

AMERICAN KERNEL LESSONS

AKL: ADVANCED

ROBERT O'NEILL
PENNY LAPORTE

includes: Detailed Teaching Notes
Complete Answer Key
Teacher's Guide to Tests

TEACHER'S MANUAL



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ROBERT O'NEILL
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Longman 
American English

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American Kernel Lessons: Advanced Teacher's Manual

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Introduction

AKL: Advanced consists of:

- *Student's Book*—15 eight-page units, plus tapescripts for the Dialog and Listening sections
- *Teacher's Manual*—teaching notes for each unit, answer keys and a section on the Student's Tests
- *Student's Tests*—one Entry Test and five Progress Tests
- *Cassette Set 1*—two cassettes, one for the Dialog sections and one for the Listening sections
- *Cassette Set 2*—three cassettes containing supplementary laboratory drills
- *Tapescript for Lab Drills*—the complete tapescript for Cassette Set 2

AKL: Advanced is designed for adult and older secondary students who:

- have completed an intermediate course such as *AKL: Intermediate*;
- have completed about 240 hours of study;
- are at the advanced level but need to review grammar and further develop their communication skills.

AKL: Advanced can be covered in:

approximately 120 direct contact hours of teaching if all or most of the material in the text is done in class. However, the book can also be covered in about 60 class hours if the students are able to work alone for another 60 hours. In this case, the teacher should begin working on the exercises in class with the students and then check the written work that they complete at home.

Each unit of *AKL: Advanced* is divided into four two-page sections:

- Pages one and two contain pictures and texts revealing the unit's theme, followed by question-and-answer exercises. Approximately two class hours can be devoted to this section.
- Pages three and four contain grammar explanations and exercises. Two class hours can be devoted to this section.

- Page five contains the Dialog/Communication Practice section. This is a fill-in exercise based on a recorded dialog plus functional language practice based on material from the dialog. One to two class hours can be spent on this part of the section. And page six is devoted to listening skill development based on a recorded interview. One-half to one class hour can be spent on this part of the section.
- Pages seven and eight contain reading skill development and writing assignments. Approximately two class hours can be devoted to this section.

Note that the fifth and sixth pages of each unit, Dialog/Communication Practice and Listening, are based on cassette recordings. It is strongly recommended that the cassettes be used because students at this level need the exposure to the natural, authentic use of language that these tapes provide. The tapescripts for the recordings appear at the back of the Student's Book, but students should be told not to look at them until after they have done the exercises. Or, if you wish to remove them from the Students' Books, they have been perforated for easy removal.

The *AKL: Advanced Teacher's Manual*:

offers detailed information on how to present the Student's Book units, a complete answer key to the exercises in the Student's Book and suggested supplementary activities to help teachers tailor the material to the needs of their students. Contained in the first two units of the Teacher's Manual is a general introduction to each of the four two-page lessons of a unit plus specific instructions for exercises contained in those two units. Subsequent Teacher's Manual units contain specific instructions for corresponding Student's Book units.

The final section of the Teacher's Manual, entitled "Teacher's Guide to the Tests," explains how to administer and score the six tests contained in the book *AKL: Advanced Student's Tests*. An answer key for each test is also included in this section of the Teacher's Manual.

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General Instructions for Presenting the Texts

For each text, have the students examine the picture and answer the questions that go with it (printed just above or beside it). Both the picture and the questions are intended to stimulate the students' interest in the topic discussed in the text and to create expectations in their minds that will enhance their ability to understand the language in the text.

In some cases, the Teacher's Manual presents additional questions and special techniques for introducing the text.

Various methods for reading the texts and working with the questions that follow them are given in this book.

1

The texts in Unit 1 introduce the theme of *American Kernel Lessons: Advanced*—a television broadcasting station, its activities and its personalities.

Before you present the text, let the class look at the picture. Ask the questions above the picture and then ask additional questions, such as:

1. What type of people live or work in this building?
2. What professions might they have?
3. Would it be pleasant to live or work in such a building? Why or why not?

Then have the students read the text silently.

Ask the students the questions under the text. Encourage them to talk about a radio or television station they may know about or have visited.

Ask additional questions, such as:

1. What types of programs do you enjoy watching on television?
2. Do you prefer news broadcasts which focus on local, national or international news? Why?
3. What are some of the main issues in the news these days?

