ music
9. _____ coins
10. _____ birds
11. _____ earrings
12. _____ diamonds
13. _____ furniture
14. _____ cats
15. _____ necklaces

C. Write

Think about question **6** in the *Let's Talk* section. Write about a time when a thief stole something that you had. When did this happen? What did the thief take? What did you do about it?

_____

_____

_____

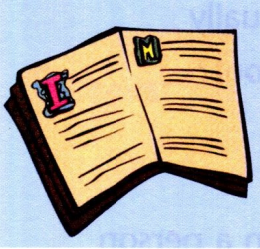
_____

Lesson 14

Gossip

Vocabulary

New Words



article	loud
continue	news
false	recently
fill	spread
gossip	whisper
hear	wrong

Let's Talk Words

right	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Usage

Work in pairs. Read the vocabulary words to each other. Then complete the sentences.

1. I like to watch the _____ on television.
2. Most gossip is _____.
3. I like people. I don't like to _____ gossip about them.
4. When people gossip they usually_____ so no one will _____ them.
5. My parents told me it was _____to gossip.
6. I dislike writers who _____ their _____with gossip.

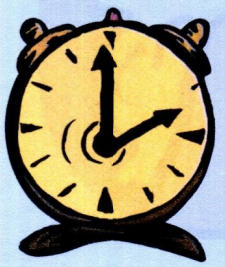
Now write your own sentences using some of your vocabulary words.

_____

_____

_____

Let's Start



Spreading gossip. In your notebook, write five sentences about something unusual that has happened to you. Don't show anyone.

The teacher will choose a student. That student will whisper to another student what he or she wrote. The student who hears the gossip will whisper it to another student. This will continue until the last student says the sentences out loud. Then the student who wrote the sentences will read them. Everyone will see how gossip spreads and how stories change. (As you spread the gossip, say the name of the person who told *you*.)

Now tell the class about some gossip you have heard recently at work, home, or on the phone. Remember to tell the class who told you.

Let's Talk...

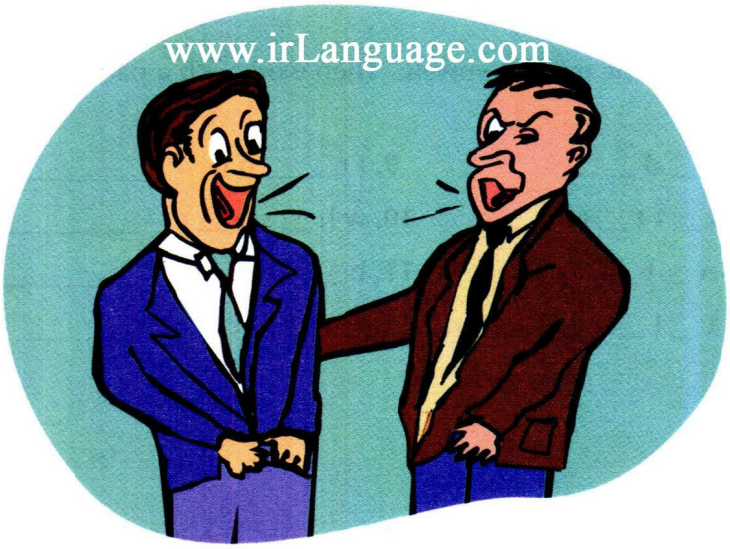
1. What are five things people usually gossip about?

2. Where can a person hear gossip? Name five places.

3. Which magazines are filled with gossip? Name them.

4. What do you think people said about you when you told them you were going to study English?

5. When was the last time you heard gossip from a friend or family member? Tell your group about it.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6. What gossip have you heard on the news recently?

7. Have you ever spread gossip? If yes, what did you say? If not, why didn't you?

8. Who gossips more, men or women? Why do you think that?

9. Why do you think people gossip?

10. Do you think most gossip is true or false? Why? Do you think that it is right or wrong to gossip? Why?

A. Fill In

How do people spread gossip? Add the missing vowels. Then work with a partner, and add your own ideas.

1. m _ _ t h
2. t _ l _ p h _ n _
3. n _ w s p _ p _ r
4. m _ g _ _ z _ n _
5. r _ d _ _
6. l _ t t _ r
7. n _ t _
8. t _ l _ v _ s _ _ n
9. f r _ _ n d _____
10. w h _ s p _ r _____
11. b _ _ k _____
12. t _ l k _____

B. Write

Spreading gossip

Talk to the students in your class. Ask them to tell you some gossip about famous people. Write the gossip you have heard and who told you.

an employer: *supervisor*

gossip: *My friend **told** me his supervisor was always late for work.*

*My friend **said** his supervisor was always late for work.*

1. **an actress:** _____

gossip: _____

2. **an actor:** _____

gossip: _____

3. **an athlete:** _____

gossip: _____

4. **a singer:** _____

gossip: _____

C. Discuss

In small groups discuss what students say about their teachers.

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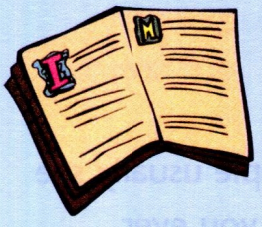
Lesson 15 Ghosts and the Supernatural

Vocabulary New Words



careful
create
creature
Earth
event
exist
free
ghost
imagine
investigate
know
leave (behind)
look (like)
mysterious
phenomena
phenomenon
planet
present
séance
search
should
space ship
strange
supernatural
UFO
understand
witness

Let's Talk Words

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

_____
_____
_____

Usage

Work with a partner. Discuss the vocabulary words you know. Use your dictionary to help you understand the words you don't know. Then match the words in each column.

e	1. séance	a. investigate
_____	2. planet	b. phenomenon
_____	3. ghost	c. know
_____	4. understand	d. Earth
_____	5. mysterious	e. event
_____	6. UFO	f. supernatural
_____	7. search	g. strange

Let's Start

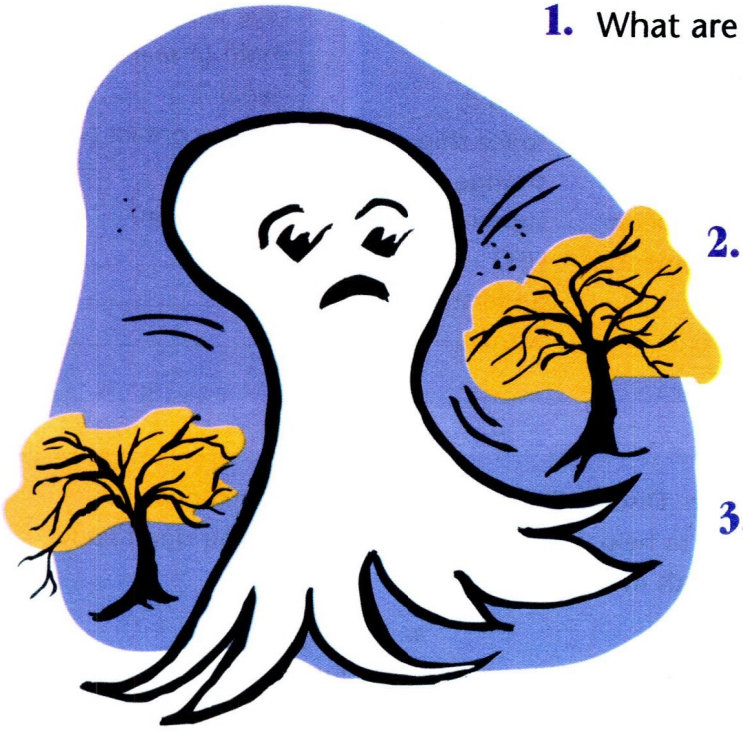
Your teacher will read the following questions. Raise your hand if your answer is yes. Write the name of a student who has also answered yes. Ask that student about his or her experience.

1. Have you ever witnessed a UFO? _____
2. Have you ever gone to a séance? _____
3. Do you believe creatures live on other planets? _____
4. Do you think that supernatural phenomena exist? _____

Work in a group. Imagine a space ship has left behind a very strange and mysterious creature. What does it look like? How should you greet it? How should you treat it? What should you do with it? What should you feed it? Should you let it go free? (*You should study it carefully!*)

Work with your group to create a picture and a story about your mysterious creature. Present your project to the class.

Let's Talk...



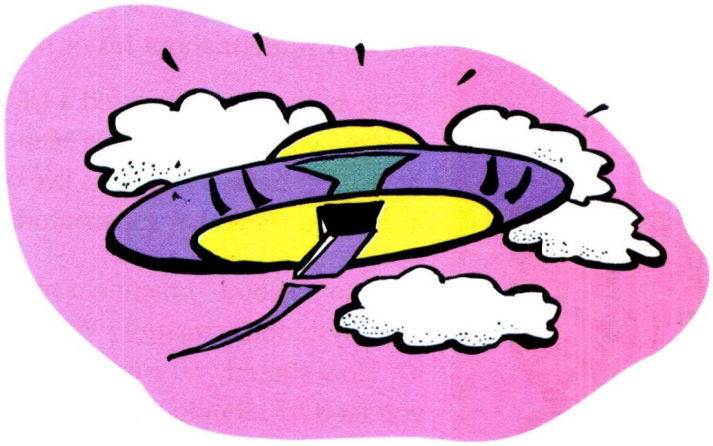
1. What are ghosts?

2. Where do people usually see ghosts? Have you ever seen a ghost? Discuss.

3. Do you believe that UFOs or creatures from other planets exist? Why or why not?

4. Where do people usually see a UFO? Has anyone you've known seen a UFO? Have you? Talk about it.

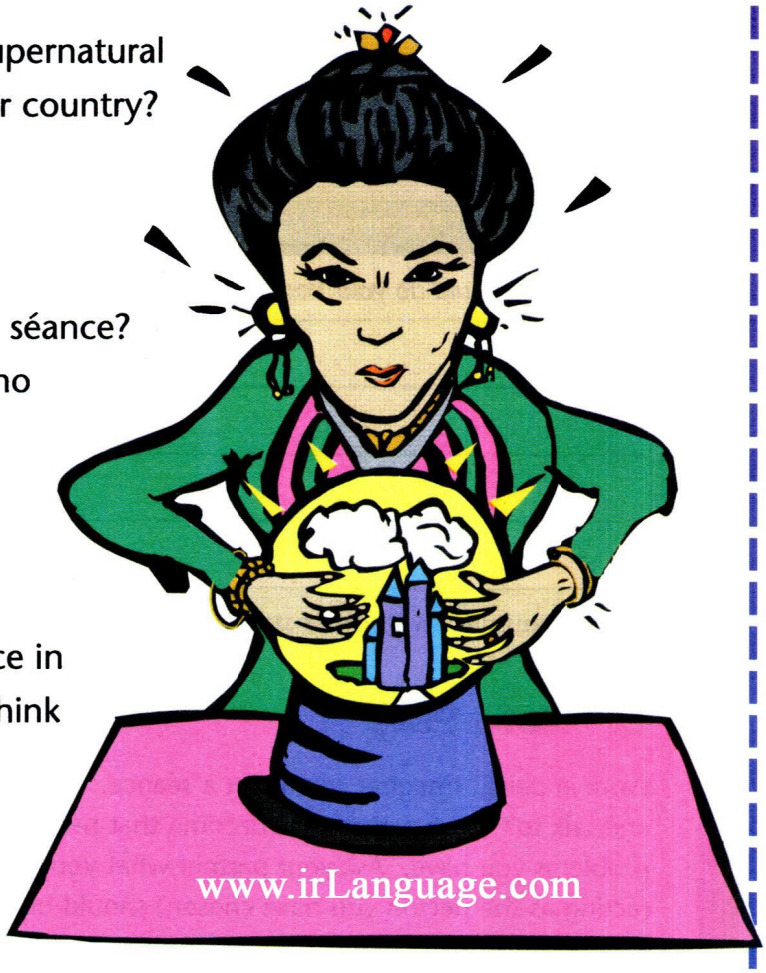
5. Do you think the government should spend money to investigate or search for UFOs? Why or why not?



6. Has any mysterious or supernatural event taken place in your country? Explain.

7. Have you ever been to a séance? Do you know anyone who has? Talk about your experience.

8. Is it legal to hold a séance in your country? Do you think it should be? Why or why not?



9. Imagine you are an "eye witness" to a ghost, a UFO, or a supernatural phenomenon. What should you do? Should you tell your friends and family? Should you call the police? Will people believe you? Discuss.

A. Think

irLanguage.com

Imagine you are a young child. A ghost of your mother or father is watching you and telling you what you should and shouldn't do. What is the ghost saying?

You should	You shouldn't
You should do your homework.	*You shouldn't eat too much candy.*

Discuss your lists with other students in your class.

B. Role Play

Work in pairs. Imagine you are at a séance. Who do you want to make contact with and talk to? Your partner will become that person. Tell your partner about three problems you have. Ask your partner what you should do about them. Your partner (acting as the person you have chosen) should be able to answer your questions.

My partner is _____.

What should I do about _____?

What should I do about _____?

What should I do about _____?

C. Write

What are ghosts? Explain your answer in four sentences.

_____

_____

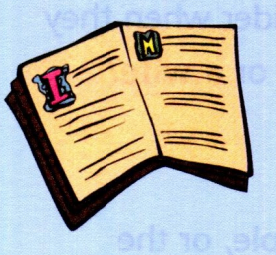
_____

_____

Lesson 16 Relationship

Vocabulary

New Words



appropriate
husband
break up
consider
difficult
wife
impolite
lazy
relationship
sloppy
teenager
would

Let's Talk Words

approve
bring home
care about
constant
culture
decide
disapprove
generation
judge
potential
race
religion
_____
_____

Usage

Work with a partner. Read all the vocabulary words to each other. Decide which words describe people and which describe their feelings.

People		Feelings	
race		*approve*	

Let's Start

Work in pairs. Read the situation below. Decide who will play the role of the teenager and who will play the role of the parent. If you were the parent, what would you do? If you were the teenager, what would you do? Role play.

PARENT: You know your teenager is in a difficult relationship. Your child is dating someone who is sloppy, lazy, and impolite. You want them to break up. Talk to your teenager and try to get him or her to consider dating another person.

TEENAGER: You find your spouse! You think this person is the best one you have ever seen. You see this person as wonderful, fun to be with, and nice. You think your family doesn't understand your relationship. Explain your situation and feelings.

Let's Talk...

1. What five characteristics do young people usually consider when they look for a **husband** or a **wife**?

2. How do older people, or the parents of the younger generation, usually judge a potential **spouse**? How do these characteristics differ from the younger generation's ideas of a potential **spouse**?

3. Did your parents disapprove of any of your past relationships? Why?

4. Did you disapprove of any of your children's or sibling's relationships? Explain why.

5. If you disapproved of a family member's relationship, would you tell that person how you felt? Why or why not?

6. Have you ever seen anyone whom you would marry?

7. Would you break up with your friends if your family disapproved of them? Why or why not? Have you ever broken up with someone because of that reason? Why or why not?

8. In your country, who decides whom a person should marry? Does the person decide, or the parents? How do you feel about that?

9. How do you feel about people who don't marry someone of the same race, religion, or culture? Why? If that person were someone in your family, would you feel differently? Explain.

A. Think

(If you aren't single, imagine you are.)
Form into small groups to discuss how you should handle these difficult situations.

What would you do...

What would you do if you like someone, but that person didn't like you?

_____

_____

What would you do if someone liked you, but you didn't like that person?

_____

_____

B. Fill In

Who loves you? Who do you love? Complete the chart. Share your list with a partner.

Loves me		I love	
Name	Relationship to me	Name	Relationship to me

C. Write

Write a letter to someone you care about—husband, wife, fiance or fiancée.
Explain how you feel and why.

_____

_____

_____

_____

Stress

Vocabulary New Words

associate
employee
less than
manage
million
more than
owe
raise
shout
sight
stress

Let's Talk Words

afraid	negative	relax
better	nervous	responsibility
cause	occur	scare
combat	optimist	throughout
deal with	pessimist	upset
destroy	physical	way
handle	positive	_____
mental	reduce	_____

Usage

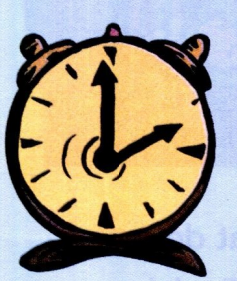
Word Association Game Work in pairs. One student will say a word. The other student will choose a word that can be associated with that word and then explain why. Write your word pairs below.

Student 1: *upset*
Student 2: *stress*
Student 2: *People feel upset when they have a lot of stress in their lives.*

upset *stress*		

Let's Start

Compare the situations and decide which would be more or less stressful. Write *more* or *less*. Then form into groups and discuss your ideas.



1. raising two children _____ stressful than managing a hundred employees
2. owing the government a million dollars _____ stressful than being sick for a year
3. losing your sight _____ stressful than losing your hearing
4. having too much to do _____ stressful than having nothing to do
5. your boss shouting at you _____ stressful than your spouse shouting at you

Let's Talk...

1. What is stress? What five things can cause stress?

2. What are five positive ways people deal with stress?

3. What are five negative ways people deal with stress?

4. Talk about the most stressful day that you have ever had. How did you handle the stress?

5. When you were a child, how did people in your family deal with stress? Give some examples.

6. Have you ever broken or destroyed anything when you felt very stressed? What have you done to combat stress?

7. When someone you know is very upset and shows signs of stress, does it scare you? What do you think might happen? Has this ever happened to you? Explain.

8. Would you take a very stressful job if you were paid a high salary? Why or why not?

9. How can people reduce stress in their lives? What are some things people do to relax?

10. Where do you think it is most stressful to live? Why?

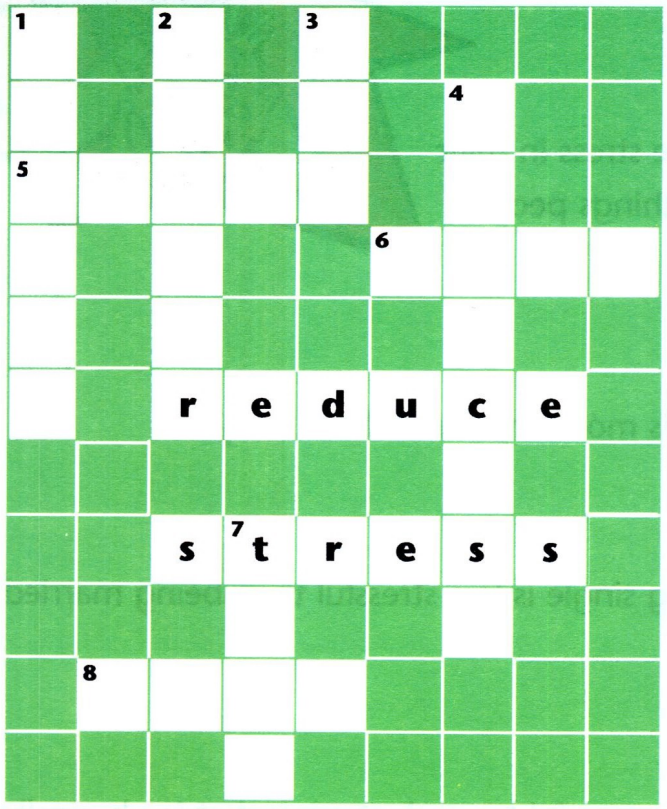
11. Do you think that being single is less stressful then being married? Why or why not?

12. Do you think it is more stressful to work at a job that is physically or mentally challenging? Why?

13. Are you an optimist or a pessimist? Why is it better to be an optimist when negative events occur in your life?

A. Puzzle

Complete the crossword puzzle using words that show what people do to *relieve stress.*



Across

5. Yell, scream, or_____ .
6. _____ a magazine.
8. Take a long, quiet _____ with a friend.

Down

1. _____ to music.
2. Take a long hot _____ .
3. _____ healthy foods.
4. Lift weights and _____ .
7. _____ on the telephone.

B. Think

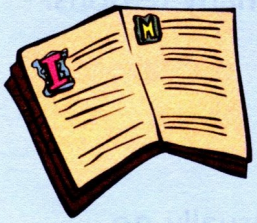
Throughout life people have stress. Compare your life now to your life when you were a child. What is more stressful now? What is less stressful? Why? Discuss in a group.

Sample situation:

Budgeting my money is more stressful now than when I was a child because I have bills that I need to pay.

Lesson 18 Going To College

Vocabulary New Words

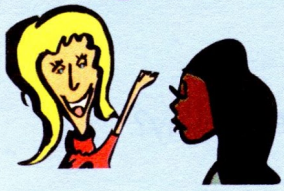


immediate family
issue
go to college
remain

Let's Talk Words

across	regret
adult children	_____
advice	_____
down	_____
on your own	_____
over	_____
reaction	_____

Usage



Work with a partner. Each of you will choose a picture on the following two pages and write a short story about it using your vocabulary words. Share your stories and guess your partner's picture. Then use your vocabulary words to talk about the remaining pictures.

Let's Start

Think about your immediate family. What are some things you have told your children to do or not to do? Did they ever listen? What did they say? Did you ever tell them to go to college? What issues made you think about telling them to go to college? How do you feel about those same issues now? Do you think they are still very important? (If you don't have children, think about things your parents told you to do or not to do. Did you listen? Why not? How do you feel about those issues now?)

Think about these issues. Then form into small groups to discuss.

If you are a parent discuss this:	**If you aren't a parent discuss this:**
Things I told my children, but they didn't listen.	*Things my parents told me to do, but I didn't listen.*
Why they didn't listen. What they said.	*Why I didn't listen. What I said.*
How I feel about those issues now.	*How I feel about these issues now that I am an adult.*

What is the most difficult part about being a parent? A child? Explain.

_____

_____

Let's Talk...

1. Parents tell their children to go to college for many reasons. Name five.

2. When do children usually go to college in your country? Why?

3. When did you go to college Why?

4. What was your family's reaction when you told them you were going to college?

5. Have you ever regretted going to college? Why or why not?

6. What do you think is the best part of go to college?

7. Have your parents ever told you or one of your siblings to go to college? What did they say? Why did they say that?

8. Do you think it's right for parents to tell their children to go to college when they are over eighteen years old? Why or why not? When should adult children go to college? Why?

9. Would you ever tell your children to go to college? For what reasons, if any? (If you don't have children, imagine what you might do.)

