

Internet
Activities
Included

VOYAGES

2

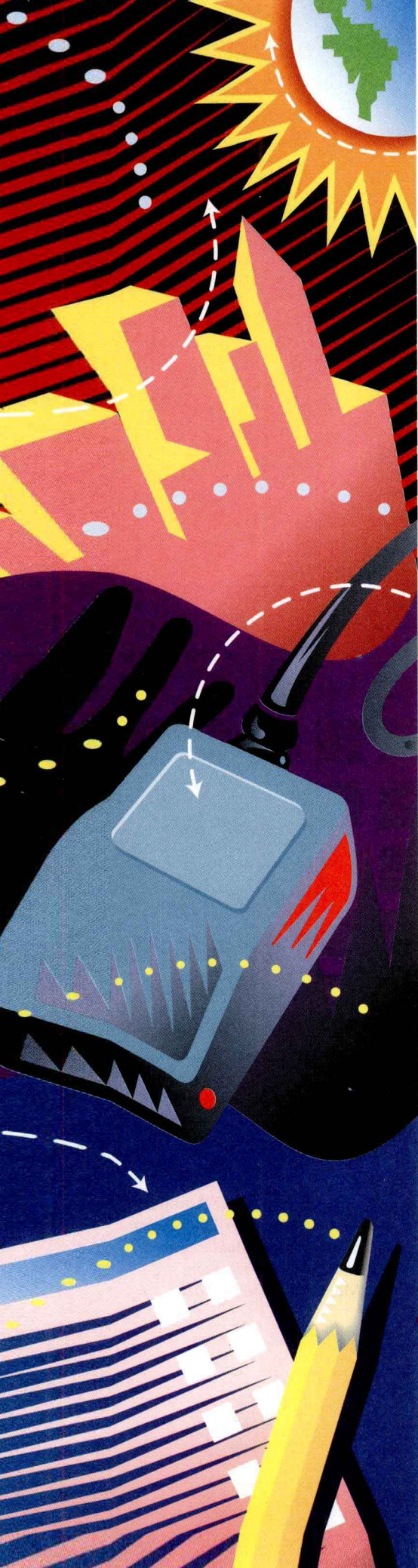
STUDENT BOOK

H. DOUGLAS BROWN

ANNE ALBARELLI-SIEGFRIED

ALICE SAVAGE • MASOUD SHAFIEI





VOYAGES

2



BOOK

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1

Getting to Know People

Introductions; greetings; forms of address; classroom behavior; customs; traditions; culture shock; current/ongoing activities

Making formal and informal introductions and greetings; asking for personal information; describing actions in progress; using appropriate behavior in social situations; asking for confirmation; confirming a statement; engaging in small talk; reading for specific information; talking about everyday activities, customs, and traditions

2

The Past and Past Experiences

Childhood; personal events in the past; historical events; changing roles of men and women; pioneers and explorers

Sequencing events; asking about the past; talking about past experiences; comparing past and present; describing personal life events; asking for confirmation about past events; reading a short magazine article; discussing historical events and achievements; writing a simple autobiography

3

Invitations and Messages

Homesickness; holidays; phone use; invitations; responses; leisure activities; reminiscing; the right thing to do in social situations

Talking about possibility; issuing invitations; accepting and declining invitations orally and in writing; leaving and taking a telephone message; writing down a message from an answering machine; talking about ongoing past activities; reading for general and specific information; talking about the right thing to do in social situations

4

Culture and Personality

Variations Excuses; classroom behavior; school policies; abilities; personality types; academic goals; interests; learning styles

Making excuses; comparing classroom behaviors in different cultures; reading about and discussing school policies; identifying personality types; identifying abilities and talents; talking about personal and academic goals; making predictions about the future; discussing learning styles; writing about future goals

5

A Town in the United States

Directions; the neighborhood; holidays; community resources; past and present; comparing two cities; the ideal city

Talking about places in a neighborhood; asking for and giving directions; comparing two places in a town or city; reading for specific information; talking about holidays; talking about past habits and customs; writing a journal entry; describing differences between two cities

6

Healthy Living Today

Home remedies; doctors' appointments; health advice; preventive and alternative medicine; healthy living; nutrition

Talking about health problems and remedies; making suggestions; making a doctor's appointment; giving advice; discussing a healthy diet; talking about food; planning a balanced meal; listening to advice and taking notes about a healthy diet; reading about alternative medicine; writing a short report