If possible, plan to visit a television or radio station with the class. Use the visit as the basis for class discussions and writing assignments.

2

First ask the questions that go with the picture. Then introduce the character by saying, "This woman is a news reporter on TV." Then ask questions about her profession, such as:

1. Is it common to see women in this profession?
2. How do you think she gets information for her reports? (e.g., research, interviews)

Tell the students, "She's going to do a special on current issues soon." Ask, "What issues would you suggest she discuss?"

Then read the text aloud to the students, with the students listening but not reading. Get the students to offer suggestions as to questions they would ask if they were interviewing Marsha Nelson. After a few suggestions, put the students in pairs. Have them write questions as if preparing for this interview, using the question prompts below the text.

The other students reread the passage in preparation for answering the questions. Circulate among the students to correct or comment on questions or vocabulary. Then students ask their partner questions; the partner answers them.

Note: Point out that the cues below the text are not questions but instructions. They are not in question form.

Pay special attention to:

2. Where *did* she grow up?
3. How long *did* she live there?
4. Where *did* she work for a newspaper?
7. *Who has* just suggested an idea to her? (Subject question word order—no inversion.)

3

Have the students look at the picture and answer the questions that go with it. Then say, "The man in the picture is David Denton. He wants to work for WNYN-

UNIT 1

TV.” Next, have the students cover up the text and, using the question prompts below it, have them ask you questions as if you were David Denton (a female teacher might change the name to Debbie Denton). For example:

STUDENT asks teacher: Where were you born?

TEACHER answers: I was born in New York.

STUDENT asks teacher: Where did you grow up?

TEACHER answers: I grew up in New York.

The teacher answers only correctly formed questions. The student must rephrase a question correctly before it is answered. Other students can help do this. Pay special attention to:

6. What *have* you *been doing* since you graduated?
7. Where *do* you *have* an interview today?
8. Why *don't* you *expect* to get the job?

Then read the text aloud; the students follow it silently.

In pairs, the students repeat the exercise, asking each other questions about David. For example:

STUDENT 1 to Student 2: Where was David born?

STUDENT 2: In New York.

STUDENT 1: Where did he grow up?

STUDENT 2: He grew up in New York too.

As you circulate to listen to the students, be sure that they are using *has* and not *have* for the third person singular in numbers 6, 7 and 8.

4

Have the students look at the picture and answer the questions that go with it. Then have them read the text silently. Ask the questions below the text after the silent reading, or read the questions aloud first and ask the students to skim the passage for the answers. Then have them reread the text silently and summarize it orally. Note the variety of tags:

- | | |
|-------------------------------|-----------------------------------|
| 1. Robert Russo <i>does</i> . | 4. David Denton <i>is</i> . |
| 2. Other people <i>do</i> . | 5. Bob (Mr. Russo) <i>is</i> . |
| 3. Bob <i>did</i> . | 6. Bob (Mr. Russo) <i>might</i> . |

General Instructions for Presenting the Grammar

This section provides explanation of and practice on grammar points found in the texts. Each grammar point is covered by a comment and various exercises. The large numbers in boxes are followed by a description of the grammar and often by a sample sentence taken from one of the texts. The letter A is followed by a Comment (grammatical note or explanation) on the point. B, C, D, etc., are exercises on the grammar point. Most units focus on three or four grammar points.

The explanations, diagrams and notes found in the Comments can be studied silently, but the teacher should always ask questions to make sure that the grammar presentation has been understood.

The various grammar exercises in these sections are all designed to give students practice in using the grammar in meaningful contexts. Many of these are useful as homework assignments and many can be done either orally or in writing. Special techniques for presenting some of the exercises are given in this book.

1

A. Comment

Follow the general procedure above.

Other verbs that can express a state include *believe*, *doubt*, *feel*, *forget*, *hear*, *know*, *remember*, *understand*, *appear*, *guess*, *realize*, *want*, *regret*, *love*, *appreciate*, *contain*, *mean*, *resemble* and *belong*.

B. Situation

Have the students look at the cues in the text and make sentences based on them. The most likely responses are given below. The numbers in parentheses after some of the responses refer to the applicable part of the Comment.