A. Word Search

Try to find your vocabulary words and phrases without looking at the beginning of the lesson. Search across or down. Circle the words and copy them below.

d b w v s i b l i n g s r e g r e t a e m
o s i i s s u e e x p l a i p e r b s e o
w c f t c h i l d r e n d u p m h r e e v
n h e d e e t e f a m i v a a a l o a b e
o n y o u r o w n f a v i r r i e t r r o
f l r v e s l y s s h e c p e n u h c o u
a d r e g h u s b a n d e s n u h e h t t
m r r r e t k k b s s u e e t p l r i h i
i a d u l t c h i l d r e n s a c r o s s
l n a t h r e a c t i o n y f a t h e r g
y k t y r l m o t h e r u s i s t e r j l
b d i m m e d i a t e f a m i l y e a d e

Can you find any other words? List them. Compare your list with other students.

issue _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

B. Think

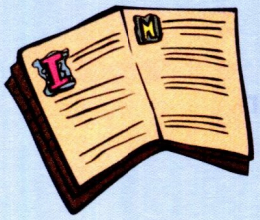
Work with a partner. Imagine you are the parents of an adult "child." You want your adult child to go to college. Pack a suitcase with ten items you think your child will need. List them in your notebook.

C. Write

If you have gone to college, what advice did your parents give you when you decided to go there? What did they tell you? (If you still live at home with your family, what advice do you think they will give you?) Write your answer in your notebook. Discuss this situation with other students.

Lesson 19 Growing Old

Vocabulary New Words



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

Let's Talk Words

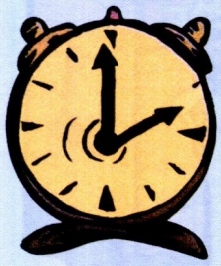
advantage
affect
ail
cane
care
convalescent hospital
depict
distinguished
elderly
fear
golden years
help
how old
leader
lifestyle
mandatory
media
negative light
nursing home
pass away
plan
positive light
recognized
reflect
refuse
retirement
wheel chair
_____
_____
_____
_____
_____

Usage

Work with a partner. Choose a picture from the next two pages. Describe the picture using as many vocabulary words as possible. Your partner will draw the picture . Then look at the drawing. Did your partner draw what you described? Now it's your turn to draw. Listen to your partner's description. Take turns describing and drawing.

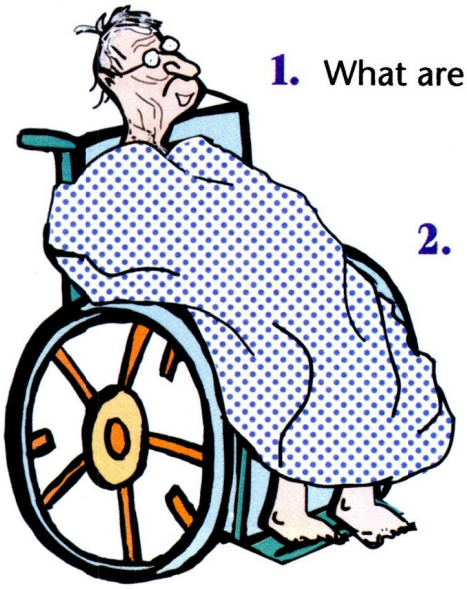
Let's Start

What do you want people to think and say about you when you become a senior citizen? Answer the following questions. Then share your answers with someone in the class.



1. Where did you grow up?
2. What did you like to do when you were very young?
3. Did you ever help anyone? Who? How did you make a difference in that person's life?
4. How do you treat your family and friends?
5. What have you achieved or accomplished?
6. What kind of person are you?

Let's Talk...



1. What are five fears that you have about growing old?

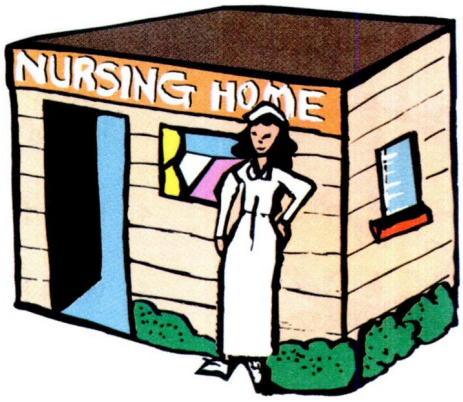
2. How "old" is old? Why? Explain.

3. What are some advantages people have when they become senior citizens?

4. How can older people help younger people? How can younger people help older people? Give some examples.

5. In the United States, many senior citizens need special care. They live in places called convalescent hospitals or nursing homes. Where do ailing seniors live in your country?

6. Some people become famous, distinguished, or recognized leaders after they enter their "golden years." Name a few of these people. What did they accomplish?



7. Was there an elderly person in your life who was special to you when you were a child? How did that person affect your life?

8. What plans have you made for your retirement? How do you think your lifestyle will change when you become a senior citizen?

9. Do you think there should be mandatory retirement for people over 65? Why or why not?

10. How have people in your county treated senior citizens? Explain.

11. How does the media depict older people? Do TV shows or movies generally show aging in a positive or negative light? Give some examples.

12. What are the "golden years"? Do you think that your older years will be "golden"? Why or why not?

A. Pronunciation

Pronounce these words with your teacher. Then pronounce them with a partner. Do you hear the sound [t], [d], or [id]? Write the final "ed" sound. Then, circle all the words where the "e" in the final "ed" is pronounced. What letters come before the final "ed" so that the "e" is pronounced?

1. baked _____	6. listened _____	11. visited _____	16. liked _____
2. cleaned _____	7. planted _____	12. played _____	17. talked _____
3. walked _____	8. studied _____	13. worked _____	18. liked _____
4. fixed _____	9. regretted _____	14. learned _____	19. cooked _____
5. watched _____	10. hoped _____	15. decided _____	20. passed away _____

Now use these verbs to answer the questions in Exercise **B**.

B. Write

Imagine you are in your golden years. Sit on a park bench and reflect on your life.

1. Do you remember your accomplishments, achievements, failures, adventures, some joyous and some somber events? Share your thoughts.

_____

_____

2. Have you had any regrets? How can you change your life and lifestyle now to avoid further unhappiness and failures?

_____

_____

C. Draw

In your notebook, draw a picture of your life now. Include your lifestyle, family, friends, employment, and whatever else is important to you. Then, imagine you are ninety-nine years old. Draw a picture of the life you plan to have at that age. Is it a positive or negative picture? What do most people think about growing old? Discuss your pictures and ideas in a group.

My life now **When I am ninety-nine years old**

Lesson 20 Pollution and Recycling

Vocabulary New Words

aluminum
bottle
can
garbage
glass
noise
pollution
paper
plastic
pollute
pollution
problem
recycle
smog
store
styrofoam
waste

Let's Talk Words

active
concern
conserve
contribute
convince
depend on
director
earth
eliminate
environmental group
force
frequent
gasoline
improve
recycling center
resources
safe
volunteer

Usage

Work with a partner. Decide the answers together. Use your vocabulary words and other words you know to write as many possibilities as you can. Share your ideas with the class.

Smog is caused by _____.

Recycled aluminum cans are made into _____.

Recycled paper is used for _____.

Noise pollution is caused by _____.

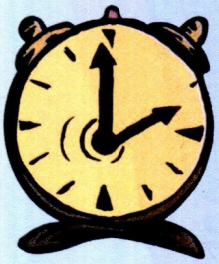
Recycled styrofoam can be used for _____.

Recycled plastic is used to make _____.

Glass and bottles are recycled at _____.

Garbage and waste can be stored _____.

Let's Start



The president put your group in charge of improving your local city's environment. Make a list of all the environmental problems in your city. Then make a list of how these problems will be corrected.

Present environmental problems	How they will be corrected

Let's Talk...

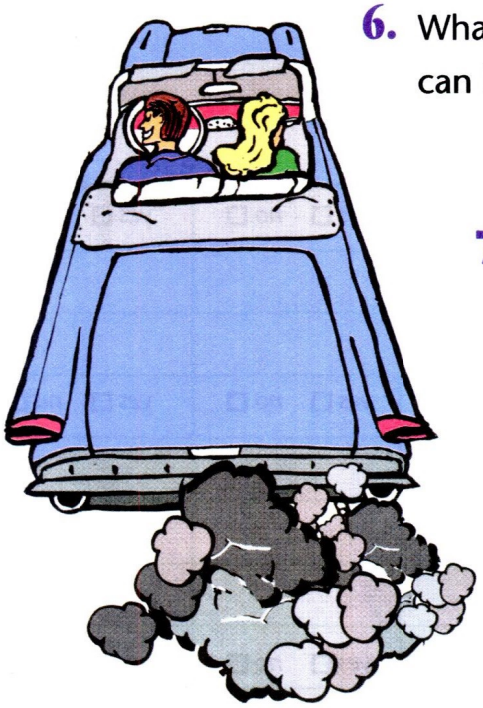
1. What are five things that can be recycled? Name five things that can't be recycled and explain why.

2. Have you ever recycled anything? What and why? If not, why not?

3. What are some things that are recycled in your country?

4. The United States has government recycling centers. People bring things that can be recycled to the centers, and they receive money for them. Are there recycling centers in your country? If so, how much do people get paid for each item recycled? If not, why do you think there aren't any recycling centers?

5. Do you think people should be forced to recycle? Why or why not?



6. What are five things that cause pollution? What can be done to eliminate pollution?

7. What is carpooling? Why do most people drive alone instead of carpooling? Give three reasons.

8. What environmental groups are active in your country? Have you ever contributed your time as a volunteer to an environmental group? Why or why not?

9. Do you think smaller families usually use fewer resources, or do you believe it depends on the individual family's concern for the environment? Explain.

10. What are landfills? Where are they in your country? Do you think they are safe for the environment? Why or why not?

11. How do you think we can make the earth a cleaner and better place in the future?

A. Survey

Ask students about these environmental issues.

Name	*Anna*			
Recycle	*yes* ☑ *no* ☐	*yes* ☐ *no* ☐	*yes* ☐ *no* ☐	*yes* ☐ *no* ☐
What	*newspapers*			
Where	*at school*			
Carpool	*yes* ☑ *no* ☐	*yes* ☐ *no* ☐	*yes* ☐ *no* ☐	*yes* ☐ *no* ☐
When	*every day*			
Where	*to school*			
With whom	*my sister*			
Conserve resources	*yes* ☑ *no* ☐	*yes* ☐ *no* ☐	*yes* ☐ *no* ☐	*yes* ☐ *no* ☐
What	*water, gasoline*			

How do students improve the environment? Do most students in your class carpool? What is the most frequently recycled item?

B. Think

Make a list of everything that can be recycled in your city. Circle the things that you recycle. Compare your list with other students. Do you recycle the same things? What else can you recycle?

_____ _____ _____

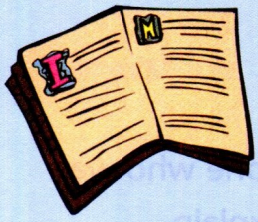
_____ _____ _____

C. Write

You and a partner are directors of an environmental group. Name your group. What will your group plan to do to help the environment? How will people be convinced to join your group? Write your ideas in your notebook. Then share them with the class.

Lesson 21 The Homeless and Welfare

Vocabulary New Words



anyone
find out
homeless
represent
services
social worker
someone
welfare

Let's Talk Words

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

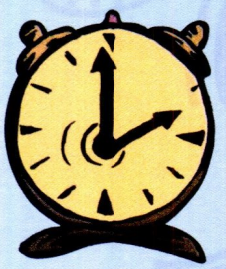
Usage

Work in a small group. Draw some pictures you believe will represent the life of someone who is homeless. Then use your vocabulary words to tell a story about your pictures.

Let's Start

Work in pairs. Read the situation below. Decide who will play the role of the social worker and who will play the role of the homeless person. Role play.

Social worker: How long have you been homeless?
Homeless person: _____.
Social worker: How did you become homeless?
Homeless person: _____.
Social worker: How did you find out about our services?
Homeless person: _____.



Homeless person: How can I find a job? Do you know anyone who would hire me?
Social worker: _____.
Homeless person: Where are some places I can stay until I start working again?
Social worker: _____.
Homeless person: What are some other ways I can change my life?
Social worker: _____.

Let's Talk...

1. Give some reasons why people become homeless.

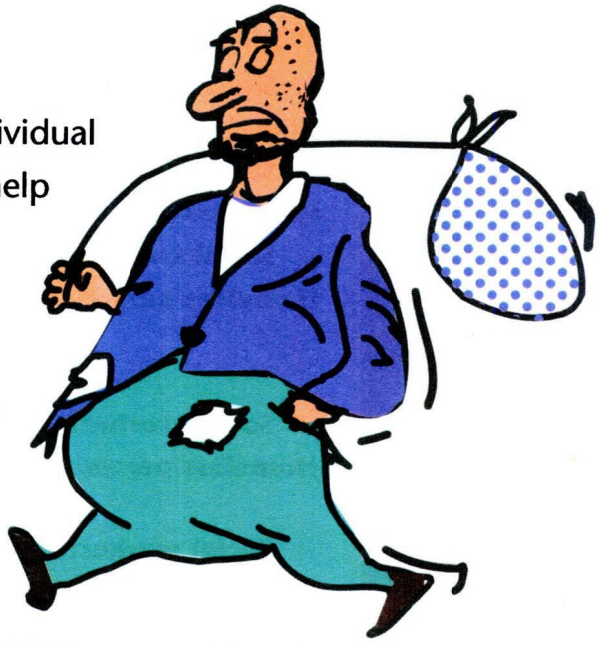
2. Do you know anyone who was or is homeless? Explain.

3. Have you ever seen any homeless people on the street? What do you do when you see them? Have you ever given a homeless person anything? What? Why?

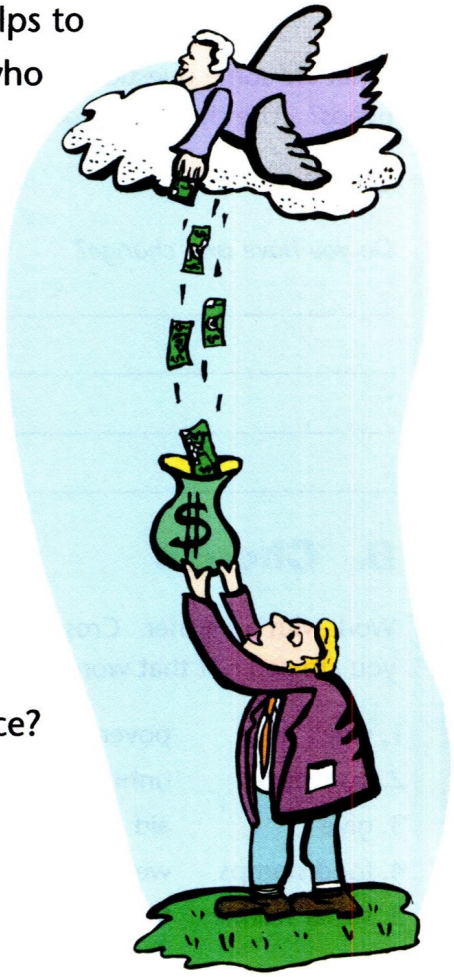
4. What do you think is the best way to help a homeless person? Give an example.

5. What are some things that individual people in your country do to help poor people?

6. Are there any homeless people in your country? What does the government do to help them?



7. In the United States a welfare system helps to provide assistance to some individuals who cannot support themselves or their families. Food stamps, low-cost housing, shelters, reduced utility rates, and sometimes money are offered by the government. What do you think about this?



8. Does a public assistance or welfare system exist in your country? Why or why not? If there is one, do you know anyone who is or was receiving assistance? Who? Why did that person need help?

9. Name some professions that help homeless people. Name some occupations that help people improve their lives so they might not become homeless.

10. If you were the president or leader of your country, how would you end poverty?

A. Think

What are some questions that the homeless ask other people? What are some of their needs? (Use the words *some* or *any*.)

Question	Need
*Do you have **any** change?*	*I want to buy **some** coffee.*

B. Choose

Work with a partner. Cross out the word in each row that doesn't belong. Discuss why you crossed out that word.

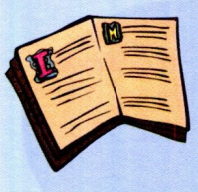
1. week	poverty	hunger	neediness	welfare
2. homeless	unhealthy	unemployable	successful	depressed
3. give	aid	steal	help	teach
4. food stamps	welfare	salary	public assistance	low-cost housing
5. social worker	teacher	job counselor	doctor	jobless person

C. Write

Work with a partner. Write a letter to the president or leaders of your country encouraging them to end homelessness. Suggest ways private businesses, community volunteers, and the government can contribute to a successful program.

Lesson 22 Disasters

Vocabulary New Words



bomb
category
disaster
drought
earthquake
fire
flood
food poisoning
insect infestation
natural disaster
oil spill
plague
storm
tornado
volcano
war

Let's Talk Words

blow
damages
dinosaur
disaster proof
effect
erupt
extinct
flock
food supply
futuristic
guarantee
homeowner
human race
insurance policy
insure
lack of
major
natural resource
pattern
population
predict
roam
salesperson
scientist
survival
unseasonable
use up
useful
weather
_____
_____

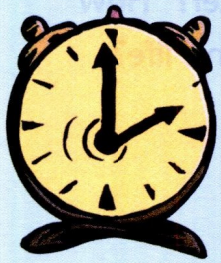
Usage

Work with a partner. Read the vocabulary words to each other. Some of the words can be associated with natural or other disasters. Decide in which category you think the words belong. Write them below.

Natural disasters	
earthquake	_____
_____	_____
_____	_____
_____	_____

Other disasters	
oil spill	_____
_____	_____
_____	_____
_____	_____

Let's Start

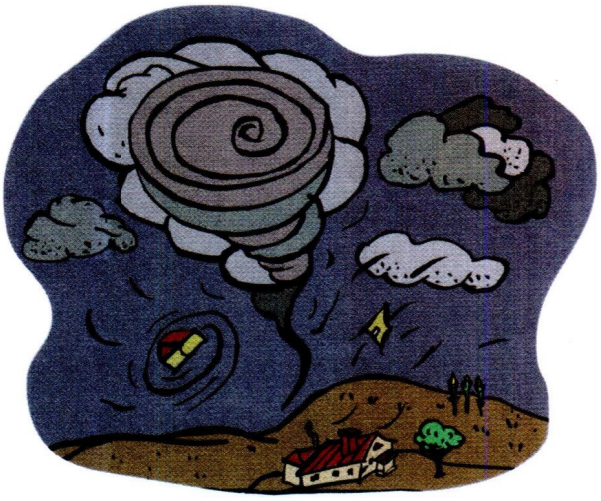


Listen. Raise your hand if the following disasters have ever occurred in your city. Look around the room. How many students have raised their hands? Introduce yourself to these students after class, and ask them about their experiences.

_____ earthquake	_____ tornado	_____ storm
_____ war	_____ food poisoning	_____ bomb
_____ plague	_____ oil spill	_____ fire
_____ volcano	_____ insect infestation	_____ drought

Which disasters are the most common? Do you think that they are the most common throughout the world? Discuss as a class.

Let's Talk...



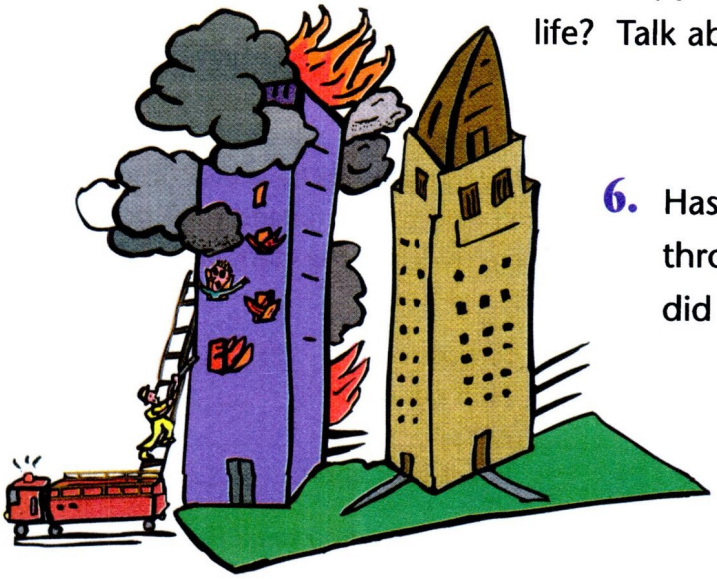
1. What is a "natural" disaster? Give some examples.

2. Give some examples of other disasters?

3. Why do you think natural disasters occur? Give three reasons. What causes other disasters?

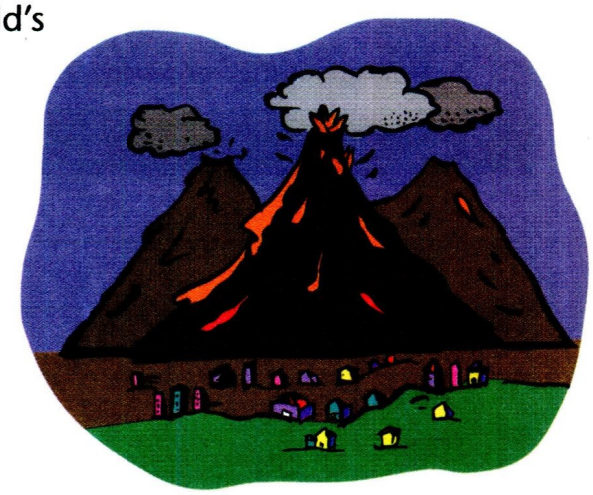
4. What was the most recent natural disaster that happened in your city? Talk about it.

5. Have you ever lived through a major disaster? Where? Who was responsible for it? Why did it happen? How has it affected your life? Talk about it.



6. Has anyone you've known lived through a major disaster? How did it affect that person's life?

7. What do you think was the world's worst disaster? Why do you think it was the worst disaster?



8. What are natural resources? Name at least ten. Tell why some are important or useful.

9. Lack of natural resources can become a major disaster in the future. What can we do to conserve our natural resources?

10. Some people think they can predict a disaster. For example, some people say birds flock together in an unusual pattern. Others say there is unseasonable weather before an earthquake. Do you know any other superstitions or have you heard any other predictions about volcanos erupting or tornados blowing? What are they?

11. Some scientists believe dinosaurs roamed the earth until a major disaster occurred that made them all extinct. What do you think the world will look like five hundred years from now? What disasters will have occurred? What animals will have become extinct? What will have happened to the human race? Use your imagination.

A. Survey

Ask students about their experiences with disasters. Complete the chart.

Name	Native country	Disaster you have experienced	How it affected your life	How will you prepare for a similar disaster?

What disasters have many of the students in your class experienced? Are some disasters common to a particular country?