7

The Price of Convenience and Comfort

Stores and shopping; exchanging and returning; advertising; consumer scams

Talking about purchases; writing a letter of complaint; exchanging a purchase; comparing features of stores and items; making a catalog purchase; giving reasons for returning a purchase; analyzing an ad; writing an ad

8

Money Matters

Credit cards; opening a checking account; the American consumer

Talking about budgets; talking about past actions; opening a checking account; calling an account information line; recording information in a check register; comparing budgets; interpreting a pie chart; listening to a radio broadcast for specific details; making a food budget; reading a newspaper article

9

The Job Market

Conflict on the job; employment ads; job search strategies; the résumé

Asking for and writing a letter of recommendation; matching skills and qualities with job requirements; reading employment ads; discussing desirable jobs; calling about an advertised job; identifying parts of a résumé; writing an employment ad

10

What the Future Holds

Predictions; memories; future plans and goals

Talking about predictions; making promises; talking about future goals and possibilities; sharing memories; predicting future events; talking about future plans

Grammar and Pronunciation

Communication Skills LISTENING AND SPEAKING

READING AND WRITING

- Simple present *vs.* present continuous; affirmative and negative tag questions and short responses: *do/does*, and *is/are*
- Tag questions

Make introductions; ask for personal information; talk about everyday activities; talk about appropriate classroom behavior; confirm a statement; engage in small talk; discuss traditions and customs

Read for specific information; set up a personal journal

- Simple past: regular /irregular verbs; affirmative and negative statements; *yes/no*, *Wh-*, past tag questions and responses
- Irregular verbs: The present and past forms

Sequence events; ask about the past; compare the past and present; describe personal life events; ask for confirmation; discuss historical events and achievements

Write a paragraph; make a time line; read a short magazine article; write a simple autobiography; revise written material

- Modals: *can*, *could*, *may*, *might*, *should* and their negatives; past continuous: affirmative statements and *yes/no* questions and responses
- Reduced syllables

Talk about possibility; invite someone by phone; accept and decline an invitation orally; leave and take a telephone message; talk about ongoing past activities; talk about the right thing to do in social situations

Write a message from an answering machine; write predictions; write an invitation and a response to an invitation; read a newspaper article

- Modals: *have to*, *had to*, *must* and their negatives, *may* (permission); object pronouns; future with *going to*
- Minimal pairs: [b] [p]

Make excuses; compare classroom behavior in different cultures; discuss school policies; talk about personal and academic goals; make future predictions; discuss learning styles

Read about school policies; write about goals; complete a learning style questionnaire; identify personality types; describe yourself in writing

- Comparative adjectives: regular and irregular; *used to*: affirmative and negative statements and *yes/no* questions and short responses
- Minimal pairs: [b] [v]

Talk about places in a neighborhood; ask for and give directions; compare two places in a town or city; talk about holidays; talk about past habits and customs; describe differences between two cities

Write a paragraph; read for specific information; write a journal entry about goals

- Imperatives: affirmative and negative; verbs followed by infinitives
- Statement or Question?

Talk about health problems and remedies; make suggestions; make a doctor's appointment; give advice; discuss a healthy diet; talk about preferences, likes, and dislikes in food; listen to advice about a healthy diet

Take notes; read about alternative medicine; write a short report; read and answer letters asking for advice; write about an illness or accident

- Compound sentences: *and*, *or*, *but*, *so*; superlative adjectives: regular and irregular; comparisons with *as . . . as*
- Minimal pairs: [b] [d]

Talk about purchases; exchange a purchase; compare features of stores and items; make a catalog purchase; give reasons for returning a purchase; role play business transactions; listen to television ads

Write a letter of complaint; analyze an ad; write an ad for a school; write about fashion, television ads, desirable products, and comparing stores

- Present perfect: statements with *already*, *yet*, with *have/has* questions and responses; *too/either*; contractions
- Full forms and contractions with *have*

Talk about budgets; talk about past actions; open a checking account; call an account information line; listen to a radio broadcast for specific details; listen to information about budgets

Record information in a check register; compare and make budgets; write about learning English, credit cards, and saving money, make a "to do" list

- Complex sentences with *before*, *after*, *when*, *because*
- Minimal pairs: [θ] thank / [t] tank

Ask for a letter of recommendation; discuss desirable jobs; call about an advertised job; listen for information about a job and a job interview; role play an interview

Write a letter of recommendation; read and write employment ads; write about skills and abilities; read about careers

- Simple future: *will*; *will* with *yes/no* questions and responses; real conditional: *if*-clauses; possessive pronouns
- Contractions with *will*

Talk about predictions; make promises; talk about future goals and possibilities; share memories; predict future events; talk about superstitions

Write about predictions, superstitions, and goals

To the Teacher

Voyages is a series that features the best of what has come to be known as “communicative language teaching,” including recent developments in creating interactive, learner-centered curriculum. With *Voyages*, your students become actively involved in their own language acquisition through collaboration with you as their guide and facilitator.