Answers:

1. Many reporters are waiting for the president.
2. They seem anxious. (1)
3. I hear the president now. (2)
4. He is entering the room.
5. He is smiling and waving.
6. He knows many reporters personally. (1)
7. They are looking at the president. (3)
8. He looks nervous. (3) (Note that *look* is a verb expressing a state when it has the meaning of *appear* or *seem*.)
9. He is walking to the podium.
10. He needs another microphone. (1)
11. An aide is adjusting the new microphone.
12. The press conference is beginning.
13. The president sees a reporter raise her hand. (2)
14. The reporters are listening to him. (3)

2

A. Comment

Follow the standard procedure.

B. Situation

This exercise can be done by putting the students in pairs or small groups and asking them to decide which tense to use in each blank and to write their responses on a separate sheet of paper. Ask for volunteers to write answers on the blackboard and then help the class decide on correct answers. Let the students make the corrections as much as possible.

A follow-up activity could be oral practice of the dialog using "Read and Look Up." Pairs of students work together, one taking the role of Peggy, the other, that of Margaret. "Peggy" reads the first line *silently* and then looks up at "Margaret" and says the line *aloud* without looking at the text. Then "Margaret" reads the next line, looks up and says it, and so on. The students will probably have to divide the longer speeches into sentences or into sense groups within sentences. The first few times you use the "Read and Look Up" technique, you may wish to tell the students where to mark the sense groups.

Answers:

1. think
2. has
3. is thinking (encourage contraction: *He's thinking*)
4. think
5. has

6. has
7. is having (encourage contraction: *He's having*)
8. is considering
9. has
10. is having (encourage contraction: *He's having*)
11. thinks
12. has
13. is considering (encourage contraction: *He's considering*)
14. is not considering (Encourage contraction: *isn't considering* or *Bob's not considering*)

Note: Remember to listen for the correct use of the -s ending with third person singular, simple present tense verbs.

3

A. Comment

Use the standard procedure.

B. Practice

The class should study the model dialog carefully. Draw attention to the contrast of tenses. (This exercise could be assigned for homework.)

Questions:

1. Oh? How long did you study there?
2. How long did you work there?
3. How long were you there?
4. How long have you been working in TV? (or *have you worked*)
5. How long did you study it?
6. How long have you been studying it? (or *have you studied*)
7. How long have you been looking?
8. How long did you work there?
9. How long have you lived there? (or *have you been living*)
10. How long have you been waiting?
11. How long have you known him/her?
12. How long have you played? (or *have you been playing*)
13. How long have you had them?

C. Situation

Sample student responses:

- A: I take the bus to work.
B: How long have you been doing that?

UNIT 1

- A: I have a new car.
B: How long have you had it?

- A: I cook dinner for my family every night.
B: How long have you been doing that?

- A: I go to the seashore for my vacations.
B: How long have you been going there?

D. Discussion

You can lead the whole class in the discussion or you can put the students in pairs or small groups. If you do the latter, circulate among the students and offer help if they have difficulty expressing themselves. Before starting any discussion, it is a good idea to give the students a minute or two to collect their thoughts, ask about vocabulary they may need, etc.

General Instructions for Dialog/ Communication Practice

This section consists of a dialog followed by practice on one or more communicative language points taken from the dialog. Each dialog is part of a continuing story about the people at WNYN. The dialogs are recorded on Cassette 1 and each unit of the Student's Book presents a partial tapescript of a dialog. Completed tapescripts can be found in the back of the Student's Book. It is strongly recommended that the students not look at the completed tapescript until they have attempted to complete the dialog themselves.

The dialogs are best exploited by using the cassette. The lesson outlined below can be used as the standard method for presenting all of the dialogs. Some units in this book give alternative procedures.

The Communication Practice section always places emphasis on the *purpose* people have when they speak. Various grammatical forms may be used for a single purpose. The purposes presented in these sections include apologizing, introducing a new subject, accepting and refusing offers, making requests and many others. Specific procedures for each unit are given in this book.

DIALOG



Note: Complete tapescripts of all of the dialogs can be found in the back of the Student's Book.

Introduce the dialog with a short summary, but leave some detail missing. Ask a question to help the students find that detail. You might begin:

David Denton is being interviewed for a job as a cameraman at WNYN-TV. Do you think he'll get the job? Listen to the tape and find out.