B. Think

Imagine it is December 1 and you are a homeowner. A salesperson offers you a special end of the year homeowner's insurance policy that guarantees all damages to your home will be insured for the following year. To receive this policy, your home will have to be as disaster proof as possible. What *will you have done* to your home by the end of the year to receive this offer?

1. **earthquake** *We **will have moved** all mirrors away from our beds.*
2. **flood** _____.
3. **fire** _____.
4. **tornado** _____.
5. **insect infestation** _____.

C. Write

Work with a partner. Imagine a futuristic disaster and write about the effects it will have on the environment, population, food supply, and animal survival. Write your ideas in your notebooks. Then share them with the class.

Lesson 23

Smoking

Vocabulary

New Words

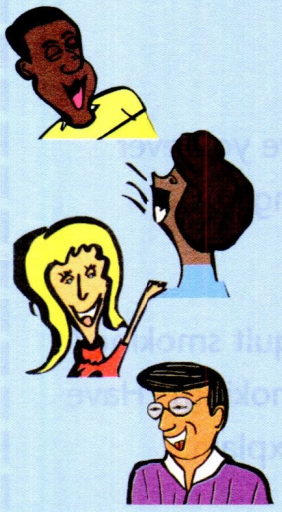
ban
cigarette
correct
dash
debate
farmer
gallows
hang
hangman
idea
incorrect
industry
non-smoker
smoke
smoker
spell
tobacco

Let's Talk Words

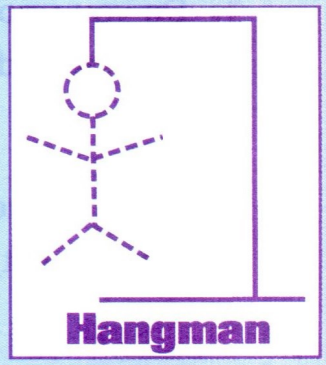
bad habit
bother
break a habit
cancer
chew
could
determine
illegal
instead
permit
quit
second-hand smoke
since
surgeon general
tempt
try

_____
_____
_____
_____
_____
_____

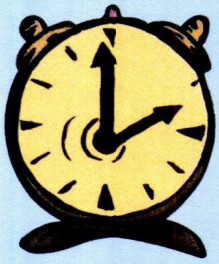
Usage



Form into two teams. Your teacher will choose a word, copy the gallows on the board, and draw dashes next to it. Each dash will represent a letter of the chosen word. Students from each team will take turns guessing letters to spell out the word. Each time a student says an incorrect letter the teacher will draw a body part (beginning with the head) on the gallows. Whoever guesses the word correctly has to use the word in a sentence. If the word isn't used correctly in a sentence, then the other group can try. After a student uses the word correctly in a sentence, that student's group gets a point. The group with the most points wins. (If no group guesses correctly, or if a person is hanging on the gallows, the teacher gets a point. The teacher can win, too.) Close your books and begin.



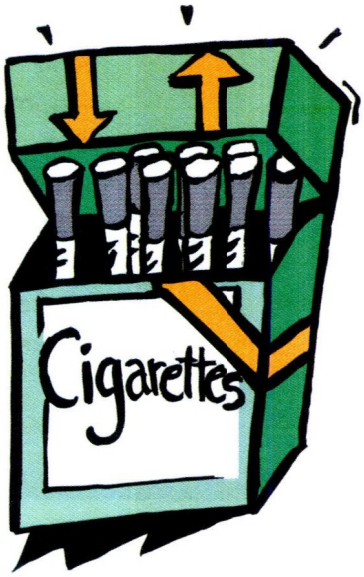
Let's Start



Work in the same groups. One group will represent the tobacco industry farmers and smokers. The other group will represent doctors and non-smokers. Your teacher will make a chart on the board. Debate the following topic: Should cigarettes be banned? Your teacher will write your ideas on the chart. See which side forms the longest list. Then copy your teacher's chart in your notebook.

Cigarettes should be banned	**Cigarettes shouldn't be banned**

Let's Talk...



1. Why do people smoke? Give five reasons.

2. When do people smoke?

3. Do you know people who smoke? Who? Does it bother you that they smoke? Why or why not?

4. Do you smoke? Why? Why not? If you do, how did you feel after your very first cigarette?

5. If you smoke, how long have you been a smoker? Have you ever tried to quit, but couldn't? Why don't you quit smoking?

6. If you were a smoker, how long has it been since you quit smoking? How do you feel about quitting? How did you stop smoking? Have you ever felt tempted to go back to smoking again? Explain.

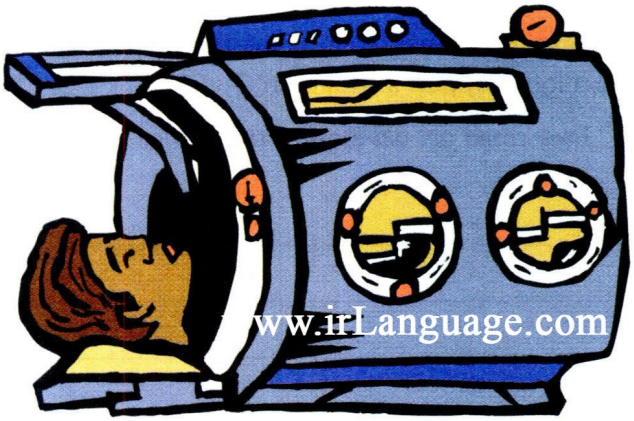
7. Do you believe that people could get cancer from second-hand smoke? Why or why not?

8. In many cities in the United States, smoking is banned in supermarkets, restaurants, hospitals, department stores, airplanes, and most forms of public transportation. Do you think that people should be permitted to smoke on airplanes, buses, or trains? Why or why not? Should people be allowed to smoke in public places? Why or why not?

9. Is smoking banned anywhere in your country? Where? Is there a legal age for smoking in your country? If so, what is it? If not, should there be?

10. Do you think that smoking should become illegal? Why or why not?

11. What has the surgeon general determined about smoking? (*What does it say on most cigarette boxes?*)



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12. Whose "rights" are more important, smoker's or non-smokers? Why?

A. Survey

Ask students about smoking.

Name	Native country	Who smokes in your family?	Have you ever smoked cigarettes?	How many a day?	Did you quit?

Which country has the most smokers? The fewest smokers?

B. Decide

Smoking is a bad habit that *should* be broken. List some other bad habits. Then decide what *could* be done to break those habits.

Bad habits that *should* be broken	How you *could* break the habit
Smoking is a bad habit that should be broken.	*You could chew gum instead of smoking.*

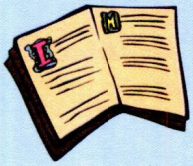
C. Write

Work with a partner. Talk about the following questions. Then write your ideas.
Why should people stop smoking? What might happen if they don't?

People should stop smoking to look better. They could get old-looking skin if they continue to smoke.

Lesson 24 Betting on horses

Vocabulary



brainstorm
enroll
friendship
game
job placement

New Words

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

Let's Talk Words

addiction
attend
beg
bet
cheat
crime
cycle
excitement
famous
force
form
fulfill (dreams)
hope
horse races
lie
lottery
make a bet
overeat
overwork
recovery
revenue
self-help group
site
town
_____
_____

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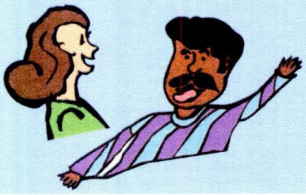
Usage



Where would you see these vocabulary words? Where would you use them? Work with a partner to brainstorm ideas. Write them below.

The sports page of a newspaper

_____

_____

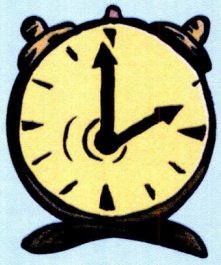
_____

_____

_____

Let's Start

Life is a game is a popular expression in English. What do you think it means? Have you ever taken a chance on something important in your life? Fill in the chart with important decisions you have made. Then check the box that shows how you feel those decisions paid off. Was it a good decision (you won), or a bad decision (you lost).



Decision or or event	What was the bet ?	Won	Lost	Explain
Telling my friend a secret	*Having gossip spread about me*	☑	☐	*We have a good friendship. She didn't tell.*
		☐	☐	
		☐	☐	
		☐	☐	

Situations people take chances on : marriage, children, job placement, enrolling in a class, purchases, location of residence.

Let's Talk...

1. Why do people bet on something like horses? Give five reasons.

2. Do you know anyone who likes to bet on horses? Who?

3. When did you bet on horses last? Where? Did you win or lose the last time you bet on horses?

4. Have you ever gone to places like Santa Anita horse races in California (United States)? Talk about your experience.

5. Have you ever bet on horses and lost a lot of money? Tell your group about it.

6. Is betting on horses legal in your country? If not, why isn't it legal? Do you think that betting on horses should be legal or illegal? Why?

7. What should the government do about people who spend all their money on betting on horses? Should they be forced to attend a recovery or *self-help group*? Why or why not?

8. There are different kinds of addiction such as : overeating, oversleeping, and overworking. What addiction(s) do you have? Do you think you could break your addictive cycle? How could you try?

A. Survey

Ask students if they have bet on horses and find out if they were successful.

Name	Native country	Have you ever made a bet?	Where?	Did you win or lose?

What is the most common type of gambling? Do people usually win or lose?

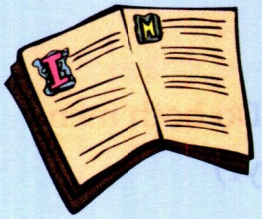
B. Write

Chose one question. Talk about it with a partner. Then write a story in your notebook.

1. Have you ever beaten anyone at a sport? What sport? Who? When? Where?
2. Have you ever won a lottary ? What? When? Where? Why?

Lesson 25 War and the Military

Vocabulary New Words

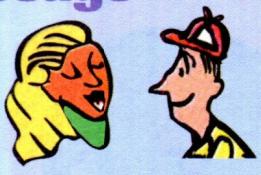


conflict
current
military
neither
nor

Let's Talk Words

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

Usage

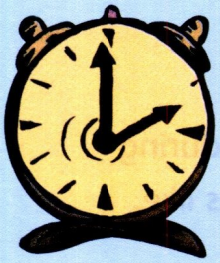


Work with a partner. Listen to your teacher read the vocabulary words. Decide which have a positive meaning and which have a negative meaning. (Some have neither a positive nor a negative meaning.) Write the words in the category you think they belong.

Positive	
educate	

Negative	
war	

Let's Start



Discuss as a class. What are some current world problems? What countries are at war? What were you doing when you heard about these situations?

Current world problem	Countries at war or in conflict	What were you doing when you heard about this?

Let's Talk...

1. What are five reasons why countries engage in wars?

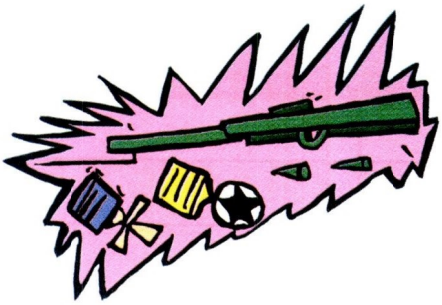
2. Who fights in your country's military? (Do both men and women help to defend your country?)

3. Is military service voluntary or mandatory? (Do people enlist on their own, or are they drafted?)

4. Do you think all countries need militaries? Explain.

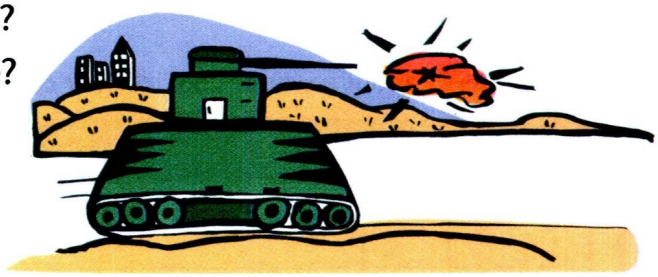
5. What was the last war or conflict your country was involved in? Who was your country fighting? Why? What was your family doing when they heard about the news?

6. Were you or was anyone close to you serving in the military during the last major war in your country? Talk about it.



7. Have you ever lived in a city during wartime? Explain what it was like.

8. What is the United Nations? What purpose does it serve?



9. Has the United Nations been effective in resolving world dilemmas? Give some examples to justify your answers.

10. Do you think war is necessary? Why or why not?

11. What can each country do to avoid war?

12. In the United States soldiers who risk their lives and are injured receive honorable discharges and medals (purple hearts). Soldiers who disobey orders receive dishonorable discharges, and some go to prison. How are soldiers rewarded and punished in your country?

13. What can soldiers do to help their country during peacetime?

A. Survey

Ask students about a war or conflict their country fought in. Fill in the chart.

Name	Native country	Who was your country fighting?	When ?	Why were they fighting?

Look at your chart. What are some common reasons for wars? What are other ways to solve countries' problems?

B. Think

Work in pairs. Imagine you work for a volunteer organization like the *Red Cross*. What items would you bring to people whose country had been devastated by war and military conflicts? What suggestions would you give them to help rebuild their country?

Items	Suggestions
food	*start a new government*

C. Write

Imagine you are a historian. Write about the last major war that occurred in your country. (Who was your country fighting? Why were they having this conflict?) Your story will be used to educate future generations. Read your story to other students.

Lesson 26 Money Management

Vocabulary New Words

account
already
apply
at least
bill
broke (poor)
budget
charge
cheer up
context
credit card
due
earn
forever
join
luxury
money management
my treat
of course
paycheck
payment
pay off (bills)
penny
tell me about it

Let's Talk Words

accept
basic
bond (savings)
charity
comfortable
compare
cost
debt
invest
major purchase
manage (money)
modify (debts)
nest egg
properly
save
stock
unable
wise

Usage

Work in groups of three. Read the dialog and circle your vocabulary words. Try to guess the meanings of the words from the context.

David: Sue, did you get paid today? Will you go shopping with me?

Sue: Sorry, David. I'm not going to be able to buy anything because every penny of my paycheck has already been spent. Soon, I 'm not going to earn enough to pay my monthly bills.

Dan: Tell me about it. I think I'm going to be broke forever.

Sue: At least you will be able to budget for luxury items. I can't! I'm going to be broke after I pay off all my bills, and I'm not going to be able to buy anything until my credit cards are paid off.

David: I have an idea! I'm going to cheer both of you up. Will you join me for ice cream? It's my treat.

Dan: Of course we will!

Let's Start

Discuss this bill as a class. How much *will* Joe owe if the bill isn't paid by the due date? How much is the company *going to* charge him if he's late?

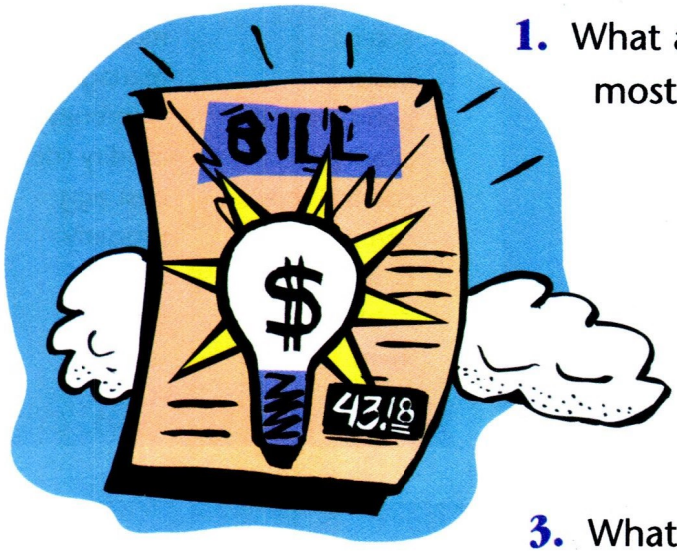
Telephone Bill

McSnow, Joe
94859 River Street Apt. 7
Los Angeles, CA 91604
Account number 0980 -908
Current charges **$247.92**
A late payment charge of 1.5% will apply after May 11.

Billing Period 4-1 to 4-30

Previous charges	$189.76
Payment received on 3-15	$189.76
Total due on or before May 1	**$247.92**

Let's Talk...



1. What are five basic monthly bills most people have to pay?

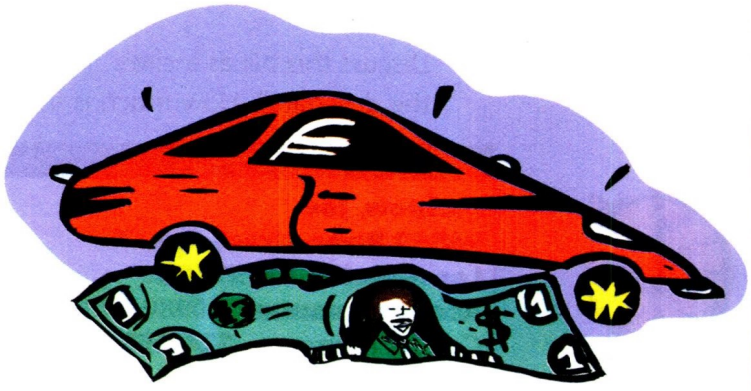
2. Think about last month. What bills did you have to pay?

3. What necessary items do you buy frequently?

4. What are some luxury items that you buy? Name three.

5. When was the last time you had extra money after paying all your monthly bills? What did you do with the money? Why? Have you ever invested money? How? Will you invest money in the future?

6. What are you going to buy in the future? Name at least five things.



7. When are you going to buy those things? Why are you going to buy them?

8. Have you ever saved money for a major purchase? If yes, for what? If not, why not?

9. Have you ever spent too much money and been unable to pay your bills? What happened? Were you in debt?

10. Do you think if you earned more money you would be able to save more, or do you think you would spend more? Why?

11. Do you think most people budget their money wisely? Why or why not?

12. For what things do you think most people save money? Why do you think that?

A. Survey

How are you and the students in your class going to earn a living in five years? Talk to students and fill in the chart below.

Name	What job do you have now?	Do you earn a comfortable living?	Are you going to try to find a new job?	Will you accept a job in a different country?	Why or why not?

What jobs do most students have now? Are most students willing to move? Why?

B. Think

Make a list of all your present bills. Write how much you spend each month for each item. Make another list of items you want to buy. Write the cost next to them. Are you going to have enough money to buy the luxury items you want? Compare your list to another student's. See how you can modify your debts.

Bills and debts every month	$$$$	Luxury items wanted	$$$$

C. Write

You won the lottery! Are you going to manage your money any differently? How? What will you do with your new nest egg? Will you buy more luxury items, invest in stocks and bonds, give more to charity, or take a long vacation? Write your ideas in your notebook. Then share them with the class.

Lesson 27 Cheating

Vocabulary New Words

anybody
begin
copy
nobody
order
poem
prosper
report
right reason
somebody
view

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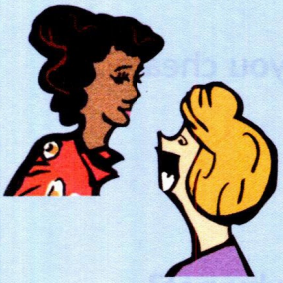
Let's Talk Words

advertising
business transaction
car part
cashier
catch cheating
claim
commercial
customer
deceptive
demonstrate
disappoint
exam
get away with
get caught
insurance
mechanic
medical
owner
prestigious
pretend
product
replace
short-change
solution
subject
surgeon
themselves
yourself

Usage



Work in pairs. Cover your partner's vocabulary words. Dictate some of those words to your partner. Your partner will write them under the correct heading below. When your partner's chart is complete, your partner can dictate other vocabulary words to you. Then check each other's work.

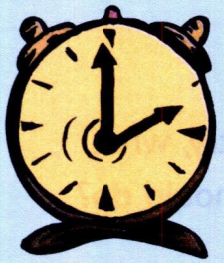
person	place or thing	action	description

Let's Start

Work in a small group. Read the poem and answer the questions.

Cheaters Never Prosper

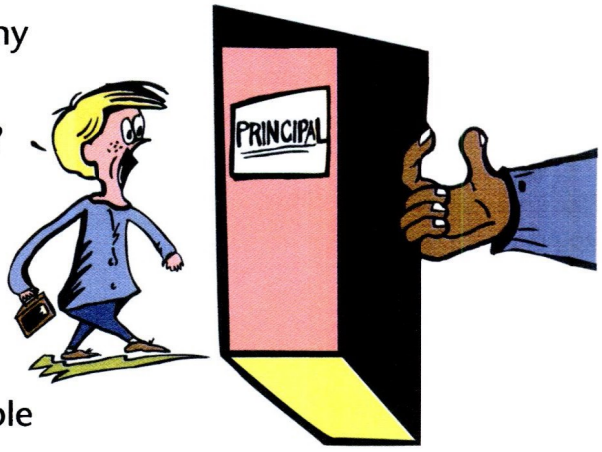
Does somebody know the answer to this question?
Can I copy anybody's paper?
What!? Nobody is going to let me cheat!?
I don't care. I'll copy someone's paper when that person isn't looking.
Oh, no! Somebody will catch me.
The teacher will report me.
Society will punish me.
Nobody should cheat.



1. What was this person's view on cheating at the beginning of the poem?
2. Did the person cheat? Why or why not?
3. Is that the right reason for not cheating? Why or why not?
4. What is your reason for not cheating?

Let's Talk...

1. What are five school subjects many people think are difficult? Which do you think is the most difficult?



2. What are five reasons why people cheat in school? In which subjects do you think people cheat the most? Why?

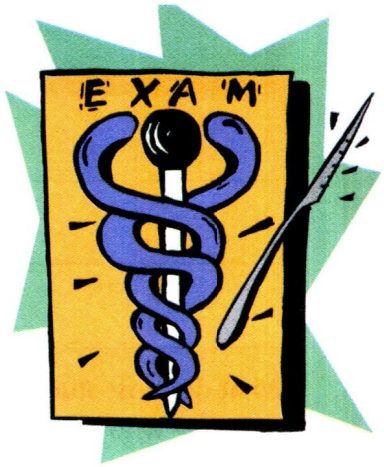
3. Have you ever cheated in school? Why or why not? If you cheated, did you get away with it, or did you get caught?

4. Have you ever reported anyone who cheated? Why or why not?

5. When you were in school in your country, did you know anyone who cheated on tests? Why do you think that person cheated?

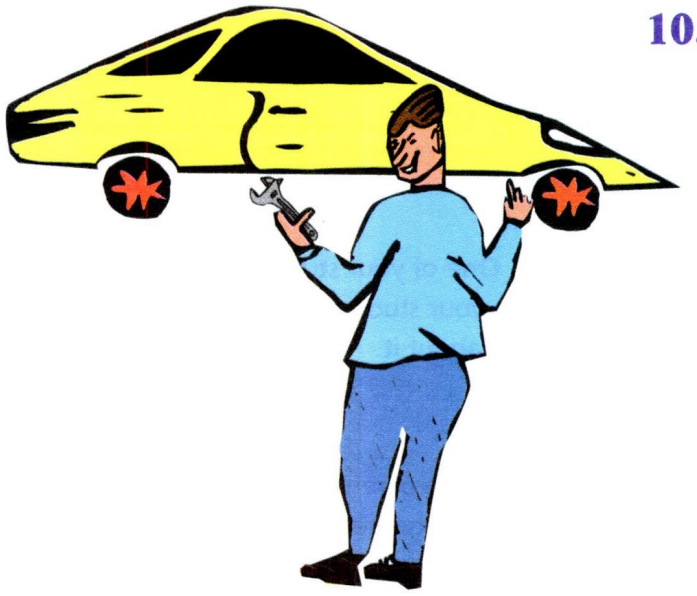
6. If someone were caught cheating in school in your country, what would the teacher do? What do you think the teacher should do?

7. What do you think would happen to society if no one were punished for cheating?



8. What would you do if you found out your friend cheated on a medical exam, and now your friend is going to be a surgeon? Would you tell? Why or why not?

9. Some business owners cheat customers: Some cashiers short-change people, some mechanics replace car parts that don't need to be replaced, and some insurance companies don't pay their claims. Has anyone ever cheated you in a business transaction? Talk about it.



10. Deceptive advertising cheats millions of people a year. Have you ever bought something because you saw someone demonstrate it on a TV commercial and when you tried the product yourself, you were disappointed? Did you feel cheated? What did you do about it?

A. Survey

How do students in your class feel about cheating? Survey them.

Name	Country	Why do you think it is wrong to cheat?	What should happen to someone who cheats?	If you saw someone cheating what would you do?

What do most students think should happen to cheaters? Would most students report someone who cheats?

B. Think

How do people cheat themselves and cheat others? Work with your group to make a list. Then discuss why you think people do these things. Share your ideas with the class.

Cheat themselves	Cheat others
cheat on an exam	*sell a used product as new*

C. Write

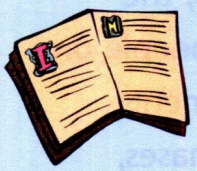
Imagine you're a teacher in a prestigious school. One of your students has cheated on the final exam. In your notebook, write a letter to your student's parents telling them what has happened and what you are going to do about it.

D. Role Play

Now find a student in class. Pretend that student is the parent of the child who cheated. Read your letter to that person, and decide together if your solution to the problem is appropriate.

Lesson 28 Government Spending

Vocabulary New Words



street sign
business loan
wildlife
museum

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

public
require
research
ambulance
unemployment benefits
jail
repair
secondary

space exploration
mentally ill
government spending
benefit
lighting

Let's Talk Words

be in charge	tax
collect	wage
donate	_____
government funding	_____
income	_____
inheritance	_____
power	_____
property	_____

Usage

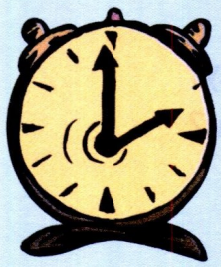
Many government jobs require employees to be able to alphabetize their records. Practice your skill by alphabetizing your new vocabulary words below.

1. *ambulance*	6. _____	11. _____	16. _____	21. _____
2. _____	7. _____	12. _____	17. _____	22. _____
3. _____	8. _____	13. _____	18. _____	23. _____
4. _____	9. _____	14. _____	19. _____	24. _____
5. _____	10. _____	15. _____	20. _____	25. _____

Let's Start

If your group were in charge of your city's budget of $10,000,000 and each service provided to the public cost $1,000,000, which services would you provide to the people? Circle them. Discuss your choices with the class.

Current services available at $1,000,000 each



free primary school
free secondary school
free medical care
free parks
free beaches
space exploration
animal shelters
free highways
free elderly care
military
ambulance services

street repair
free legal aid
food for the poor
welfare
sanitation
police
museums
disability benefits
fire department
libraries
homeless shelters

hospitals for the mentally ill
child care for the poor
medical research
student loans and grants
jails and prisons
business loans and grants
programs for wildlife
unemployment benefits
street signs and lighting
free adult school
free eye and dental care

Let's Talk...

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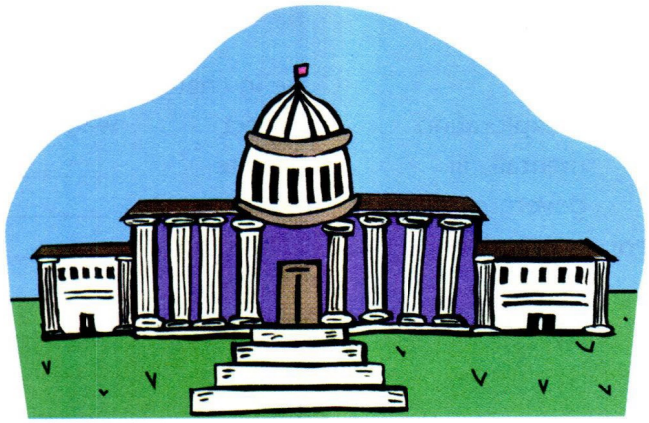


1. In the United States, the government taxes people on their wages, investment income, most purchases, property, and inheritance. What are five ways other governments collect money?

2. What are five major programs most governments in the world spend money on?

3. What are some programs the government of your country spends money on?

4. Did your government have programs to benefit poor, sick, or elderly people ten years ago? What were they? If not, what programs, if any, does your government have to help its people now?

5. Have you ever received help from any government agency? Why? What government services or programs benefit you? In what way? Explain.

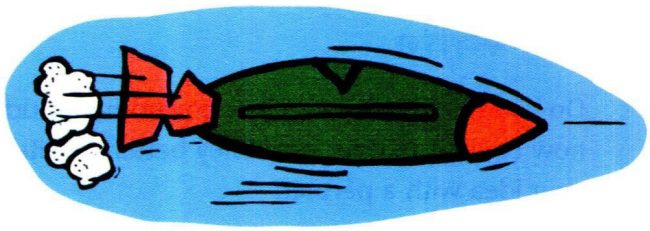
6. Would you be interested in becoming a budget director for your country's government? Why or why not?

7. If you were the president or leader of your country, what would you change in your country's budget?

8. If you could be in charge of all the government's money, what five programs would you put on the top of your list to always receive government funding? Why do you support those programs?

9. If you had the power to cut government spending, what programs would you eliminate? Why?

10. Do you think your government spends its money wisely? Why or why not?



A. Survey

Most governments tax the people. The tax money, or revenue, is used by many governments to provide jobs and services for the people. Make a list of the government jobs and services in your city. Complete the chart and discuss in a group.

Government job or service	Continue or Eliminate	Why?
Public education	☑ ☐	*An educated public makes a strong society. An uneducated society has more crime.*
	☐ ☐	
	☐ ☐	
	☐ ☐	
	☐ ☐	
	☐ ☐	

B. Decide

Finish these sentences.

If I had to eliminate one government program, I would _____.

If I could create a new government service, I would _____.

If I became the director of the government program, I would _____.

If I had a million dollars to donate, I would _____.

C. Write

Do you think that your city's government budgets its money well? If so, why? If not, how could it budget its money better? Write your answer in your notebook. Discuss your idea with a partner.

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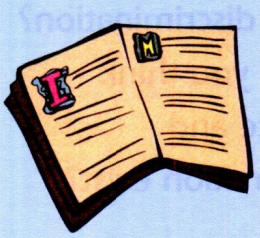
Lesson 29 Prejudice and Discrimination

Vocabulary New Words



against
aloud
assign
categorize
define
different
discriminate
discrimination
divide
free (of)
label
nationality
prejudice
raise children
separate
size
social status
stereotype

Let's Talk Words

as well as
called (named)
civil right
Constitution
document
entitle to
experience
expose
highest
invite
law
opinion
prevent
protect
World's Rights Organization

_____
_____
_____

Usage

Work in a small group. Choose a leader for your group. Your teacher will assign a few of the vocabulary words to each group. Each group will write definitions and defining sentences for the words. When a word is called out by the teacher, the leader of the group who has that word will say the definition and sentence aloud. See if you can understand your new words from the examples given by the groups.

Let's Start

What are some categories that describe people? (How are people frequently separated and divided?) In a group, complete the chart and discuss why you think people are often labeled and stereotyped. Add another category.

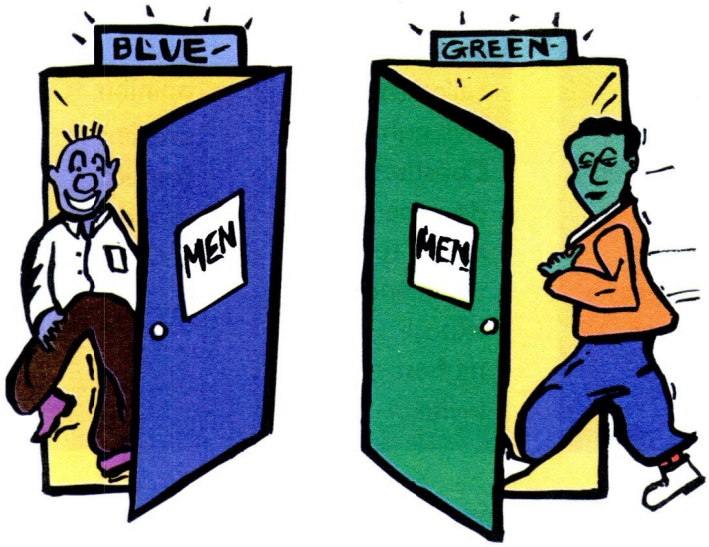
Gender	Social Status	Race	Size	Nationality	
Male					
Female					

How do you categorize yourself? How does your group categorize you?

How do people use categories to discriminate against each other? In your native country did people use categories to discriminate? What had happened to cause this type of discrimination?

Describe a world without prejudice or discrimination. How can people raise their children so the next generation will be free of this problem?

Let's Talk...



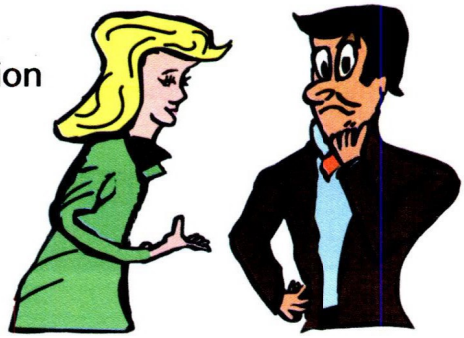
1. What is prejudice? What is discrimination? Why do you think prejudice and discrimination exist?

2. Do you think there is prejudice or discrimination where you live now? Give an example to support your answer.

3. Was there prejudice or discrimination in your native country? Explain.

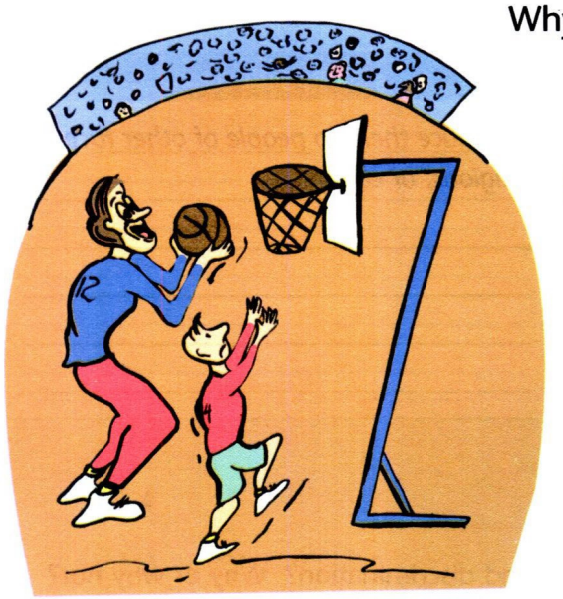
4. Have you ever experienced prejudice or discrimination? With whom? Had you done anything to make that person angry? Explain. (If you have never experienced prejudice or discrimination, why do you think you have never been exposed to it?)

5. Before the 1960s, had people done anything to try to eliminate discrimination in your native country? What about after the 1960s?



6. Do you think government programs such as T*he World's Rights Organization* or the *United Nations* have reduced prejudice and discrimination in the world? Why or why not?

7. In the United States people are entitled to certain civil rights. These rights have been guaranteed to them by the Constitution, a document stating the highest law in the country. Are the civil rights of people in your country guaranteed and protected? Why or why not? If they are, how?



8. How can people change the world in order to eliminate prejudice and discrimination?

9. Is discrimination ever necessary? Do you think it is right to tell a short man that he cannot play basketball? What if he plays as well as the tall players? (Think of other similar examples.)

A. Survey

Find out about other students' experiences with prejudice and discrimination. Complete the chart.

Name	Experience with prejudice or discrimination When? Where? With whom?	What had been your opinion about people before that experience?	What is your opinion now? How has it changed?

Have most people in the class experienced prejudice or discrimination? Are their views different from yours or the same?

B. Think

Work with a partner. What are ways to prevent people from becoming prejudiced? How can we stop them from discriminating against others? How can we change their views if they are already prejudiced, and if they discriminate against others? Write your answers. Share them with the class.

Preventing prejudice and discrimination	Changing views
Teach young children about people of other races, religions, or cultures.	*Introduce them to people of other races, religions, or cultures.*

C. Write

Do you think it's possible to eliminate prejudice and discrimination? Why or why not? Write your answer in your notebook, and share your thoughts with a student in the class.

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Lesson 30

Divorce

Vocabulary New Words

acquire
asset
aware
divorce
finish
get divorced
identity
react
save (a marriage)
thoughts
tool
trust
wish

Let's Talk Words

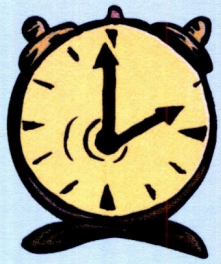
agreement
alimony
be around
child support
ex-spouse
ex-wife
funny
intelligent
joint custody
kind
laugh
lively
marital status
patient
remain
rich
split
wonder
_____
_____

Usage

Mike and Ann would have been married twenty years today. If Mike had ever thought they would have been divorced, he would have done more to save the marriage. He knew there were problems, but he wished he had been more aware of Ann's needs. Finish Mike's thoughts. Work in a small group. Review the vocabulary words and discuss Mike's feelings.

I wish I had said _____. If I _____.
I wish I had invited _____. If I _____.
I wish I had known _____. If I _____.
I wish I had told Ann _____. If I _____.
I wish I hadn't reacted _____. If I _____.
I wish I hadn't allowed _____. If I _____.

Let's Start



As you know, Mike and Ann have divorced. Invent identities for them. Then look at what was divided between them. If a judge had divided up their assets who do you think would have gotten what?

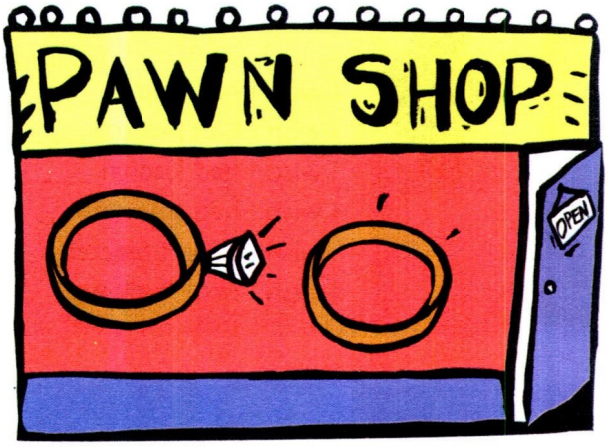
Joint children and possessions	To Ann	To Mike
a 13-year-old son		
an infant son		
a 4-year-old daughter		
a house		
tools		
pets		

Let's Talk...

1. Why do some people get divorced? Name a few reasons.

2. Are any of your friends or family members divorced? How do you feel about it? How did you react when you heard the news?

3. Have you ever known anyone who was in a bad marriage but would never get divorced? Tell your group about that situation.

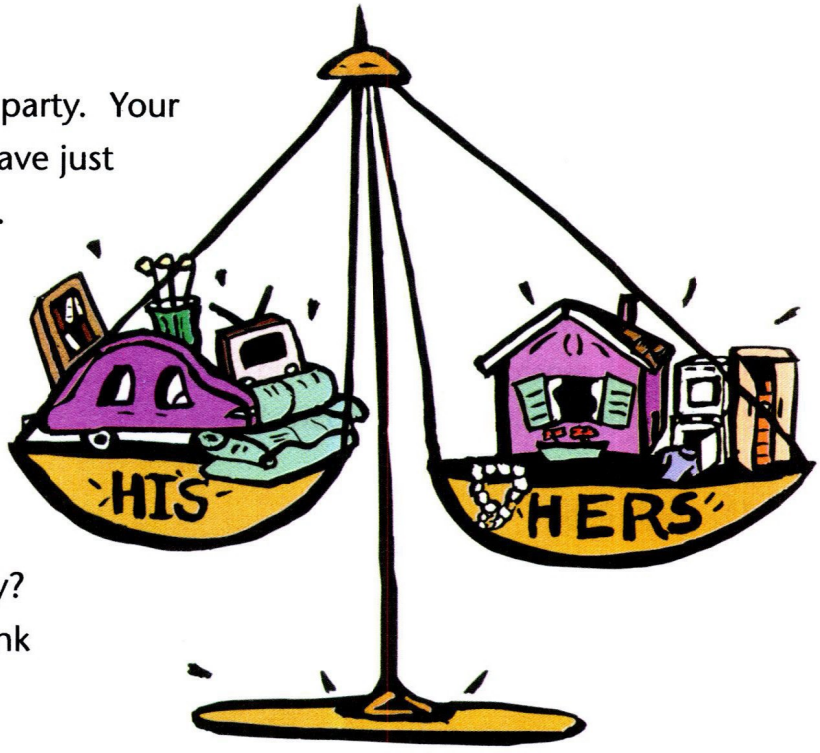


4. Have you ever wished someone you've known hadn't gotten a divorce? Who? Why?

5. In The United States, it is common for people to separate before a divorce. Why do you think they do that? Do people separate before they divorce in your country?

6. After a divorce, children usually live with their mother. However, in joint custody agreements they split their time between their parents' homes. The father is usually required to pay alimony and child support to his ex-wife. How do you feel about joint custody? What do you think about alimony? Child support? Explain your opinions.

7. You're having a party. Your closest friends have just gotten divorced. You'd like to invite both of them, but they're not talking to each other. Who do you invite? Why? Who do you think will attend?



A. Survey

What is the marital status of the people in your class? Ask them. Complete the chart.

Name	Marital status	How long?	Do you wish your marital status were different?	Why?

Are most people in your class married or single? Who has been married the longest? Are most happy with their marital status?

B. Think

Lisa has been married to Bob for three years. Now they are divorcing. Lisa, like many women in this situation, feels she married her husband for the wrong reasons. She wonders how different her life would have been if she had married another man, instead of Bob. Complete her thoughts by finishing the sentences below.

John was funny. If I had married John, I would have laughed a lot more.

1. Joe was rich. If I had married Joe, I _____.
2. Bill was intelligent. If I had married Bill, I _____.
3. Tom was kind. If I had married Tom, I _____.
4. Greg was patient. If I had married Greg, I _____.
5. Steve was lively. If I had married Steve, I _____.
6. Gary was generous. If I had married Gary, I _____.
7. Mark was fun. If I had married Mark, I _____.

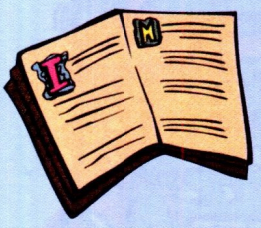
C. Write

What three things in your life do you wish you had done differently? Write them in your notebook. Share them with someone in your class.

Lesson 31 Calling In Sick

Vocabulary

New Words



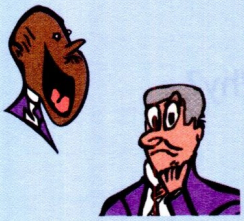
absent
artist
average
call in sick
carpenter
housekeeper
lunch break
painter
personnel
plumber
secretary
sick
various
writer

Let's Talk Words

manager
per
previous
sick day
valid

_____
_____
_____
_____

Usage

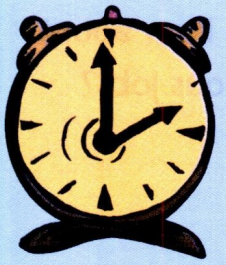


Work with a partner. Guess which vocabulary word or words best describes what the person is saying. With the remaining words, write your own clues, and have your partner guess the words.

1. "At work, I eat from 12:00 to 12:30."
2. "I'm not well today. I need to tell my boss I won't be able to go to work."
3. "I'm not the best worker, but I'm not the worst. I'm like everyone else."
4. "I'm so happy. It's Wednesday! I never work on Wednesdays."

Let's Start

When people are out sick from work, many work projects aren't done. Work together in a small group as a personnel team. Review a list of all employees who were absent from various companies the day before. Write what wasn't done because those people weren't at work.



What wasn't done	Person who was absent
The letters weren't typed	by the secretary.
_____	by the plumber.
_____	by the teacher.
_____	by the cook.
_____	by the carpenter.
_____	by the painter.
_____	by the housekeeper.
_____	by the writer.
_____	by the artist.

What wasn't done at work or at home because you were sick? Discuss.

Let's Talk...

1. What are five reasons why people call in sick?

2. What is not a good reason to be absent from work?

3. When did you call in sick last? Why?

4. Have you ever called in sick when you weren't sick? Why?

5. Do you believe it's okay to use a sick day when you aren't sick? Why or why not?

6. Do you get paid for sick days at your current job? Why or why not? How about your previous jobs?

7. Do people get paid for sick days in your country? For what jobs?

8. How many paid sick days do you think a person should be allowed to have per year? Why?

9. If you want a day off, do you think it's better to ask for the day off or use a sick day? Why?

10. Imagine you are the manager of a company. An employee has called in sick. Later, after work, you see that employee at a local baseball game. Do you approach him at the game or wait until the next day to talk to him? What will you say?

A. Survey

Fill in the chart. (If the student doesn't work, ask about a previous job or about school.)

Name	Where do you work?	Do you get paid? for sick days?	How often do you call in sick?	When did you call in sick last?	For what reason?

B. Think

Employers are given many reasons by employees to justify why they can't come to work. What are some reasons? After you write your reasons below, work with a partner and circle the items you both think are valid. Then discuss as a class.