You could also introduce the tape with more general questions that would spark the interest of the listeners. For example:

1. Think of a time when you were nervous. Did you show that you were nervous? Why were you so nervous? When did this happen? What did you do to control it?
OR
2. Have you ever applied for a job? Did you have a job interview? Were you nervous then? Could you anticipate the questions you were asked? What were your strong points? What were your weak points? Did you get the job? OR
3. Listen to this tape. David Denton is nervous, don't you think? See if you can tell me why. Listen and find out what happened.

After introducing the topic, play the tape once without stopping. The students should *not* see the tapescript. Ask the students to tell you what happened. Get as many details as possible. Then replay the tape as often as necessary to have a complete reconstruction of the dialog.

If there is time, you can ask the students to listen very closely to the tape to fill in the exact words missing from the tapescript. Ask the students to number a piece of paper to correspond to the blanks in the tapescript in the book. Play the recording, stopping at the end of each sentence and allowing the students the opportunity to fill in the missing words. Rewind the tape and play the recording once again, stopping only occasionally. Have the students correct their work. You might want to play the tape all the way through once more.

After listening to the dialog, ask opinion questions, such as:

- 1. Why do you think Mr. Russo wants to hire David?
Does he have any doubts about David's qualifications or his ability to get along in his organization?
- 2. Would you hire David? Why? Why not?
- 3. What criteria would you use in hiring someone?
- 4. What questions do you think Ms. Lee asked David?

Again, if there is time, you might ask the students to write a memo from Mr. Russo to Grace Lee summarizing his meeting with and his impressions of David and possibly making recommendations.

COMMUNICATION PRACTICE

Apologizing

Comment

Go over the introductory material in class or have students read it silently. Tell the students that all of these phrases express apology, but that they are not all appropriate in all situations. To help you guide the students, note that the extent to which a speaker feels an apology is needed, as well as the degree of formality required by the situation, will determine the choice of expression used. Generally speaking, the scale at the bottom of the page can be used to determine the use of each apology.

Note: "Oh, I'm so sorry" often indicates a degree of surprise at the mishap on the part of the speaker.

Situation

Put the students into groups and have them discuss which apologies they feel are appropriate for each situation. Then discuss the options with the class as a whole. Have students act out each situation using an appropriate apology. Encourage them to create "mini-dialogs" of four to eight lines around each situation.

Inappropriate responses for the exercise are given below. The others are appropriate.

- 1. I feel terrible about it.
Oh, I'm so sorry.
- 2. All the expressions could be used depending on how valuable or valued the rug was.
- 3. All the expressions could be used depending on how valuable or valued the glass was.
- 4. All the expressions are possible depending on how upset the parent of the baby is.
- 5. I feel terrible about it.
Oh, I'm so sorry.
- 6. Sorry.
I'm sorry.
Oh, I'm so sorry. (This expression usually introduces an apology. Therefore, it would have to be the first sentence in this apology rather than the second.)
- 7. All expressions are possible depending on the formality of the relationship between the speakers.

Informal relationship between speakers/casual apology; the event had minor consequences.		Formal relationship between speakers/urgent need for an apology; the event had major consequences.	
↓		↓	
Sorry.	I'm sorry.	I'm awfully sorry. I'm terribly sorry. I'm so sorry.	I feel terrible about it.

General Instructions for Listening



This section gives students the opportunity to listen to a dialog and to verify their overall comprehension. It also introduces contextualized vocabulary, as well as specific functions of the language used.

Depending on the time available, or on your students' needs, this listening exercise can be optional. In that case, it might be effectively used in a language laboratory for additional comprehension practice. It can also be used for individualized study by students with special listening problems.

A system can be established whereby students check the tape out for home use (possibly with a check-out system for portable tape recorders as well) and the exercises are brought in for the teacher's correction when the tapes are returned. The students might also correct their own exercises with the tapescript in the back of the Student's Book.

The following procedure can be used for in-class listening. Before playing the tape, discuss the questions under the heading *Getting Ready to Listen*.

Next, have the students look at the vocabulary. Read the vocabulary item aloud and then read the sentence from the recording in which the word(s) is/are used. This can be prepared for ahead of time by referring to the tapescript in the back of the Student's Book. Point out the difference in the usage of "formal" and "informal" language, as indicated in some of the glosses.