_____ _____

_____ _____

_____ _____

C. Decide

Work in a small group. Imagine you own your own company. The people in your group are your employees. Tell them three reasons why they won't be paid for sick days. Write your reasons and their reactions below.

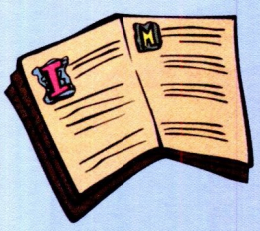
Reason	Reaction

D. Write

Do you think people should be paid for sick days? Write your thoughts in your notebook. Share your ideas with a partner.

Lesson 32 Justice Systems

Vocabulary New Words



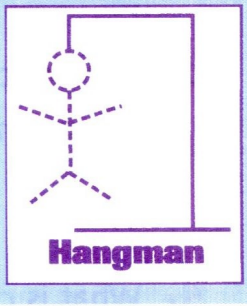
court case
fair
forget
guilty
innocent
justice
justice served
justice system
outcome
phrase
should have
verdict

Let's Talk Words

arrest
capital punishment
commit
corporal punishment
death row
deserve
enforce
fist fight
fit (equal)
hindsight
inmate
legal system
look back
maximum
minimum
minor
mistake
murder
perspective
prisoner
right to security
send to prison
sentence (court)
theft
try in court
_____
_____
_____

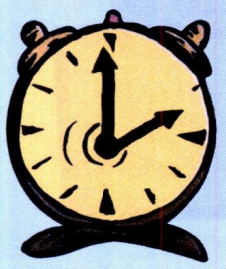
Usage

Play hangman with your teacher using your vocabulary words. This time the game is more difficult. Your teacher can choose a single word or a phrase. Your teacher will make dashes on the board with spaces between the words to help you out. (If you forgot how to play, see page **89**.)



Let's Start

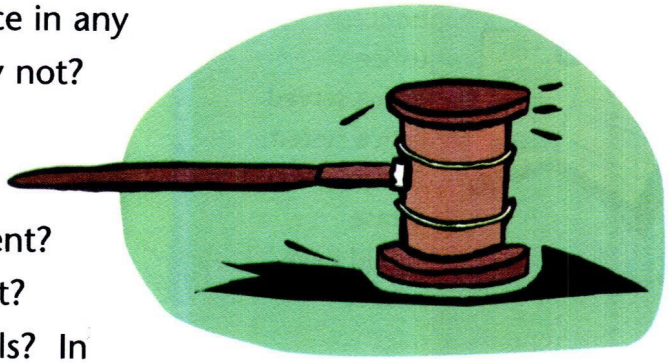
Is there or has there been a court case that has affected you personally or has been of special interest to you? Was the outcome fair? If not, what do you think the verdict should have been? Discuss it with the class.



Court Case		
When/Where?		
Who was involved?		
What happened?		
What was the verdict?	☐ guilty	☐ innocent
Was justice served?	☐ yes	☐ no
If not, what should have been the verdict? Why?		

Let's Talk...

1. What does the word "justice" mean to you? Do you think there is justice in any legal system? Why or why not?



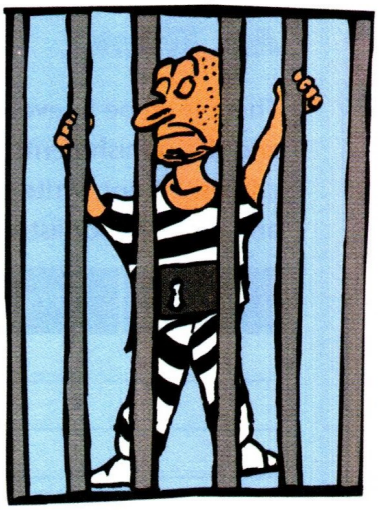
2. What is corporal punishment? What do you think about it? Should it be used in schools? In prisons? Not at all? Why? Explain.

3. Is there corporal punishment in your country? If there is, for what crimes? If not, why not?

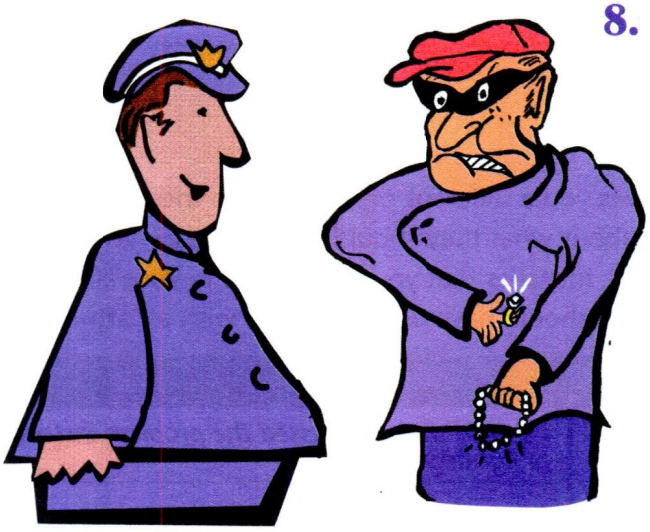
4. What is capital punishment? What do you think about it? Do you think a government has a right to enforce capital punishment? If so, for what crimes? If not, why not?

5. Is there capital punishment in your country? If there is, for what crimes? How are death row inmates treated?

6. What are five reasons why people are put in prison in your country?



7. Did you ever know or hear about anyone who was in prison? Was that person guilty of the crime? Should that person have been sent to prison? Why or why not?



8. There are many different kinds of crime: murder, theft... .Which of these do you think deserves the punishment of life in prison? Which of the criminals who commit these crimes do you think should be put in maximum security prisons? Minimum security prisons? Why?

9. Do you think minors should be tried in a court and sentenced as adults? Why or why not?

10. In the United States it's very expensive to keep a person in prison. How do you feel about so much money being spent on prisons and prisoners? Is it the same in your country? Explain.

A. Think

There is crime in every country. List a few crimes that were committed in your country and the punishments that were given for them. Do you think the punishments fit the crimes? If not, write the punishment that you think should have been given. Compare and discuss your list with a few friends in class.

Crime	Punishment given	Punishment you think should have been given	Why?

B. Reflect

Everyone makes mistakes. Hindsight gives you a different perspective on them. Sometimes people look back and think about what they should have done to have had a better outcome. Think about some of the mistakes that you have made in your life. Write them. Next to them write what you should have done. Discuss with a partner.

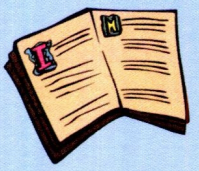
What happened	What you should have done
I was arrested for being in a fist fight.	*I should have discussed the problem instead of fighting.*

C. Write

Do you think any justice systems are fair? If so, which ones, and why? If not, why not? Write your answer. Use examples to justify your answer. Share your answer with a partner.

Lesson 33 Drugs and Medicine

Vocabulary New Words

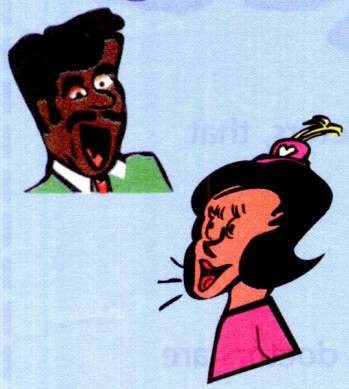


aspirin
caffeine
classification
cocaine
drug
headache
marijuana
medicine
patient
penicillin
prescription
side effect

Let's Talk Words

ailment
backache
catch selling
catch using
constipation
diarrhea
garlic
generic
ginger root
ginseng
herb
ill
legalize
on the street
over the counter
prescribe
rehabilitation center
remedy
sore throat
stomachache
stuffy nose
vomit
_____
_____
_____
_____
_____
_____

Usage



Work with a partner and take turns politely asking each other what the vocabulary words mean. Look at the examples. (If you need help, ask the class, "Who could tell us what _____ means?")

Student A: Do you think you could give me an example of the word *drug*?

Student B: Of course. Cocaine is a *drug*.

Student A: Do you know what *medicine* means?

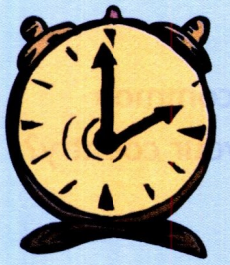
Student B: Sure. *Medicine* is what doctors give sick patients.

Student A: Would you please tell me what *side effect* means ?

Student B: I'd be happy to. *136 effect* is a negative reaction to a drug. A headache can be an example of a *side effect*.

Let's Start

Fill in the chart. Then discuss your answers as a class.



Name	Medicine or drug	Legal or illegal	Do you need a prescription?	What do you think about its classification?
aspirin	*medicine*	*legal*	*no*	*It's correct. Aspirin is useful and has few side effects.*
cocaine				
caffeine				
marijuana				
penicillin				

Add medicines from your own cabinet at home.

Let's Talk...

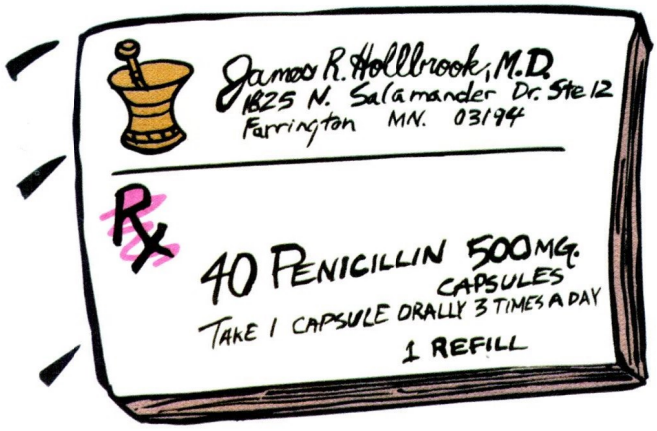
1. What is the difference between the word *drug* and the word *medicine*?

2. What is a generic drug?

3. Why do you think that some medicines are legal while others are illegal?

4. What are five common medicines, prescribed by doctors, that would be illegal if they were bought on the street?

5. What are five popular drugs sold on the streets that doctors are not permitted to prescribe?



6. What are five reasons people take illegal drugs?

7. What are some common illegal drugs in your country?

8. What happens to people in your country who are caught using illegal drugs? Do they get put in a hospital, in a rehabilitation center, or in jail? Explain.

9. Do you have a friend who has tried an illegal drug? What was that person's experience?

10. When people in your country are ill, do they use herbs such as ginseng, garlic, or ginger root? If so, could you explain how they work? If not, do you know why herbs aren't used?

11. What do you think would happen if all drugs were legalized? Do you think all drugs should become legalized? Why or why not?

12. Do you have any views about what should happen to a person who's caught using or selling illegal drugs? What are your views?

A. Survey

What do students in your class do when they don't feel well? Find out the natural remedies that students in your class use. Then write down the common medicine prescribed for the ailment.

Ailment	Student's name	Natural remedy	Medicine or doctor's advice
headache			
stomachache			
sore throat			
backache			
stuffy nose			
vomiting			
constipation			
diarrhea			

What are some common home remedies? What do students' doctors recommend for the same illnesses?

B. Think

List the names of some over-the-counter medicines commonly prescribed in your country. (Look in your dictionary to find the English word.) Then, as a class, talk about what those medicines are prescribed for. Discuss any side effects that are believed to be caused by those medications.

Medicine	What it is prescribed for	Common side effects

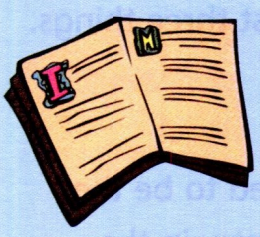
C. Write

Write about the strongest drug that you have ever needed. Why did you use it? What was your experience? Discuss your answer with a partner.

Lesson 34 What Would You Do If...

Vocabulary

New Words



conclusion
creative
develop
fluently
logical
paragraph
pound
swell up
translator
weigh

Let's Talk Words

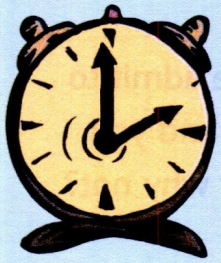
admit
bookkeeper
born
discover
embezzle
fail
final
fond of
grant
human being
kill
magic lamp
notify
overhear
read minds
turn around
_____
_____
_____
_____
_____

Usage

Work with a partner. Match the first part of the sentence with the logical conclusion.

1. If I weighed 300 pounds,	a. I would have been fired.
2. If I spoke five languages fluently,	b. I would be very patient.
3. If I had had enough money,	c. I would be a translator.
4. If I were a teacher,	d. I wouldn't have gotten sick.
5. If I had a job,	e. I would have bought the car.
6. If I had bought the correct shoe size,	f. I would need a diet.
7. If I hadn't eaten the old food,	g. My feet wouldn't have swelled up.
8. If I had arrived late to work again,	h. I would buy a new computer.

Let's Start



Look at the *Usage* section above. Choose the beginning of one of the numbered sentences and write an ending for it. Then, using as many vocabulary words as possible, write a short paragraph to develop your idea. Share it with someone in class.

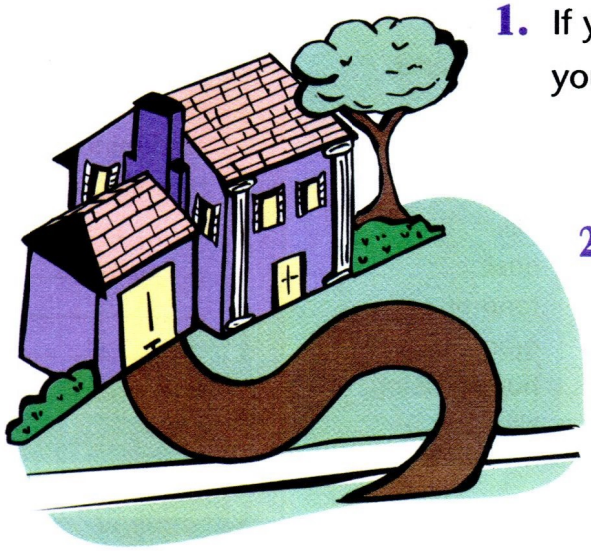
_____

_____

_____

After you finish, write new endings to the rest of the sentences in your notebook. Work with a partner. Be creative!

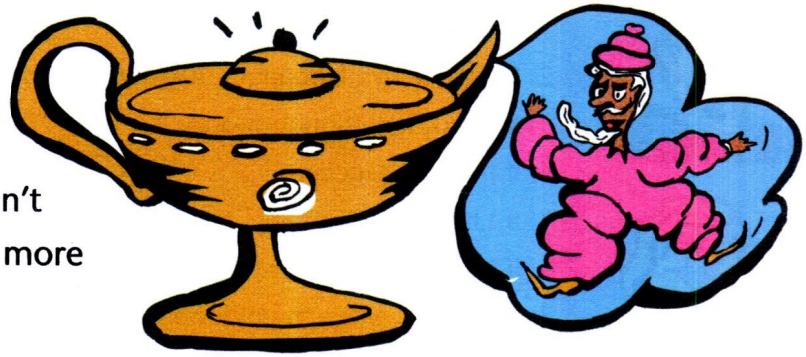
Let's Talk...



1. If you won $1,000,000, what would you buy? Name at least three things.

2. If you were allowed to be the leader of any country in the world, which country would you choose? Why? What changes would you make in that country?

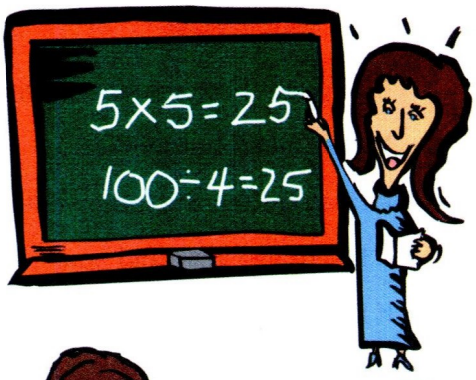
3. If you had three wishes, what would you wish for? Why? (You can't wish for money or more wishes.)



4. If you had been born an animal instead of a human being, which animal do you think you would have been? Why?

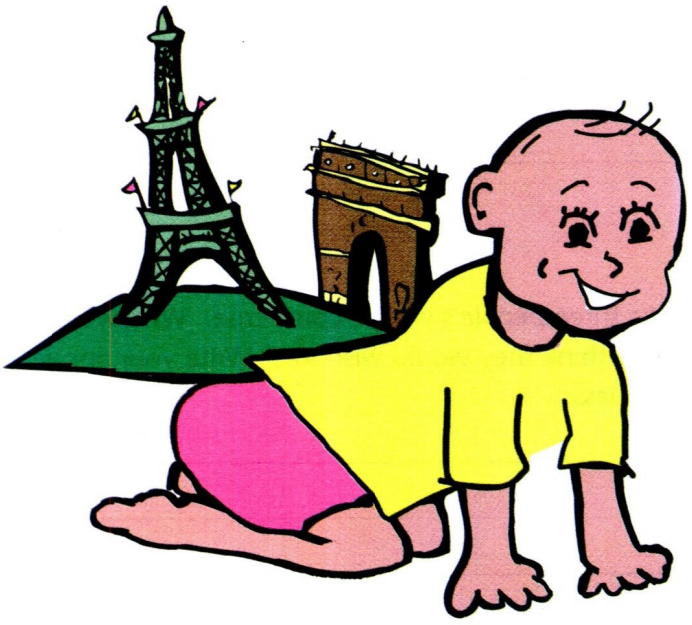
5. During lunch in a local restaurant, you overhear someone admit to killing another person. You turn around to see who it is, and you know that person. Would you notify the police? Why or why not?

6. If you were a teacher and one of your friends who enrolled in your class didn't pass the final exam, would you fail your friend? Why or why not?



7. If you were a doctor and you became very fond of one of your patients, could you call that patient and ask for a date? Why or why not?

8. If you worked in a big company and discovered the bookkeeper was embezzling money, would you tell your supervisor? What if you knew the bookkeeper had a sick child at home and had a lot of medical bills? What if the bookkeeper were your friend?



9. Have you ever wished you were born in another place or time? Where and when did you wish you had been born? Why?

A. Decide

Complete these sentences. Discuss your answers in a group.

If I had been born in 1850, I _____.

If I had gotten the job I wanted, I _____.

If I were five years old again, I _____.

If I could read people's minds, I _____.

If I had traveled more, I _____.

B. Think

You find a magic lamp. Now you have six wishes: three to change things you regret in your past and three to change your future. What do you wish?

I wish I had . . .	I wish I . . .
_____	_____
_____	_____
_____	_____

Now look for students who wish for the same things. Write the names of the students who have at least one of the same wishes as you. Talk with them about their choices.

_____ _____ _____

_____ _____ _____

_____ _____ _____

C. Write

Imagine you had the power to make three people's wishes come true. Who would you grant wishes to? Why? What do you think they would wish for? Write your answer. Then discuss it with someone in the class.

_____

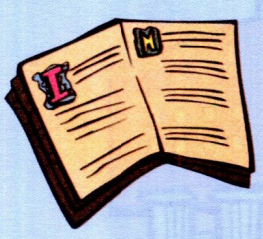
_____

_____

Lesson 35 Employment Issues

Vocabulary

New Words



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

Let's Talk Words

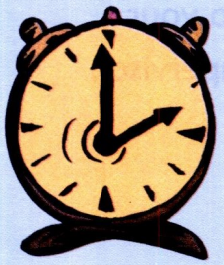
available
boss
confront
damage
directions
following
incentive
might have
occasional
performance
promote
reputation

Usage

You might get the opportunity to look for a (new) job. Work in pairs. Look in the classified section of a local newspaper or magazine. Circle as many of your new vocabulary words as you can. Try to understand their meanings from the context. Could you have found these words in another source? Where? (If there are no newspapers or magazines in your classroom, circle the *Let's Talk* vocabulary words on the next two pages, and guess their meanings from the context.)

Let's Start

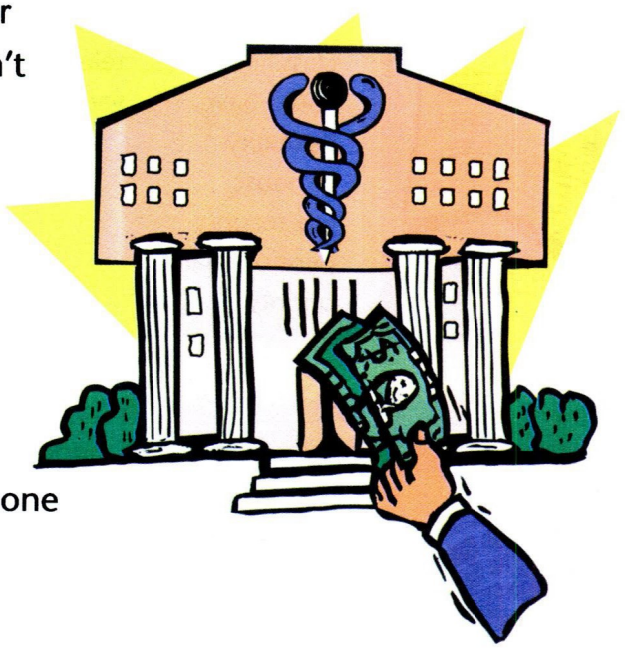
What is most important to you in a career choice? Number the following items from 1 to 10. (1 is the highest priority, 10 the lowest). Then discuss your choices in a small group.



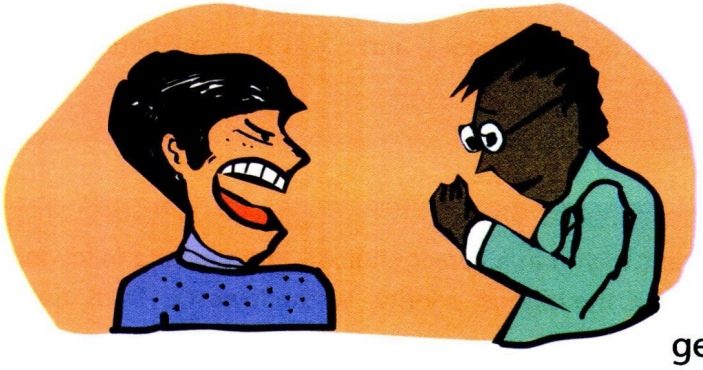
_____ salary
_____ job security
_____ medical benefits
_____ retirement/pension plan
_____ schedule flexibility
_____ in house child care
_____ vacation pay
_____ telecommute days
_____ sick pay
_____ disability benefits

Let's Talk...

1. What are some incentives your current job offers? If you aren't employed at this time, talk about incentives you had at a previous job.



2. What do you think you should do if you have more than one supervisor and each one gives you different directions?



3. What are some things you can do if you don't get along with someone at work? Was there someone at a past job you didn't get along with? What could you have done differently to get along with that person better?

4. Imagine you and your friend work at the same company. You know you work harder and do a better job than your friend. To your surprise, your friend gets a promotion and is now *your* supervisor. What do you do?

5. Imagine your supervisor is making poor decisions for the company. Do you say anything? Why or why not?

6. What would you do if you heard office gossip that could damage a co-worker's reputation? Would you confront the people who spread the gossip, tell your co-worker, or do nothing? Why?

7. Think about this situation: You have a boss who asks you to go out to lunch. You refuse, but the following day, your boss asks you out again. You feel very uncomfortable about this. What can you do? If this had happened to you at a previous job, what do you think you might have done?

8. If the same salary and benefits were offered by all available employers for all jobs, which job would you choose? Why?

9. If you had known when you were younger what you now know about jobs and careers, what might you have done differently to be better prepared for the career you want?

A. Survey

Everyone has an occasional bad day at work. Ask students about problems they have had at work and how they were resolved.

Name	Country	Problem you had at work	How it was resolved

What are some common job problems? How are they usually dealt with? What would the ideal work situation be for you?

B. Role Play

What do you say when your supervisor gives you a negative review and you feel you don't deserve it? If you were the supervisor how would you respond?

Work in pairs to role play. One student will play the part of the supervisor and the other the employee. The supervisor talks to the employee about poor work performance. The employee feels the work has been above average.

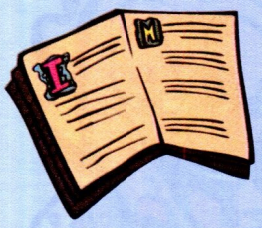
C. Write

Look at question number **5** in the *Let's Talk* section. What do you think might have happened if you told your boss he or she was making poor decisions? Why? (If you aren't working now, think about a previous supervisor.) Write your answer below. Share it with the class.

Lesson 36 Excuses and Lies

Vocabulary

New Words



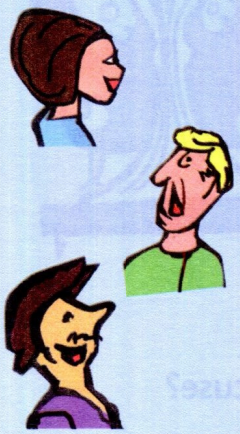
amusement park
attendant
cancel
estimate
even though
excuse
extremely
funeral
heavy
lady
light
must
really
safety
smell
taste
terrible
twice

Let's Talk Words

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

Usage

Work in a group. Decide if the people in these situations are telling lies or making up excuses. Try to understand your vocabulary words from the context.



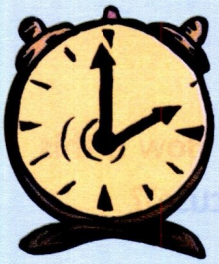
John must cancel plans with his cousin to finish his work. He's already canceled plans with him twice this month. Both times John told his cousin that he must work. He feels he can't tell him the same thing again, even though it's the truth. So, this time he tells him he's sick.

An amusement park attendant asks a heavy lady to estimate how much she weighs. He says he must know for safety reasons. The woman is embarrassed. She tells the attendant she's fifty pounds lighter than she really is.

Kathy's at a friend's house for dinner. The food smells extremely bad, and has a terrible taste. When her friend tells her to eat some more, Kathy says that the food was really good, but she must stay on her diet. (Kathy isn't on a diet.)

Let's Start

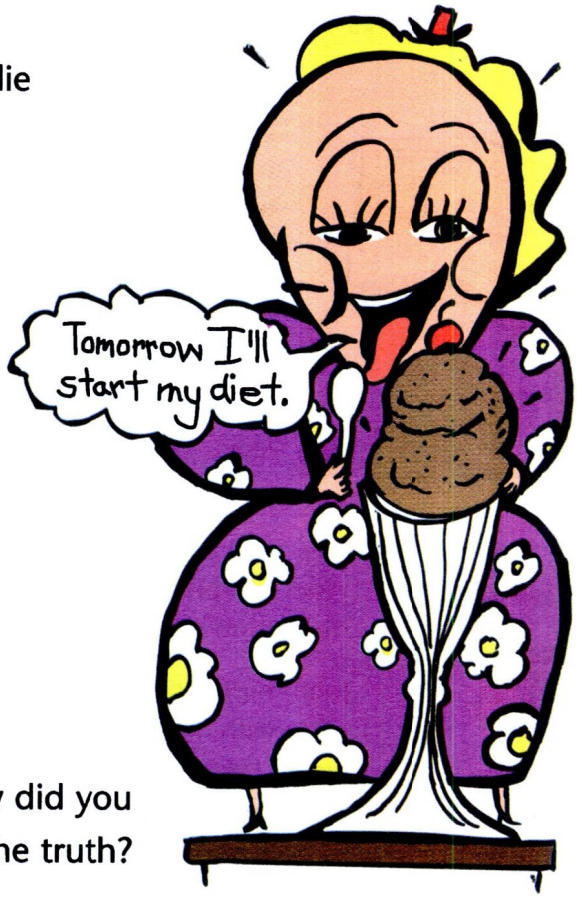
What are some excuses people give when they refuse a date? Which of these are usually true and which are usually lies?



Excuses	Usually true	Usually a lie
I have to wash my hair.	☐	☑
I'm going to a funeral.	☑	☐
	☐	☐
	☐	☐
	☐	☐

Let's Talk...

1. What is the difference between a lie and an excuse?



2. What are five common excuses people use when they don't want to do something?

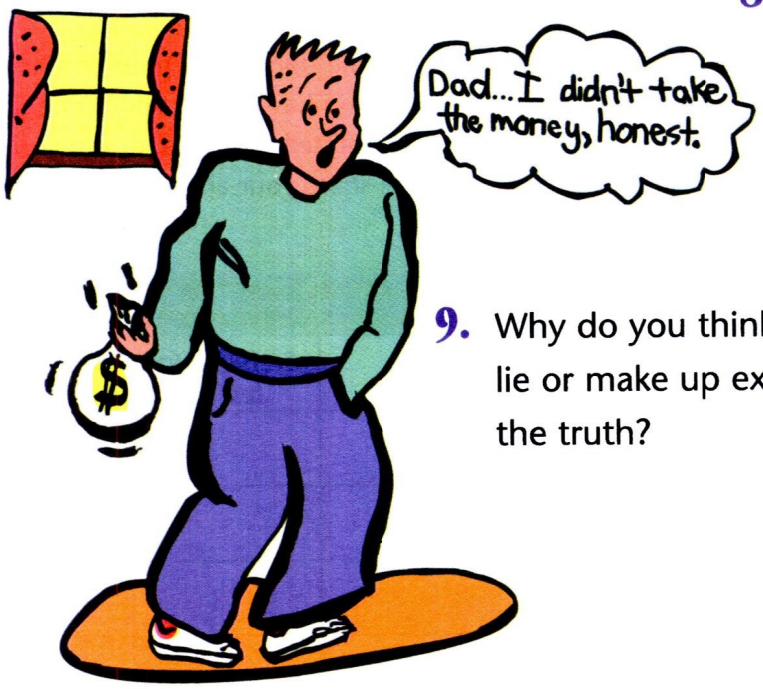
3. What are three lies or excuses that you frequently hear?

4. Who lied to you last? When? How did you feel when you found out the truth?

5. When have you lied or made up an excuse? Why did you do it?

6. Have you ever confronted someone who lied to you? Why or why not?

7. Have you ever told a "white lie"? How is this different from any other lie (or excuse)?



8. Have you ever been caught in a lie? When? What did you say?

9. Why do you think some people frequently lie or make up excuses instead of telling the truth?

10. In a popular children's story about a boy named Pinocchio, Pinocchio's nose grows every time he tells a lie. His nose becomes very big because he lies so much. Is there a children's story in your country that teaches children not to lie? Tell the story.

11. Imagine a world where everyone must always tell the truth. Describe this world. Do you think that in some situations it is better to lie or make up an excuse? Why or why not?

A. Reflect

Think back to when you were a child. Try to remember the things that your parents told you you must and mustn't do. What problems did you have when you didn't listen? What did you tell them when things went wrong? Did you tell the truth, or did you make up a lie or an excuse? Complete the chart. Then share your answers with a few students.

My parents told me I must or I mustn't	What went wrong	What I told them
My parents told me I must study.	*I didn't study and I didn't pass the test.*	*Everyone failed because the test was very difficult.*

B. Think

Many professionals tell people what they must or mustn't do. What have professionals told you to do? When they ask you if you have done what they requested, and you haven't, what do you tell them? Share your answers with someone in the class.

My doctor told me I must _____ .

My doctor told me I mustn't _____ .

The reason I gave why I didn't do what my doctor suggested was _____ .

My teacher told me I must _____ .

My teacher told me I mustn't _____ .

The reason I gave why I didn't do what my teacher suggested was _____ .

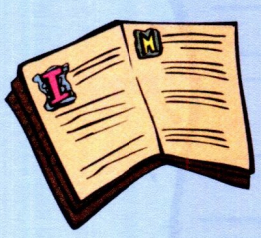
C. Write

Did you ever feel you must make up an excuse or lie? Why? Write about that time. (If not, how do you think you have avoided these kinds of situations?)

Lesson 37 Forms of Government

Vocabulary

New Words



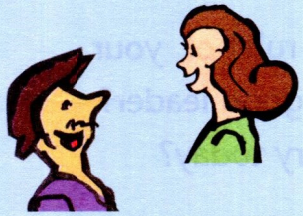
capitalism
communism
form of government
information
prime minister
ruler
socialism
world leader

Let's Talk Words

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

Usage

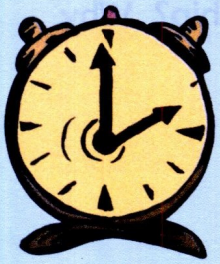
Form into small groups. Name some people or countries that can or could have been associated with these vocabulary words.



1. capitalism _____ _____
2. communism _____ _____
3. socialism _____ _____
4. world leader _____ _____
5. prime minister _____ _____
6. ruler _____ _____

Let's Start

Discuss the following questions as a class. (Complete the chart with the information you hear in class.) Name some important government and world leaders. Are any of them in power now? How long have these leaders been in power? How have they changed their country? How have their changes affected the world?



Leader's name	Country	How has that leader changed his or her country?	How have those changes affected the world?

Let's Talk...

1. What are some common forms of government? Name at least three.

2. What form of government did your native country have five years ago? Explain. Does your country have the same form of government today? Why or why not?

3. Who was the leader, president, prime minister, or ruler of your native country five years ago? Was that person a good leader? Why or why not? Who's the leader of your country today?

4. Who are some other important leaders in your country? What issues do they stand for? Do you approve of their leadership? Why or why not?

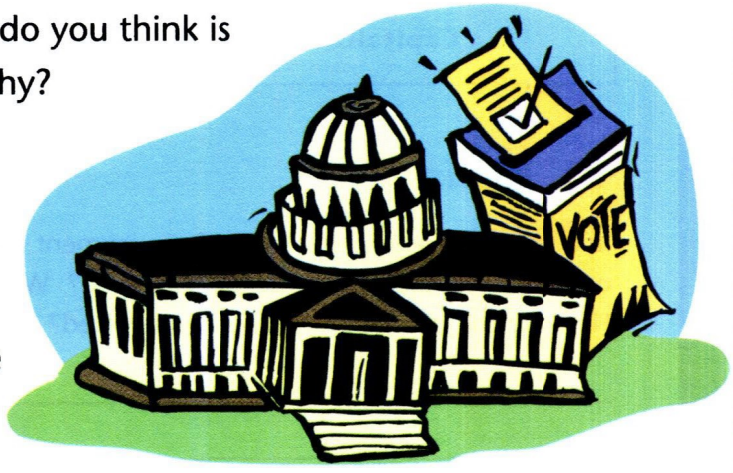
5. What is a global economy? How has it changed or how is it changing the form of government in your country?

6. What positive or negative decisions has the president of the country you are living in now made recently? Were they major decisions? Have they affected your life?

7. What governmental changes have there been in your country recently?

8. Who do you think has been a great world leader? Why?

9. What kind of government do you think is best for most people? Why?



10. If you were the leader of the country that you're now living in, what three things would you change first? Why?

A. Survey

What do the students in your class think about the government in their native countries? What is good about it, and what needs to be changed? Fill out the chart below.

Name	Native country	Form of government	Leader	Positive about system	Changes needed

What are the most common forms of government? What is positive about government rule? What were the changes most frequently mentioned?

B. Think

With a partner, discuss what you like and dislike about the following three forms of government. Write your views below.

Type of government	Like	Dislike
Communism		
Socialism		
Capitalism		

C. Write

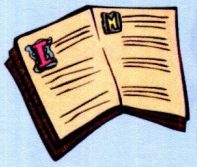
In a group, invent a new form of government to rule your country. Discuss how it will operate. Will there be leaders? If so, who? What will be their roles? If not, why not? How are the people in the country involved? Write your ideas below.

_____

_____

Lesson 38 Professionalism

Vocabulary New Words



appearance
character actress
comedian
contract
hair stylist
lawyer
librarian
marketing manager
meeting
must have
past life
personality
politician
profession
professionalism
psychic
renewal
review (at work)
TV series
TV show ratings

Let's Talk Words

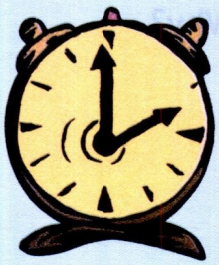
accountant
background
break down
dishonest
earn a living
employ
ethical
influence
pursue
take advantage of
true professional
trustworthy
unethical
unprofessional
unskilled
workforce

Usage

Imagine you and your partner are psychics. You help people find careers by looking up their professions in a past life. Study the students in your class. Which students do you think must have had these professions in a past life? (Use their appearances and personalities to make your decisions.) Write the student's name next to the profession. How are people and jobs stereotyped?

hair stylist _____
artist _____
actor/actress _____
doctor _____
lawyer _____
comedian _____
teacher _____
salesperson _____
secretary _____
police officer _____
librarian _____
politician _____

Let's Start



Form into small groups. In your group decide what must have happened to these people.

1. When Bob came home from work he was very depressed. He told his family he needed to find another job. What must have happened?
2. Peggy had her yearly review yesterday. She left the meeting smiling. Today she drove to work in a new car. What must have happened?
3. Lisa has been upset all day. She has worked hard for three years as a character actress in a TV series. Her contract is up for renewal this week. Marketing managers have told her the TV show's ratings have been low. What must have happened?

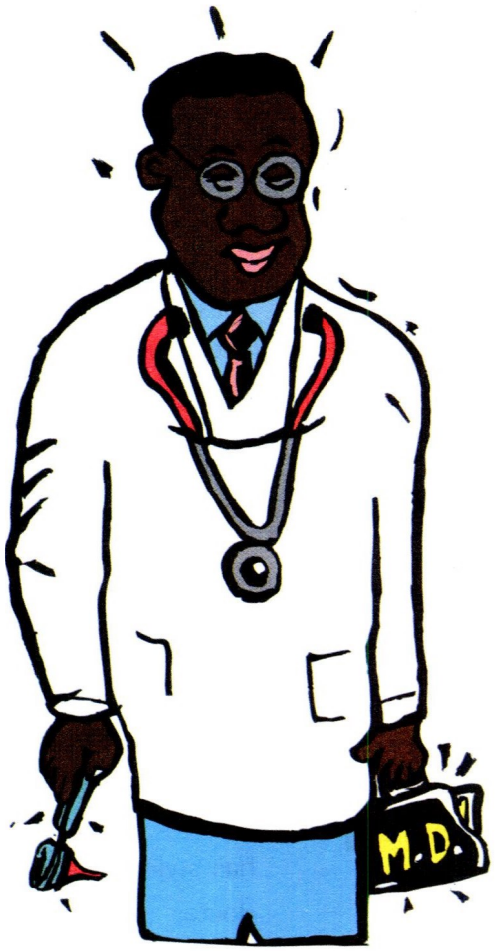
Now talk to the class about your professional life.

Let's Talk...

1. What are five professions that have a reputation for employing trustworthy and honest people?

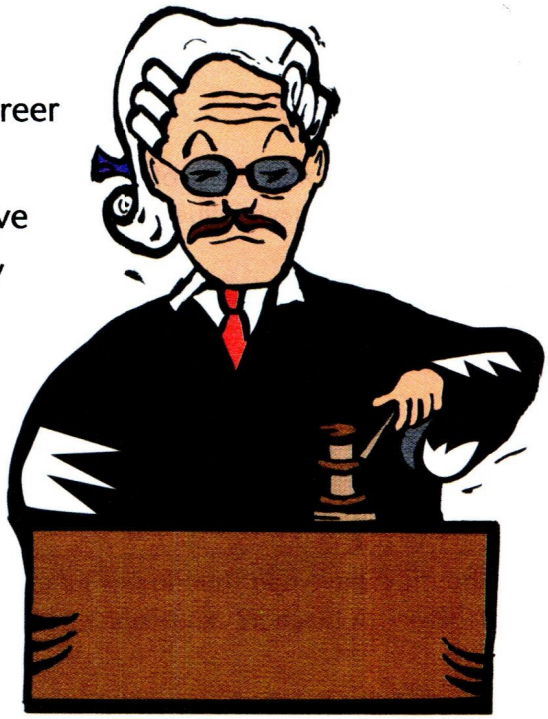
2. What professions have a reputation for employing unprofessional, unethical, and unskilled individuals?

3. What job did you have in your country? Did you like it? Why or why not?



4. What is your profession now? How do most people view what you do for a living?

5. What is the difference between a job and a career? What jobs or careers did your parents have? How did you feel about what they did to earn a living? Why?



6. When you were a child, what career did you think you would pursue when you grew up? Do you have that job now? Are you currently trying to get that job? Why or why not?

7. Have you ever met a dishonest professional? Have you ever been taken advantage of in a business transaction? Talk about your experience.

8. What is a "true professional"? Talk about a professional person who helped improve your life.

9. Before the 1960s most women in the United States didn't work outside their homes. What must have happened to make women decide to change their lifestyle and go into the workforce?

A. Survey

Ask students about the professions they hope to have someday, what their duties will be, and who must have influenced their career decisions the most?

Name	Job	Duties	Who must have influenced your career decisions most?	Why?

Who must have had the biggest influence on most students' job choice? A family member? A teacher? Someone else?

B. Think

Most professionals are ethical, but unfortunately some aren't. Work with a partner and discuss how these dishonest professionals could take advantage of the people they are supposed to be helping. What should the people do if they have been taken advantage of? Fill in the chart below. Then discuss your answers.

Profession	What could happen if the person is unethical?	Who should the unethical behavior be reported to ?
Used car salesperson	*The salesperson sells you a car that breaks down.*	*Report that person to the sales manager.*
Lawyer		
Doctor		
Accountant		

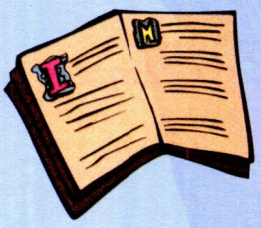
C. Write

Think about question **8** in the *Let's Talk* section. Write about a professional who has helped you improve your life. Give some background information on this individual and describe how this person has helped you. Explain why you think this person is an outstanding professional.

Success

Vocabulary

New Words

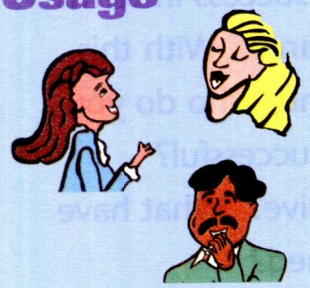


close friend
decent
integrity
keep
own
possess
possession
powerful
rare
valuable

Let's Talk Words

achievement
anniversary
business contact
generally
goal
in mind
in terms of
keep in touch
network
organize
personal contact
renowned
social life
type of
work hard
_____
_____
_____
_____
_____

Usage

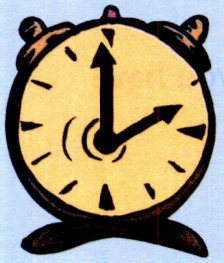


Another *word association* game. Your teacher will choose a vocabulary word. What word can be associated with that word? Shout out a word on this page, or any vocabulary word from a previous lesson. Your teacher will write all the words on the board. See how successful you have been at acquiring your vocabulary.

Teacher: *own*
Students: *possess, have, keep*

Let's Start

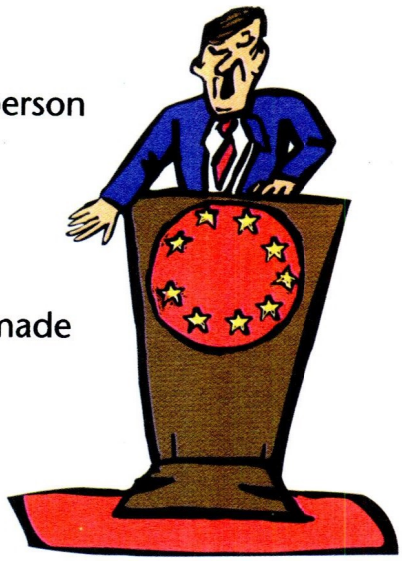
Success has different meanings to different people. How do you define success? Number the following from 1 to 10. (1 is the highest priority, 10 the lowest) Then form into small groups and discuss your choices.



_____ being in a happy marriage
_____ having a fulfilling career
_____ keeping many close friends
_____ possessing a lot of money
_____ being faithful to a religion
_____ having a decent family with good children
_____ owning many rare and valuable possessions
_____ being very powerful
_____ having integrity and doing what is right
_____ being very famous

Let's Talk...

1. What is success? What are five ways a person can be successful?



2. Have you achieved any goals you have made for yourself? If so, which ones? If not, why not?

3. In the United States, many people think of success in terms of money and fame. With this definition in mind, who do you consider to be successful? Where do they live? What have they accomplished?

4. How is success generally defined in your country? Name a world renowned successful person from your country. Why is that person so successful? What do you think that person must have done to become so successful?