Then have the students look quickly through the multiple-choice comprehension questions. Play the tape once. Ask the students to listen for and circle the correct answers in the Comprehension Checkup. Play the tape a second time. This time, have the students tell you to stop the recording when they hear the correct answer to the multiple-choice question. Pause often and discuss any problems or questions the students may have. Replay the tape as often as necessary.

Answers to the Comprehension Checkup:

1. a 2. b 3. b 4. b 5. b

Listening for Emotion

Have the students read the introductory remarks for this exercise. Play the tape again and ask the students to comment on how David showed his nervousness.

Note: David is very open with the adviser about his insecurities. His questions and statements about the interviewing process and his own abilities show his uncertainty, doubt and nervousness. You can help the students understand this point by asking them to listen to the interview and take notes on the things David asks and tells the interviewer that show his nervousness about interviewing for a job. Some possible responses are:

- He gets nervous during job interviews.
- He worries about being too casual and about discussing things not directly related to the job.
- He worries about anticipating the wrong questions.
- He's concerned about this being his first time to apply for a paying job.
- He's worried about not having enough experience to get a job.

Have the students share their notes and discuss whether they think David sounds nervous or sure of himself and how they know.

Transfer

Tell the students to read the situation and follow the instructions, preparing notes in pairs. If possible, arrange the classroom to simulate the office of a job counselor. When the students have finished preparing their situations, ask for volunteers to present their session to the class. If no one volunteers, select a pair of students you feel would not be inhibited by performing in front of the class. This is usually enough incentive to encourage other students to volunteer for additional role-plays.

Reading

The Reading section in this unit begins with the reading of two graphs. Explain to your students that the use of and ability to interpret the information in graphs is a valuable aid to reading comprehension. Writers—especially textbook, newspaper and magazine writers—often include charts and graphs as a means of clarifying their material. Thus, the value of graphs in reading should not be overlooked.

Included in this unit is a circle graph and a bar graph. Circle graphs represent the total information regarding a specific topic. The pie-shaped pieces of this type of graph represent a proportion of the total. A bar graph stresses the relationship between two or more things. Thus, each graph will convey a different type of information. Additional information is expressed in the headings or captions associated with it.

Tell the students to study Graphs 1 and 2. Have them check the words and expressions for definitions and ask for explanations which are not already given. Instruct them to study each graph carefully and then to answer the Comprehension Checkup questions. (See Unit 2 for General Instructions for Reading.)

Answers to the Comprehension Checkup:

1. 2 (anticipated changes—1985)
2. 1 (1977)
3. 1-2
4. 1 (total employed)

Finding Facts

Divide the class into groups of three and instruct each group to use the graphs to answer the questions. Also tell them to indicate which graph they are using. Circulate among the groups. If you find that most students are not able to read the graphs accurately, bring the class together and work on the questions as a whole, explaining how to find the information. If you prefer, allow the students to work in small groups, but verify their answers as a whole class at the end of the period. Another way to check the answers is to assign the role of secretary/recorder to one student in each group. This person writes down the group answers and turns them in to be corrected at the end of the period.

Answers:

1. Graph 1: blue-collar workers, clerical workers, service workers, professionals
2. Graph 1: 2,750,000
3. Graph 1: clerical workers
4. Graph 1: writers, artists and entertainers
5. Graph 1: carpenters, electricians (or any two from the blue-collar section of the graph)
6. Graph 2: secondary teachers, computer-operating personnel
7. Graph 2: computer-operating personnel
8. Graph 2: registered nurses
9. Graph 2: registered nurses
10. Graph 2: dental hygienists
11. Graph 2 (It projects future needs.)
12. Graph 1 (It describes total employment.)

Vocabulary Building

This reading exercise can be done in class or at home. In either case, instruct the students to read the entire passage before selecting an appropriate word. In this way they will have a better feel for the information. Then have them reread the text, filling in the blanks. It may be necessary for you to review the functions of verbs, nouns and adjectives if the students consistently select inappropriate forms.

Note: Point out the difference in pronunciation between the noun estimate (as in *it*) and the verb estimate (as in *ate*).