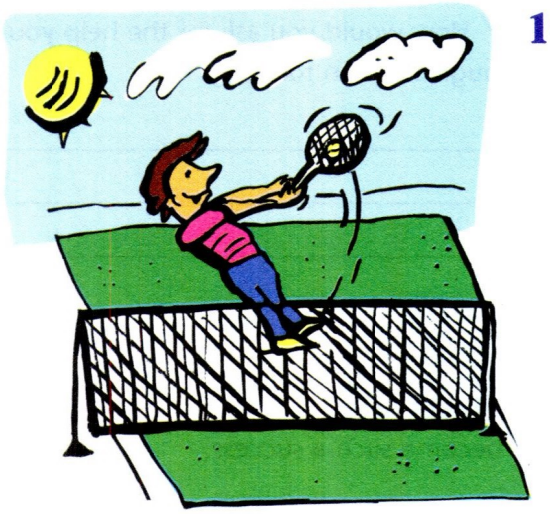
5. Have you had success in this English class? What could you have done to be more successful?

6. Who would you say is successful in your family? Why?

7. Do you believe people must work hard to become successful? Why or why not?

8. Is being successful important to you? Why or why not?

9. Do you have the kind of success you want in your life? If so, what have you done to become successful? If not, what do you think you should have done? What can you do now?



10. What type of success do you think you might have in the future? How will you prepare for it?

A. Network

In order to have a successful career or social life one should network by keeping in touch with friends. It is also important to make business and personal contacts often. Ask two students in your class the following information so you can keep in touch with them.

Name _____ Phone number ( ) _____

Address _____

City _____ State / Country _____ Zip Code _____

Occupation _____ Hobbies _____

Spouse's name _____ Spouse's occupation _____ Anniversary _____

Children's names and ages _____

Name _____ Phone number ( ) _____

Address _____

City _____ State / Country _____ Zip Code _____

Occupation _____ Hobbies _____

Spouse's name _____ Spouse's occupation _____ Anniversary _____

Children's names and ages _____

B. Role Play

Work with a partner. Think about question **10** in the *Let's Talk* section. You have an idea you hope will be successful. Imagine your partner will be the person who helps you achieve that goal. Who would your partner be? How would you ask for the help you need? What would you say? Organize your thoughts. Then role play.

My goal is to _____ .

My partner would be _____ .

I would say _____ .

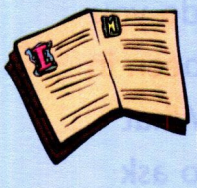
C. Write

Who is the most successful person you know? In your notebook, write about why that person is so successful, and how he or she has become such a success.

Lesson 40 Let's Talk...

Vocabulary

New Words



_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Let's Talk Words

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Usage

Look at all the vocabulary boxes from lessons 1 to 39. Write the words you don't understand in the boxes above. Walk around the classroom and compare your lists with other students'. Ask some students to help you learn the words in your boxes. Then help them with their words.

Let's Start

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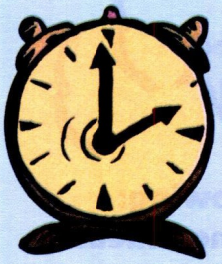
www.IR.com
irLanguage.com

Form into small groups. Read the table of contents. Copy some topics into a category below. Then discuss which topics you enjoyed talking about and which ones you disliked. Explain why.

Liked	Disliked

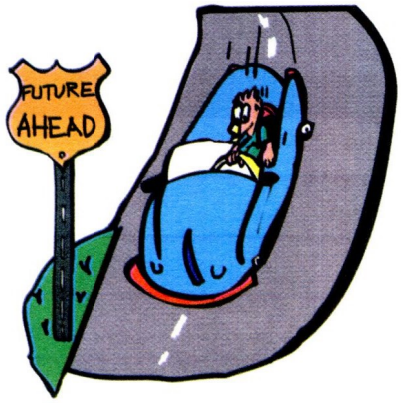


Write about your experiences in this class. Whenever possible, use vocabulary words you have learned in this book. Share your story with a friend in class.

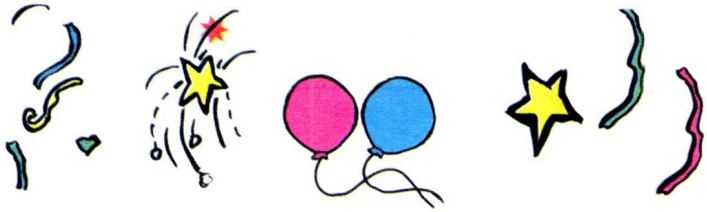
1. What other topics do you think should have been in the book? Why? What have you wanted to ask people in your class, but the questions weren't in the book? Ask them now.

2. Besides learning English, what else have you learned in your class that you believe will help you in the future? Explain.

3. What are some important issues in your life now? Talk about them.



4. What are your plans for the future? Are you going to continue studying English? Why or why not? Will you look for a job? Explain.



Plan a party to say goodbye. Set a date. Decide the following: kinds of food, drinks, music, and entertainment. (Exchange ideas with your classmates from all of your countries.)

Verb Tense Chart

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

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The number after each word indicates the lesson number where the word first appears.

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discuss 3
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disobey 25
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employment 6
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world 4
world leader 37
World Right's Organization 29
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would 16
writer 31
wrong 14
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yourself 27

Answer Key

Lesson 2 Favorite Things

Usage page 5

1. dinner
2. favorite
3. child
4. play
5. go
6. sporting event
7. kind of
8. eat
9. breakfast
10. sport

Lesson 4 Transportation Systems

Usage page 13

(In any order) Answers may vary.

might
can
encourage
native
will
bus
train
government

Lesson 6 Job Interviews

Usage page 21

1. alphabetically
2. answer
3. ask
4. characteristic
5. company
6. employer
7. employment
8. file
9. fire
10. get
11. hire
12. interview
13. job skill
14. look for
15. prepare
16. question

Lesson 7 The Best of Everything

Usage page 25

1. shortest
2. variety
3. history
4. active
5. ago
6. sell
7. noisiest
8. saddest
9. nice
10. attractive
11. worst
12. explain

Lesson 10 Holidays

Think page 40

Thanksgiving **November**
Eat a traditional turkey dinner with friends and family. Remember the Pilgrims (settlers from Europe to America) who thanked God and the Native American Indians for food in their new homeland.

Halloween **October**
Children wear costumes and go trick or treating (ask neighbors for candy). Tradition stems from a Pagan ritual of hiding from dead spirits.

Independence Day **July**
Have a picnic, and light fireworks. Celebrate independence from England.

Memorial Day **May**
Bring flowers to the graves of Soldiers who died during wartime. Honor the soldiers who died for the country

Dr. Martin Luther King, Jr. Day **January**
To honor the memory of a great civil rights leader. His goal was to end racial discrimination.

Veteran's Day **November**
The President makes a speech. Government offices are closed. Sometimes there are parades. To honor the men who have served in the military.

Mother's Day **May**
Take your mother out and buy her a gift to honor her.

Father's Day **June**
Take your father out and buy him a gift to honor him.

New Year's Day **January**
Parties the evening before and parades in the morning. Celebrate the new year.

Lesson 11 Superstitions

Let's Start page 41

1. bad luck
2. good luck
3. good luck
4. bad luck
5. bad luck
6. good luck
7. bad luck
8. bad luck
9. bad luck
10. good luck

Lesson 12 Sleep

Fill in page 48

1. lullaby
2. nightmare
3. good night
4. dream
5. sleep walk
6. go to bed

Lesson 13 Stealing

Fill in page 52

1. less
2. less
3. fewer
4. fewer
5. less
6. fewer
7. fewer
8. less
9. fewer
10. fewer
11. fewer
12. fewer
13. less
14. fewer
15. fewer

Lesson 14 Gossip

Usage page 53

1. news
2. false
3. spread
4. whisper, hear
5. wrong
6. fill, articles

Answer Key

Lesson 14 Gossip

Fill in page 56

1. mouth
2. telephone
3. newspaper
4. magazine
5. radio
6. letter
7. note
8. television
9. friend
10. whisper
11. book
12. talk

Lesson 15 Ghosts and the Supernatural

Usage page 57

1. e
2. d
3. f
4. c
5. g
6. b
7. a

Lesson 17 Stress

Puzzle page 68

across

5. shout
6. read
8. walk

down

1. listen
2. shower
3. eat
4. exercise
7. talk

Lesson 18 Moving Children Out

Word Search page 72

d	b	w	v	s	i	b	l	i	n	g	s	r	e	g
o	s	i	i	s	s	u	e	e	x	p	l	a	i	p
w	c	f	t	c	h	i	l	d	r	e	n	d	u	p
n	h	e	d	e	e	t	e	f	a	m	i	v	a	a
o	n	y	o	u	r	o	w	n	f	a	v	i	r	r
f	l	r	v	e	s	l	y	s	s	h	e	c	p	e
a	d	r	e	g	h	u	s	b	a	n	d	e	s	n
m	r	r	r	e	t	k	k	b	s	s	u	e	e	t
i	a	d	u	l	t	c	h	i	l	d	r	e	n	s
l	n	a	t	h	r	e	a	c	t	i	o	n	y	f
y	k	t	y	r	l	m	o	t	h	e	r	u	s	i
b	d	i	m	m	e	d	i	a	t	e	f	a	m	i

a	e	m												
s	e	o												
e	e	v												
a	b	e												
r	r	o												
h	c	o	u											
e	h	t	t											
r	i	h	i											
a	c	r	o	s	s									
t	h	e	r	g										
s	i	s	t	e	r	j	l							
e	a	d	e											

Lesson 19 Growing Old

Pronunciation page 76

1. t
2. d
3. t
4. t
5. t
6. d
7. id
8. d
9. id
10. t
11. id
12. d
13. t
14. d
15. id
16. t
17. t
18. d
19. t
20. t

Lesson 21 The Homeless and Welfare

Choose page 84

1. week
2. successful
3. steal
4. salary
5. jobless person

Lesson 26 Money Management

Let's Start page 101

1. $251.63
2. $3.71

Lesson 28 Government Spending

Usage page 109

1. ambulance
2. benefit
3. business loan
4. dental care
5. disability benefits
6. government spending
7. grants
8. highway
9. jail
10. legal aid
11. lighting
12. medical care
13. mentally ill
14. museum
15. primary
16. public
17. repair
18. require
19. research
20. sanitation
21. secondary
22. space exploration
23. street sign
24. unemployment benefits
25. wildlife

Lesson 31 Calling In Sick

Usage page 121

1. lunch break
2. call in sick
   sick day
3. average
4. day off

Lesson 34 What Would You Do If...

Usage page 133

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

TEACHER'S MANUAL

Talk Your Head Off

(...and Write, Too!)

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

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

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

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

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Lesson Topic	Competency Objectives	Structures
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18 **Going To College** *Student Book pp. 69-72*	Discuss situations about adult children living at home • Talk about cultural differences on adult children going to college• Write a personal essay	*Say* and *tell* review
19 **Growing Old** *Student Book pp. 73-76*	Listen to a description • Discuss aging using personal and cultural ideas • Write an imaginative story	Pronunciation of past regular verbs
20 **Pollution and Recycling** *Student Book pp. 77-80*	Talk about environmental issues • Propose some solutions to problems • Create an environmental group	Passive voice
21 **The Homeless and Welfare** *Student Book pp. 81-84*	Discuss homelessness • Give opinions on welfare • Write an opinion letter	Use of *some* and *any*
22 **Disasters** *Student Book pp. 85-88*	Talk about disasters and their preventions	Introduction to future perfect
23 **Smoking** *Student Book pp. 89-92*	Express ideas on smoking • Talk about the right's of smokers and non-smokers • Write about hazards of smoking	*Could* as probability • *Should* review
24 **Betting on horses** *Student Book pp. 93-96*	Discuss views on betting on horses • Talk about personal experiences • Write a personal essay	Use of *ever* in the present perfect review

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

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

To the Teacher

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

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

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

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

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

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

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

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

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

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

About the book

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

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

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

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

To the Teacher

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

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

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

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

Acknowledgments

We would like to thank the people who helped develop and produce this book. We appreciate the dedicated teamwork of Prentice Hall Regents that helped us through the publishing process. Thank you, Arley Gray, for granting us the opportunity to work with your team of experts. We appreciate all the feedback and guidance we received from Louisa Hellegers, Ken Liao, and Sheryl Olinsky. We are especially grateful for the help of Barbara Barysh, our editor, who oversaw the complete process of the book from development through production. Without her dedication, expertise, and experience—coupled with kindness, encouragement, and guidance—this book would never have been published.

In addition we want to thank our family, friends, and colleagues for their unlimited enthusiasm, encouragement, and help. Thank you Paul Hamel, Mike Bennett, Jean Owensby, Marvin and Dorothy Rish, Alan West and Lois Fine, David Rish, Nathan Rish, Ethel Rish, Adam West, Stacie Steinberg, Wendy Rosenthal LeBlang, and Chagall and Cotton West.

Brana and Harlan West

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

Lesson 1 Introductions

Vocabulary New Words

am
are
been
country
do
have
how long
introduce
is
language
learn
meet
month
name
say
see
speak
what
where

Let's Talk Words

city
class
community
different from
else
job
like
live
mark (check)
married
same as
share
single
study
travel
visit

Irregular Verb Forms

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

Grammar Focus

Simple present

Use the simple present tense to show:

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

Present perfect

Use the present perfect to depict:

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

Expanding on the Lesson

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

Invite students to respond by asking the following questions:

How are introductions different . . .

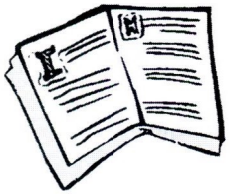
- at work?
- at a **formal party**?
- at a **casual get-together**?
- made by a friend?

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

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

Lesson 2 Favorite Things

Vocabulary



New Words

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

Let's Talk Words

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

Irregular Verb Forms

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

Grammar Focus

Questions: present/past/present perfect

To form a question:

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

Expanding on the Lesson

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

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

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

Have students talk about their favorite

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

Lesson 3 Diet and Exercise

Vocabulary New Words

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

Let's Talk Words

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

Irregular Verb Forms

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

Grammar Focus

Imperatives

Use the imperative to:

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

Expanding on the Lesson

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

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

Ask the class these additional questions:

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

Lesson 4 Transportation Systems

Vocabulary

bus
can
carpool
drive
fly

New Words

might
passenger
plane
ride
situation
train
transportation system
use
will

Let's Talk Words

encourage _____
environment _____
government _____
improve _____
native _____
subway _____
teleportation _____
world _____
_____ _____

Irregular Verb Forms

irLanguage.com

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

Grammar Focus

Modals *can/will/might*

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

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

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

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

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

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

Expanding on the Lesson

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

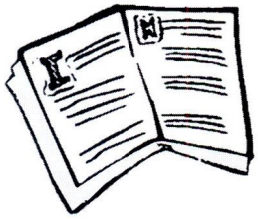
Make a carpool chart in class. Have students sign up.

Discuss these additional questions:

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

Lesson 5 Pets

Vocabulary New Words



animal	most
bullfight	neglect
chicken fight	part of
definition	people
dictionary	pet
horse race	shelter
ever	such as
human	unusual

Let's Talk Words

abuse	take care of
animal rights group	treat
buy	_____
dislike	_____
feel	_____
find	_____
grow up	_____
guess	_____

Irregular Verb Forms

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

Grammar Focus

Present perfect with *ever*

Use *ever*:

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

Other uses of present perfect: (Lesson 1)

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

Expanding on the Lesson

Have students name popular breeds of these pet animals:

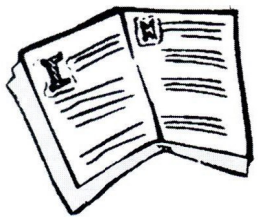
- cats
- birds
- horses
- fishes
- snakes

Ask students these questions:

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

Lesson 6 Job Interviews

Vocabulary New Words



job skill	prepare
interview	ask
employer	hire
characteristic	fire
company	get
question	look for
employment	file
alphabetically	answer

Let's Talk Words

application	last
best way	network
duty	possible
experience	reference
expression	reliable
guide	salary
hiring practices	state
important	supervisor

Irregular Verb Forms

مرجع زبان ایرانیان

Base Form	Past	Past Participle
get	got	gotten

Grammar Focus

Gerund

A gerund is the *-ing* form of the verb used as a noun.
Studying hard is necessary. Knowing how to operate a computer is important.

Use gerunds as nouns:

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

Expanding on the Lesson

Have students prepare for a job search by

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

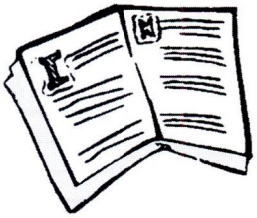
Have students go to a local department store, restaurant, or market, and ask for a job application. Fill out the applications in class the next day.

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

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

Lesson 7 The Best of Everything

Vocabulary



New Words

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

Let's Talk Words

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

Irregular Verb Forms

Base Form	Past	Past Participle
choose	chose	chosen
sell	sold	sold

Grammar Focus

Adjective superlatives

Use adjectives to describe nouns.

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

- Use the definite article *the* as part of the superlative.
  We have the nicest students in our school.
  Sam is the happiest man I know.
  Jill is the most talkative person in her family.

Rules for using the superlative:

- Add *-est* to a one-syllable adjective.
  Jose is the tallest student in the class.
- Add *-st* to a one syllable adjective that ends in *e.*
  Maria is my nicest cousin.
- Change *y* to *i* and add *-est* to a two-syllable adjective ending in *y.*
  What was the happiest moment in your life?
- Use *most* in front of a two-syllable adjective not ending in *y,* or an adjective with more than two syllables.
  What was the most interesting movie you have ever seen?
- Some common *irregular* adjective superlatives:

good = *the best*	*Sam's Restaurant has the best chicken.*
bad = *the worst*	*Gina is the worst cook.*
far = *the farthest*	*Who lives the farthest from the school?*

Expanding on the Lesson

Ask the class these questions.

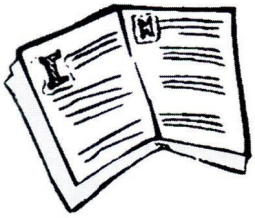
In your native country what is the best . . .

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

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

Lesson 8 Family

Vocabulary New Words



aunt
brother
children
daughter
family
family tree
father
female
grandfather
grandmother
grandparent
husband
male
mother
nephew
niece
parent
relative
sibling
sister
son
spouse
uncle
wife

Let's Talk Words

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

_____
_____
_____
_____
_____
_____
_____
_____

Irregular Verb Forms

Base Form	Past	Past Participle
teach	taught	taught

Grammar Focus

مرجع آموزش زبان ایرانیان
www.IR.com
irLanguage.com

Review of adjectives (General review)

Use adjectives to describe nouns.
He is an honest man. They are nice people.

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

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

Present

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

Past

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

Present perfect

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

Expanding on the Lesson

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

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

Ask students these additional questions:

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

Lesson 9 Gender Roles

Vocabulary New Words

accomplishment
change
chore
congratulate
date
gender
get paid (for)
go (out)
home
household
leadership
look up to
make
marriage
men
nowadays
outside
past
respect
role
society
traditionally
typically
usually
who
whom
women
work

Let's Talk Words

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

_____
_____
_____
_____

Grammar Focus

Phrasal verbs

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

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

Expanding on the Lesson

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

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

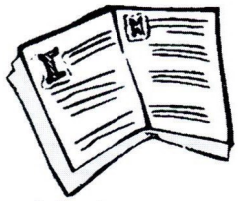
- watch their **newborn** babies
- discuss their **marital** problems
- be president of their country
- **pick up** their garbage
- put new **roofs** on their houses
- give them complete **physicals**
- work in the fire department
- serve in their country's military

Think of other roles men and women **have taken on** and discuss them in class.
Ask the students these questions:

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

Lesson 10 Holidays

Vocabulary New Words



celebrate
cover
dictate

holiday
interesting
pay
place
reason
special
young

Let's Talk Words

Dr. Martin Luther King, Jr. Day
Father's Day
Halloween
Independence Day
lonely
Memorial Day
Mother's Day
New Year's Day
tell
Thanksgiving
Veteran's Day
work

Irregular Verb Forms

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Base Form	Past	Past Participle
pay	paid	paid
tell	told	told

Grammar Focus

Review of superlatives (Lesson 7)

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

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

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

Present

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

Past

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

Present perfect

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

Expanding on the Lesson

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

Ask the class these questions:

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

Lesson 11 Superstitions

Vocabulary

New Words

bad luck
believe
black cat
bouquet
break
catch
four-leaf clover
good luck
horseshoe
ladder
lucky
mirror
open
rabbit's foot
salt
spill
superstition
sweep
true
umbrella
under
walk
wedding

Let's Talk Words

get married _____
happen _____
invent _____
say _____
secret _____
unlucky _____
unmarried _____
_____ _____
_____ _____

Irregular Verb Forms

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

Grammar Focus

Present real conditional

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

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

Say and *tell*

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

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

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

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

Expanding on the Lesson

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

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

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

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Lesson 12 Sleep

Vocabulary New Words

always
blanket
daily
day off
dream
get (up)
go (to bed)
good night
hour
lullaby
never
nightmare
often
position
rarely
schedule
sleep
sleeping aid
sleepwalk
snore
sometimes
tired
tuck in

Let's Talk Words

alarm clock
allow
enough
noise
oversleep
ring
scream
sing
sound
wake up

Irregular Verb Forms

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

Grammar Focus

Adverb of frequency

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

- These are approximate percentages:

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

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

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

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Expanding on the Lesson

Ask students to think about the following:

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

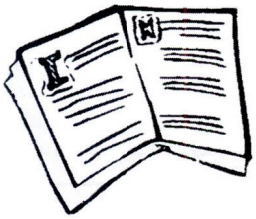
Ask the students these questions.

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

Lesson 13 Stealing

Vocabulary

New Words



age
chronically
common
fewer
frequently
less
person
punishment
someone
steal
thief

Let's Talk Words

criminal
future
hide
judge
rob
robbery
victim
violent

_____
_____
_____
_____

Irregular Verb Forms

Base Form	Past	Past Participle
hide	hid	hidden
steal	stole	stolen

Grammar Focus

Adjective comparatives: *less* versus *fewer*

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

- *Fewer . . . than* is used before count nouns when making a comparison.
  Bill's store has fewer TVs than Jack's store.

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

Expanding on the Lesson

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

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

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

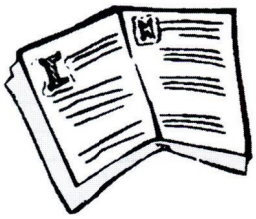
More questions for students to think about and discuss:

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

Lesson 14 Gossip

Vocabulary

New Words



article
continue
false
fill
gossip
hear
loud
news
recently
spread
whisper
wrong

Let's Talk Words

right

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Irregular Verb Forms

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Base Form	Past	Past Participle
hear	heard	heard
spread	spread	spread

Grammar Focus

Reported speech

Use direct speech with quotations when repeating someone's exact words.
Becky said, "I love to listen to gossip."