Answers:

- | | |
|-----------------|------------------|
| 1. anticipate | 9. employ |
| 2. employment | 10. anticipate |
| 3. distributed | 11. estimates |
| 4. employ | 12. distribution |
| 5. estimate | 13. estimation |
| 6. estimate | 14. anticipate |
| 7. anticipation | 15. employment |
| 8. estimate | |

UNIT 1

Discussion Topics

It is during free discussion and uncontrolled writing activities that students can test their hypotheses about appropriate and accurate language. It is also at this time that the teacher can best analyze errors to determine the degree and type of review or emphasis needed on specific language features. Therefore, it is highly recommended that time be set aside for discussion and writing at the end of each unit.

In correcting students during discussions, primary focus should be placed on general language usage and comprehensibility. Secondly, corrections should focus on grammatical and lexical items which have been taught. Therefore, the teacher should refrain from interfering unless necessary. This does not mean that the teacher cannot make corrections. While listening to a discussion, the teacher can make notes of specific errors or misused language. These errors can be written on the board at the end of the period for the class to correct, or they can be typed on a handout for group correction in the next class hour. Another way to correct is to write individual student's errors on a three-by-five card and to give each student his/her card to self-correct at the end of the hour. If there are general grammatical problems noted at this time, future class time should be devoted to those points.

Sometimes holding individual conferences with the students to discuss certain problems which recur in their speech or writing is the best solution. Of course, if there is the possibility of using tape recorders to catch the students in action, it should definitely be exploited. Playing back or transcribing their discussions, or parts of their discussions, is an excellent way for students to become aware of their own abilities or problems in the language.

These discussions can be conducted in small groups or as a class, depending on the size, age, personality and ability of the class as well as on the topic and teacher preference. It might be a good idea to vary the size of the discussion groups from week to week. Different students can be asked to conduct the discussions whenever the class works as a whole, rather than having the teacher direct the conversation all the time. In any event, allow

the students to take as much control as they want or are capable of, and encourage them to experiment with the language. The students should be allowed to select any or all of the questions suggested and to proceed with the discussion as they wish.

Writing Topics

Current research has suggested that writing is a powerful tool in language learning. It not only reinforces what has been taught and allows for visual feedback in the form of written comments, but it also gives the learner an opportunity to revise and reinterpret ideas about the language, its use and organization. Therefore, writing should be incorporated into every lesson, either as an in-class exercise or as homework.

Rather than simply indicating the correct forms on students' compositions, when correcting you can identify the error types in the margins so that the students can correct themselves. To do this, you will need to devise a set of symbols and explain them to the students. Here are a few examples:

spell = spelling error

agree = subject/verb agreement error

WO = word order error

s = You need an s (for plural noun or 3rd person singular present verb).

art = You have left out an article.

Λ = A word is missing.

tense = A verb tense is wrong.

Students should be encouraged to revise their writing as well as correct their errors. Sometimes it is useful to put students into groups to read each other's papers and to make comments and corrections. Recurrent errors can be typed on a sheet and distributed to the class for error correction. Of course, your teaching situation will determine the extent to which you correct errors in writing. However, do not overlook this opportunity to compliment the students on a well-turned phrase, forceful idea, interesting analysis or correct usage of the vocabulary or grammar taught.

Unit 2 ■ Transportation: Public or Private?

The Texts

1

Introduce the passage by showing a road map of your city or of the area around your school. Draw your own map on the board or on a handout if a printed map is unavailable. Show the major and minor roads with which the student might be familiar.

Ask students to show where they live or where places they know are located on the map. Talk about the type of neighborhood and the buildings found there: residential area (apartments, private homes); commercial area (stores, office buildings); suburban area (homes, schools, shopping centers). Talk about the types of streets located around these areas; use this as an opportunity to introduce vocabulary as needed, such as *intersection*, *boulevard*, *avenue*, *highway*, *toll road*, *freeway*; etc. Ask what type of traffic frequents the different streets and what effect it has on the neighborhood: lots of trucks (dangerous, noisy, poor road conditions); family cars (relatively quiet, an occasional reckless driver, etc.).

Have the students look at the picture and answer the questions that go with it. Then have them read the text silently. Ask the students to summarize the text orally, calling on different students to add any missing details.

Do the question-and-answer exercise beneath the text. This can be done in the following ways:

1. Divide the class in half. One half acts as reporters. The other half answers as Mrs. Clay (or neighborhood representatives). To provide practice in both asking and answering, the roles are then reversed.
2. Divide the class into three groups. Explain that WNYN is filming a segment of a program called *News Forum* and that each group will participate. One group acts as reporters interviewing both Mrs. Clay and her representatives and the city officials. Another group answers as Mrs. Clay and her representatives. The final group answers as city officials. Before beginning, remind the class to use the information in the text to formulate and respond to the questions.

Sample questions and responses:

To Mrs. Clay:

- | | |
|--|--|
| 1. How near do you live to Center Avenue? | Oh, very near. |
| How near is the school to Center Avenue? | It's very near. |
| 2. How often does your son cross the avenue? | Every day. |
| 3. How many other children cross it? | A lot of the school children do on their way to school. |
| 4. Why do you think the authorities refuse to do anything about this dangerous avenue? | Well, they say it costs too much money. |
| 5. What do you think they should do? | There's no doubt about it. They should build a bridge or a tunnel. |

To the city official:

- | | |
|---|--|
| 1. Why can't you do anything about Center Avenue? | It's just too expensive. |
| 2. How much does a bridge or a tunnel cost? | Far too much. Millions. |
| 3. Do you know how many children are killed or injured on our streets every year? | Not exactly, but the number is in the thousands. |
| 4. What happened last month when a truck hit a child? | It was a very bad accident. The doctors did everything they could, but the boy died. |

2

Let the students look at the picture and then ask the questions beside it. Next, have the students read the text silently. When they have finished, ask them to write complete questions from the cues below the text and then to exchange the questions with a neighbor and write the answers to the questions. Encourage the students to correct

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each other's work. Finally, ask some of the students to write their questions on the blackboard and to correct them as a class.

If the students have problems asking questions, turn immediately to Comments 1 and 2 of this unit and discuss the grammar.

Sample questions:

1. How often do traffic jams occur?
2. Why do people get headaches?
3. What do traffic jams cause?
4. What kills trees and plants?
5. Are only plants and trees killed?
6. By what are people being killed? (Informal: What are people being killed by?)
7. Is the problem getting worse all the time?

3

Introduce the text by having the students answer the questions above the picture and then have them comment on the following questions:

1. Do you think cities are being destroyed by the automobile?
2. Is the problem getting worse?
3. What are some solutions?

Let the students read the text silently. Ask them questions about the text, such as:

1. What are some problems of public transportation?
2. Are the problems associated with public transportation being addressed in any way?
3. How have systems of public transportation changed?

In pairs or small groups, have the students ask each other the questions under the text. Circulate in the class, listening for correct question formation. Pay attention to:

1. How *do you get to* . . . ?
2. How *do you prefer* . . . ?
3. What *are* the advantages . . . ?

If there is time and interest, have the students work in small groups to develop a questionnaire on public transportation and the advantages and disadvantages of the automobile. For homework, the students can be encouraged to use the questionnaire to make a survey of attitudes. By having them ask several people outside the class about their opinions, the topic can be further exploited and the results discussed in subsequent lessons.

Grammar

1

A. Comment

Use the standard procedure from Unit 1.

B. Situation

Ask the students to read the situation and then to form the questions orally. Write the questions on the board and encourage the students to correct any errors.

Questions:

1. Who drives you to the train station every day?
2. What happens when it rains?

3. What often comes late?
4. Who do you always see on the train? (*Whom* is rarely used in speech as an object question word. It is very formal.)
5. What does the conductor always collect?
6. What is always very crowded?
7. What breaks down almost every week?
8. What do you always complain about?

As you correct the students' questions, pay particular attention to:

1. use of auxiliary verbs
2. use of *-s* ending on verbs
3. use of *who* for people, *what* for things
4. question word order

After correcting and discussing the questions, erase the board. Put the students into pairs. Have one member of each pair ask questions based on the first four sentences from Situation B and have the second member of the pair ask questions based on the last four sentences. Instruct them to ask each other questions like those that were done on the board and to answer according to the situation.

C. Practice

This might be assigned for homework.

Possible questions:

1. Who is smiling?
Who is she smiling at?
2. What is the lady holding?
Who is holding a cat?
3. What is falling down from the rack?
4. Who is talking to the young woman?
Who is the man talking to?
5. Who is playing cards?
What are the two men playing?