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

Becky said she loved to listen to gossip.

Direct speech can be changed to reported speech.

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

Expanding on the Lesson

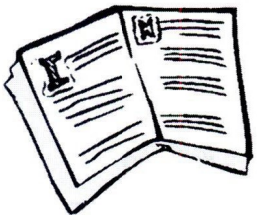
Have students form into groups. Have them imagine they write for a world-famous talk show. Tell them to brainstorm ideas for their show. Then have them write a list of as many discussion topics for their show as they can. What topics do they suggest? Which ones are **taboo**?

More questions on gossip:

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

Lesson 15 Ghosts and the Supernatural

Vocabulary New Words



careful
create
creature
Earth
event
exist
free
ghost
imagine
investigate
know
leave (behind)
look (like)
mysterious
phenomena
phenomenon
planet
present
séance
search
should
space ship
strange
supernatural
UFO
understand
witness

Let's Talk Words

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

_____
_____
_____

Irregular Verb Forms

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

Grammar Focus

Modal *should* (*shouldn't*)

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

Use *should* to:

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

Expanding on the Lesson

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

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

Now ask these additional questions:

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

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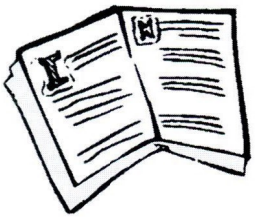
Lesson 16 Relationship

Vocabulary New Words



appropriate
husband
break up
consider
difficult
wife
impolite
lazy
relationship
sloppy
teenager
would

Let's Talk Words

approve
bring home
care about
constant
culture
decide
disapprove
generation
judge
potential
race
religion
_____
_____

Irregular Verb Forms

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Base Form	Past	Past Participle
bring	brought	brought

Grammar Focus

Present unreal conditional

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

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

Expanding on the Lesson

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

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

Has anyone in class ever gone out for a **picnic**? Who set up the picnic? Did the student have a nice time?

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

- Can people learn to like someone, or is there **chemistry** between people that can't be invented? Explain.

Lesson 17 Stress

Vocabulary New Words

associate
employee
less than
manage
million
more than
owe
raise
shout
sight
stress

Let's Talk Words

afraid
better
cause
combat
deal with
destroy
handle
mental
negative
nervous
occur
optimist
pessimist
physical
positive
reduce
relax
responsibility
scare
throughout
upset
way
_____
_____

Irregular Verb Forms

Base Form	Past	Past Participle
deal	dealt	dealt

Grammar Focus

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

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

Expanding on the Lesson

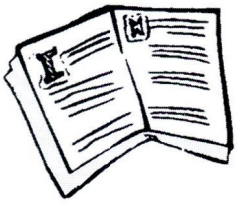
Have students choose a problem or stressful situation in their lives and write about it. Tell students **not** to write their names on their papers. Collect the papers and mix them up. Now have students work in pairs. Pass out one paper to each pair. Ask the pairs to discuss the stressful situation and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

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

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

Lesson 18 Going To College

Vocabulary New Words



immediate family
issue
go to college
remain

Let's Talk Words

across
adult children
advice
down
on your own
over
reaction
regret

Grammar Focus

Review of *say* and *tell* (Lesson 11)

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

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

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

- When using *tell,* the indirect object is used to identify the listener. The object (direct or indirect) appears immediately following *tell.*
  His father told him about the time when he went to college.
  Their grandmother told them beautiful stories.
- When using *say,* an indirect object is optional. When it is used, it can never immediately follow *say.*
  Beth said she wanted her son to go to college when he turned twenty- one.

Expanding on the Lesson

What are the **benefits** of going to college? What are the **disadvantages**? Divide the class in half. Ask half of the class to give **advantages** to going to college. Ask the other half to respond with disadvantages. List the answers on the chalkboard. Which list is longest? Which has the most **valid** reasons?

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

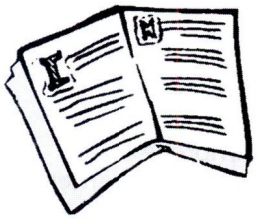
Ask students these questions:

- How can parents prepare children for going to college when they become adults?
- Where are some places young adults might live after they go to college (college **dormitory**, apartment with **roommates**, religious house, **hostel** . . .).

Lesson 19 Growing Old

Vocabulary

New Words



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

Let's Talk Words

advantage
affect
ail
cane
care
convalescent hospital
depict
distinguished
elderly
fear
golden years
help
how old
leader
lifestyle
mandatory
media
negative light
nursing home
pass away
plan
positive light
recognized
reflect
refuse
retirement
wheel chair

Grammar Focus

Pronunciation of past regular verbs

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

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

Expanding on the Lesson

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

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

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

Lesson 20 Pollution and Recycling

Vocabulary New Words

aluminum
bottle
can
garbage
glass
noise pollution
paper
plastic
pollute
pollution
problem
recycle
smog
store
styrofoam
waste

Let's Talk Words

active
concern
conserve
contribute
convince
depend on
director
earth
eliminate
environmental group
force
frequent
gasoline
improve
recycling center
resources
safe
volunteer

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Grammar Focus

Passive voice

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

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

Expanding on the Lesson

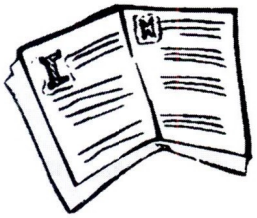
Start recycling in your school. Get a few boxes and label them: aluminum cans, glass bottles, newspapers, and other **recyclables**. Have a volunteer student take the recyclables to a center once a month. If your state pays a refund on bottles, save the money. Ask students what they would like to do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

Ask students these questions:

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

Lesson 21 The Homeless and Welfare

Vocabulary New Words



anyone
find out
homeless
represent
services
social worker
someone
welfare

Let's Talk Words

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

Irregular Verb Forms

Base Form	Past	Past Participle
give	gave	given

Grammar Focus

Some and *any*

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

Use *any*:

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

Use *some*:

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

Expanding on the Lesson

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

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

- **drug addiction**?
- recurring physical illnesses?
- **drug abuse** problems?
- extreme **handicaps**?
- **mental illness**?
- social **behavioral** problems?

Discuss these additional questions:

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

Lesson 22 Disasters

Vocabulary New Words

bomb
category
disaster
drought
earthquake
fire
flood
food poisoning
insect infestation
natural disaster
oil spill
plague
storm
tornado
volcano
war

Let's Talk Words

blow
damages
dinosaur
disaster proof
effect
erupt
extinct
flock
food supply
futuristic
guarantee
homeowner
human race
insurance policy
insure
lack of
major
natural resource
pattern
population
predict
roam
salesperson
scientist
survival
unseasonable
use up
useful
weather
_____
_____

Irregular Verb Forms

Base Form	Past	Past Participle
blow	blew	blown

Grammar Focus

Future perfect

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

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

Expanding on the Lesson

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

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

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

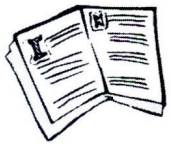
What other verbs are used to show the action of disasters? For example, **shake** (shook, shaken) is used to show the action of earthquakes.

Ask students these additional questions:

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

Lesson 23 Smoking

Vocabulary New Words



ban
cigarette
correct
dash
debate
farmer
gallows
hang
hangman
idea
incorrect
industry
non-smoker
smoke
smoker
spell
tobacco

Let's Talk Words

bad habit
bother
break a habit
cancer
chew
could
determine
illegal
instead
permit
quit
second-hand smoke
since
surgeon general
tempt
try

_____
_____
_____
_____
_____
_____

Irregular Verb Forms

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

Grammar Focus

Could as probability

Could can be used to:

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

Could is also used to express ability in the past
He could run faster two years ago. (He didn't smoke then.)

Review of *should* (Lesson 15)

Should can be used to:

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

Expanding on the Lesson

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

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

Ask the students:

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

Lesson 24 Betting On Horses

Vocabulary

New Words

brainstorm
enroll
friendship
game
job placement
life
location
mean (signify)
pay off
purchase
residence
show
take a chance
win

Let's Talk Words

addiction
attend
beg
bet
cheat
crime
cycle
excitement
famous
force
form
fulfill (dreams)
hope
horse races
lie
lottery
make a bet
overeat
overwork
recovery
revenue
self-help
group
site
town
_____
_____

Irregular Verb Forms

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

Grammar Focus

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

Use *ever*:

- In questions
  Have you ever won a lot of money?
  Have you ever bet money on a horse race?
- When the exact time the action occurred in the past is not relevant
  Have you ever gone to famous places like Santa Anita horse races?

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

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

Expanding on the Lesson

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

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

Ask these additional questions:

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

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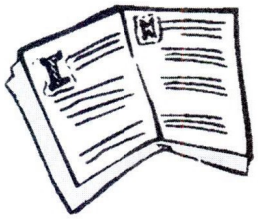
Lesson 25 War and the Military

Vocabulary New Words



conflict
current
military
neither
nor

Let's Talk Words

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

Irregular Verb Forms

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Base Form	Past	Past Participle
fight	fought	fought
rebuild	rebuilt	rebuilt

Grammar Focus

Past continuous tense

Use the past continuous tense to:

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

Expanding on the Lesson

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

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

Other issues to discuss:

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

Lesson 26 Money Management

Vocabulary New Words

account
already
apply
at least
bill
broke (poor)
budget
charge
cheer up
context
credit card
due
earn
forever
join
luxury
money
management
my treat
of course
paycheck
payment
pay off (bills)
penny
tell me about it

Let's Talk Words

accept
basic
bond (savings)
charity
comfortable
compare
cost
debt
invest
major purchase
manage (money)
modify (debts)
nest egg
properly
save
stock
unable
wise

Irregular Verb Forms

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Base Form	Past	Past Participle
cost	cost	cost

Grammar Focus

Future *will/be going to*

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

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

- Use *will* to show future willingness.
  Call me anytime. I will help you invest your money wisely.
  Will you accept a job in a different country?
  Are you willing to accept a job in a different country?
- Use *would* to replace *will* if a question is hypothetical.
  Would you accept a job in another country?
- Use *be going to* to show prior plans.
  Why did you save so much money? I'm going to buy a new car.
- Sometimes *will* is seen as more formal than *be going to.*
  I will have the money for you by Friday.

Expanding on the Lesson

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

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

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

More questions on money management:

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

Lesson 27 Cheating

Vocabulary

New Words

anybody
begin
copy
nobody
order
poem
prosper
report
right reason
somebody
view

Let's Talk Words

advertising
business transaction
car part
cashier
catch cheating
claim
commercial
customer
deceptive
demonstrate
disappoint
exam
get away with
get caught
insurance
mechanic
medical
owner
prestigious
pretend
product
replace
short-change
solution
subject
surgeon
themselves
yourself

Irregular Verb Forms

Base Form	Past	Past Participle
begin	began	begun

Grammar Focus

Indefinite pronouns

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

Someone/somebody is:

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

Anyone/anybody is used in:

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

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

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

Expanding on the Lesson

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

Explain why the following are considered to be cheating:

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

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

Lesson 28 Government Spending

Vocabulary

New Words

street sign
business loan
wildlife
museum
legal aid
sanitation
grants
disability benefits
highway
dental care
medical care
primary
public
require
research
ambulance
unemployment benefits
jail
repair
secondary
space exploration
mentally ill
government spending
benefit
lighting

Let's Talk Words

be in charge
collect
donate
government funding
income
inheritance
power
property
tax
wage

Grammar Focus

Review of present unreal conditional (Lesson 16)

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

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

Expanding on the Lesson

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

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

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

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

More questions on government spending:

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

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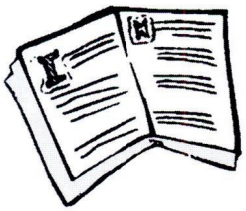
Lesson 29 Prejudice and Discrimination

Vocabulary

New Words



against
aloud
assign
categorize
define
different
discriminate
discrimination
divide
free (of)
label
nationality
prejudice
raise children
separate
size
social status
stereotype

Let's Talk Words

as well as
called (named)
civil right
Constitution
document
entitle to
experience
expose
highest
invite
law
opinion
prevent
protect
World's Rights Organization

_____
_____
_____

Grammar Focus

Past perfect

Use the past perfect tense in the main clause:

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

Expanding on the Lesson

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

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

Ask students to:

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

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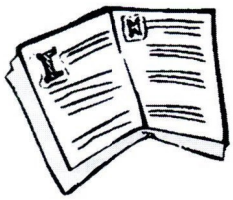
Lesson 30 Divorce

Vocabulary

New Words



acquire
asset
aware
divorce
finish
get divorced
identity
react
save (a marriage)
thoughts
tool
trust
wish

Let's Talk Words

agreement
alimony
be around
child support
ex-spouse
ex-wife
funny
intelligent
joint custody
kind
laugh
lively
marital status
patient
remain
rich
split
wonder

_____
_____

Irregular Verb Forms

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Base Form	Past	Past Participle
split	split	split

Grammar Focus

Past unreal conditional/*wish*

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

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

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

Use *wish*:

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

Expanding on the Lesson

How is divorce viewed by:

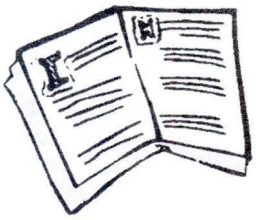
- people from different countries?
- people of different religions?
- the older generation?
- the younger generation?

Discuss these issues:

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

Lesson 31 Calling In Sick

Vocabulary



New Words

absent
artist
average
call in sick
carpenter
housekeeper
lunch break
painter
personnel
plumber
secretary
sick
various
writer

Let's Talk Words

manager
per
previous
sick day
valid

_____
_____
_____
_____

Grammar Focus

Review of passive voice (Lesson 20)

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

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

Expanding on the Lesson

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

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

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

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

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

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Lesson 32 Justice Systems

Vocabulary

New Words

court case
fair
forget
guilty
innocent
justice
justice served
justice system
outcome
phrase
should have
verdict

Let's Talk Words

arrest
capital punishment
commit
corporal punishment
death row
deserve
enforce
fist fight
fit (equal)
hindsight
inmate
legal system
look back
maximum
minimum
minor
mistake
murder
perspective
prisoner
right to security
send to prison
sentence (court)
theft
try in court

_____
_____
_____

Irregular Verb Forms

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

Grammar Focus

Modal perfect *should have*

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

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

Expanding on the Lesson

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

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

Additional questions for class discussion:

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

Lesson 33 Drugs and Medicine

Vocabulary

New Words

aspirin
caffeine
classification
cocaine
drug
headache
marijuana
medicine
patient
penicillin
prescription
side effect

Let's Talk Words

ailment
backache
catch selling
catch using
constipation
diarrhea
garlic
generic
ginger root
ginseng
herb
ill
legalize
on the street
over the counter
prescribe
rehabilitation center
remedy
sore throat
stomachache
stuffy nose
vomit

_____
_____
_____
_____
_____
_____

Grammar Focus

Embedded questions used to show politeness

An embedded question is more polite than a regular question.
Do you know what the side effects of this drug are?

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

Expanding on the Lesson

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

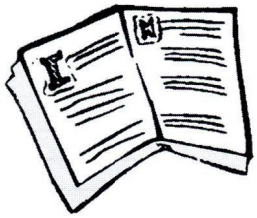
- **usage**
- general **warnings**
- correct **dosage**
- drug **precautions**
- common side effects
- remedies for **accidental overdose**

Additional questions to talk about:

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

Lesson 34 What Would You Do If...

Vocabulary



New Words

conclusion
creative
develop
fluently
logical
paragraph
pound
swell up
translator
weigh

Let's Talk Words

admit
bookkeeper
born
discover
embezzle
fail
final
fond of
grant
human being
kill
magic lamp
notify
overhear
read minds
turn around

_____
_____
_____
_____
_____

Irregular Verb Forms

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Base Form	Past	Past Participle
overhear	overheard	overheard
read	read	read

Grammar Focus

Review of present unreal conditional (Lesson 16)

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

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

Review of Past unreal conditional (Lesson 30)

The past unreal conditional tense expresses a past imaginary action.

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

More on *wish*

Wish can be used in:

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

Expanding on the Lesson

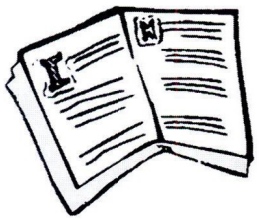
Ask students these questions:

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

Lesson 35 Employment Issues

Vocabulary

New Words



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

Let's Talk Words

available
boss
confront
damage
directions
following
incentive
might have
occasional
performance
promote
reputation
_____
_____
_____
_____

Grammar Focus

Perfect modals *could have/might have*

Use *could have* to show:

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

Use *might have* to show:

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

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

Expanding on the Lesson

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

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

Ask the students about these employment issues:

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

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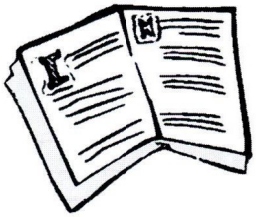
Lesson 36 Excuses and Lies

Vocabulary

New Words



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

Let's Talk Words

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

_____
_____
_____
_____
_____

Grammar Focus

Modal *must (mustn't)*

Use *must* to show:

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

Expanding on the Lesson

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

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

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

Ask these additional questions:

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

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

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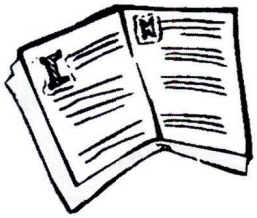
Lesson 37 Forms of Government

Vocabulary



New Words

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

Let's Talk Words

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

Grammar Focus

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

To form a question:

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

To the teacher:

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

Expanding on the Lesson

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

Ask students these historical questions:

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

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

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

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Lesson 38 Professionalism

Vocabulary

New Words

appearance
character actress
comedian
contract
hair stylist
lawyer
librarian
marketing manager
meeting
must have
past life
personality
politician
profession
professionalism
psychic
renewal
review (at work)
TV series
TV show ratings

Let's Talk Words

accountant
background
break down
dishonest
earn a living
employ
ethical
influence
pursue
take advantage of
true professional
trustworthy
unethical
unprofessional
unskilled
workforce
_____
_____
_____
_____

Grammar Focus

Perfect modal *must have*

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

Jackie is very happy with her job evaluation. She must have gotten a promotion.
Joe is looking through the want ads. He must have lost his job.
Tom took the bus to work last week. He must have had car trouble.
Violet fired her assistant last week. He must have arrived late for work again.

Expanding on the Lesson

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

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

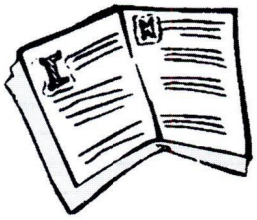
What profession have you always wanted? Do you have the career you want? If so, explain how you achieved your **goal**. If not, what happened in your life to keep you from getting the career you wanted? How could you obtain the employment you desire in the future?

More discussion points:

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

Lesson 39 Success

Vocabulary



New Words

close friend
decent
integrity
keep
own
possess
possession
powerful
rare
valuable

Let's Talk Words

achievement
anniversary
business contact
generally
goal
in mind
in terms of
keep in touch
network
organize
personal contact
renowned
social life
type of
work hard

_____
_____
_____
_____
_____

Irregular Verb Forms

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

Grammar Focus

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

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

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

Use *might (might not)* to signify:

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

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

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

Use *should* to:

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

To the Teacher:

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

Expanding on the Lesson

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

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

Lesson 40

Let's Talk...

Vocabulary

New Words

Let's Talk Words

Vocabulary

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

Expanding on the Lesson

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

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

Here are some additional topics students might find interesting.

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

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

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

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

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

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Games for Verb Practice

Write Right Fast

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

If You're Wrong, You'll Hang

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

Concentrate on the Verbs

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

Irregular Verb Tense Chart

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

Tense Forms

Forms of Tenses (aspect) and Modals

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

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

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

Tense Forms

The base form of the verb follows modals.		
Modal *will*	**Modal *can***	**Modal *should***
I'll study English.	I can sing.	I should work.
You'll eat.	You can play chess.	You should study.
He'll visit his friends.	He can drive.	He should cook dinner.
She'll work.	She can buy a car.	She should sleep more.
It'll sleep.	It can fly.	It should eat now.
We'll sing songs.	We can study.	We should buy some food.
They'll sit in class.	They can read.	They should grow up.
Modal *might*	**Modal *could***	**Modal *must***
I might study English.	I could sing.	I must work.
You might eat.	You could play chess.	You must study.
He might visit his friends.	He could drive.	He must cook dinner.
She might work.	She could buy a car.	She must sleep more.
It might sleep.	It could fly.	It must eat now.
We might sing songs.	We could study.	We must buy some food.
They might sit in class.	They could read.	They must grow up.

The auxiliary *have* and the past participle of the verb follow past modals.			
Perfect *should have*	**Perfect *could have***	**Perfect *must have***	**Perfect *might have***
I should have studied.	I could have sung.	I must have overslept.	I might have watched TV.
You should have eaten.	You could have played chess.	You must have studied.	You might have traveled.
He should have driven.	He could have driven.	He must have cooked dinner.	He might have cooked dinner.
She should have cried.	She could have slept.	She must have worked.	She might have worked.
It should have slept.	It could have flown.	It must have eaten.	It might have eaten.
We should have sung songs.	We could have studied.	We must have driven too far.	We might have driven too far.
They should have sat in class.	They could have read.	They must have grown up.	They might have walked home.

Passive Modals	Present Passive	Past Passive	Future Passive
Put the direct object in subject position. Follow it with a modal, the base form of *be*, and the past participle of the verb.	Put the direct object in subject position. Follow it with the present of *be* and the past participle of the verb.	Put the direct object in subject position. Follow it with the past of *be* and the past participle of the verb.	Put the direct object in subject position. Follow it with the (modal) future marker *will*, the base form of *be*, and the past participle of the verb.
Bottles can be recycled.	That book is always read.	The food was eaten.	The can will be opened.
Women will be honored.	His movies are rarely watched.	The cars were driven safely.	All languages will be spoken.
Bob might be hired.			
Books should be read.			
English must be taught..			
Songs could be sung.			

Tense Forms

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

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

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

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Talk Your Head Off

(...and Write, Too!)

written by *Brana Rish West*

illustrated by *Harlan West*

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

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

* This text can also be used to promote creative writing. After using a topic as a conversational tool, students are encouraged to express their views in written form.

* Lessons progress in complexity of topic, vocabulary (pertinent to each theme), and grammatical focus.

* Student surveys and small group participation enable all students to feel comfortable *conversing* with each other—and *talking each others' heads off!*

Also available:
Teacher's Manual: 0-13-613605-2

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