2

A. Comment

Use the standard procedure.

B. Situation

In this exercise, you can act the part of the bus driver and have the students ask you the questions. Answer questions only if they are correctly formed. If a question is not correct, make a remark such as, "I'm sorry, I don't understand your question" or, "Could you repeat that? I didn't get it." Try not to correct the questions yourself; rather, encourage other students to make the corrections.

Possible questions:

1. How many crazy questions do you get every day?
2. How many accidents happen on this street every day?
3. How many accidents do you see every week?
4. How many other bus drivers do you know?
5. How much gas does your bus use?
6. How much money do you spend on your lunch each day?
7. How many hours do you work every day?

8. How many people ride your bus every day?
9. How many celebrities have you met?
10. How much time is wasted in traffic jams?

3

A. Comment

Use the standard procedure.

B. Situation

Ask the students the questions as if they were specialists in environmental protection.

Sample student responses:

1. Yes. This road is used by hundreds of trucks every day.
2. Yes. As usual, it is being used by a lot of trucks now.
3. A lot of noise is made by those trucks. (In the affirmative statement, *much* becomes *a lot of*.)
4. Well, yes. Some damage is caused by the trucks. (*Any* changes to *some*, *a lot of*, *not many* or *no*, etc.)
5. Oh, yes. A protest march is being organized. (*By someone* is not necessary.)
6. Yes. It is being organized by several people.
7. Oh, yes. Many/A lot of problems are caused by traffic.
8. No. Nothing is being done by the authorities.

This exercise can also be assigned for homework.

4

A. Comment

Use the standard procedure.

B. Discussion

Put the students into small groups to offer suggestions for completing the sentences. Have the students choose one or more of the topics to discuss in greater detail after completing the fill-ins.

Sample student responses:

1. There's a war on in (*name of country, region of the world, etc.*). People there are *fighting/dying*.
2. There's an economic crisis in (*name of country, etc.*). People are *losing their jobs/going on strike*.

UNIT 2

3. The next Olympic games will be in (*city, country*). Already people there are *building stadiums/getting ready*. Athletes are *training for the events*.
4. There'll be an election soon in (*country, etc.*). Candidates for office are *making speeches/traveling around the country/making promises*.
5. It's (*season*) in (*country, etc.*). The trees and flowers are *growing leaves*. People are *spending more time outdoors*.
6. Labor conditions are poor in (*country*). Workers across the nation are *complaining/going on strike*.

5

A. Pattern

Have the students look at the two sentences in the pattern. Explain that they mean the same thing.

B. Practice

This might best be done in writing. It can be assigned for homework. If it is done in class, the students can compare

the answers they have written. The teacher circulates to answer questions.

Answers:

1. A good public transportation system is expensive to build.
2. But in the long run, it's more economical to build them.
3. Of course, they're not as comfortable to ride in.
4. Riding in a big Cadillac is more comfortable.
5. But buying gas is getting more and more expensive.
6. It's also difficult to live with pollution.
7. Perhaps in ten or twenty years, it will be more pleasant to live in our cities.

C. Discussion

Put the students in small groups and have each student prepare a sentence such as the example in the text. Each student opens a mini-discussion with his/her prepared sentence and the other students in the group comment on the first student's opinion.

Dialog/Communication Practice

DIALOG



Use the procedure outlined in Unit 1 or this alternative procedure.

If it is possible to work with several tape recorders and if the room is large enough for the noise not to be distracting, divide the students into small groups, each with its own recorder. Give the students a list of comprehension and inference questions about the dialog and ask each group to find the answers. They should not look at the text, but should only listen. They should be allowed to work at their own pace, rewinding or advancing as they feel necessary. Suggest, however, that they first listen to the entire tape at least once without stopping. Some questions might be:

1. How many people are speaking?
2. Where are they?
3. What are they discussing?
4. Is David there?
5. Does everyone know about the "Denver Project"?
6. What time do you think it is when the tape begins? How do you know?
7. What are some of the future projects at WNYN?

Then ask the students to turn to the tapescript in their books, to number a piece of paper to correspond with the blanks in the tapescript and to listen to the tape again to try to fill in the blanks.

If there is time, ask each group to compose a note from David to Marsha explaining why he will miss the meeting and expressing his apologies. Exchange notes and write a return reply.