The Components of *Voyages*

Student Books

The five-level student books begin with *Getting Started*. Here, students learn basic life skills and vocabulary. Then, in the subsequent levels, students develop their competence and proficiency step by step in all four skills.

Primary features of all the *Student Books* include a storyline with multi-ethnic characters, providing students with opportunities to be personally involved in real-life contexts for learning; a carefully graded series of pronunciation modules; many opportunities for group and pair interaction; listening comprehension exercises; a new and exciting online feature that introduces students to Internet technology; a strategy-awareness section in each unit that stimulates students to reflect on their own preferred pathways to success; and end-of-unit grammar and communication skills summaries.

Teacher's Resource Manuals

For each unit, the *Teacher's Resource Manual* provides an overview of topics, functions, communication skills, and skills standards covered. This is followed by step-by-step, explicit teaching instructions; answer keys for the exercises in the *Student Books* and the *Workbooks*, tapescripts for the listening and pronunciation exercises; grammar activity masters; and placement and achievement tests.

Workbooks

These supplements provide numerous written exercises that reinforce the grammar points and structures taught in the *Student Books*. *Workbook* exercises are suitable for additional in-class practice or for homework.

The Audio Programs

The audiotapes provide stimulating listening and pronunciation practice that add to the authenticity of classroom pedagogy.

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UNIT 1

Lesson 1

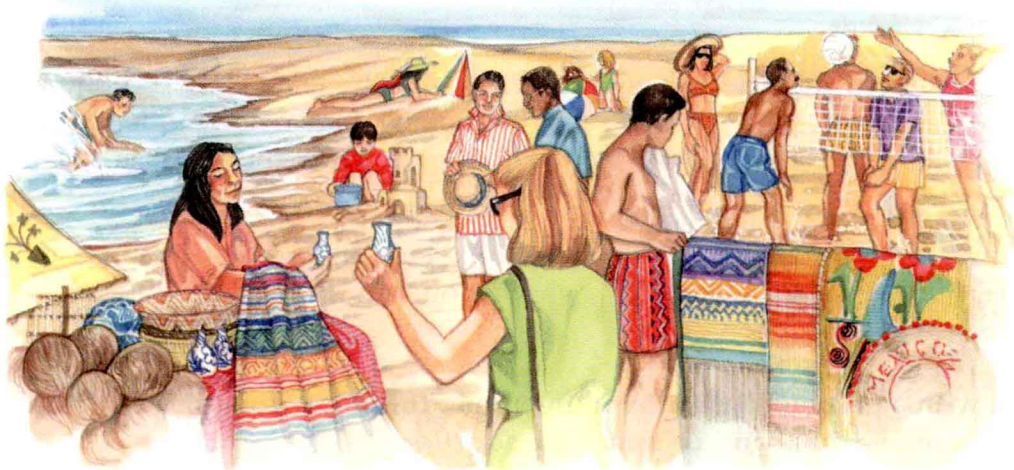
In this lesson, you will

- make formal and informal introductions.
- describe actions in progress.
- ask a new acquaintance about himself or herself.
- talk about appropriate classroom behavior.

I'm studying in California.



Look at the picture. Then listen as you read the conversation.



Nelson: We're having great weather, aren't we?

Pablo: We sure are. By the way, I'm Pablo Bonilla.

Nelson: Hello. I'm Nelson. Nelson Balewa.

Pablo: What do you do, Nelson?

Nelson: I'm a student. I'm studying in California.

Pablo: Really? Am I glad to meet you! I'm looking for a school in California.

Nelson: Why don't you try our school? My friends and I can help you apply.

Pablo: That would be great!

Nelson: My friend Oscar is over there surfing. He's from Spain. And Ivan is from Russia. He's playing volleyball with Oscar's uncle. Come on, I'll introduce you.

Nelson: Mr. Garcia, Ivan. I'd like you to meet Pablo Bonilla.

Mr. Garcia: It's a pleasure to meet you, Pablo.

Pablo: How do you do, Mr. Garcia?

Ivan: Hi, Pablo.

Pablo: Hi.

Nelson: Pablo is planning to study in the United States. He has questions about our school.

Ivan: We'll be happy to help you, Pablo. You can also call Mrs. Brennan, our teacher.

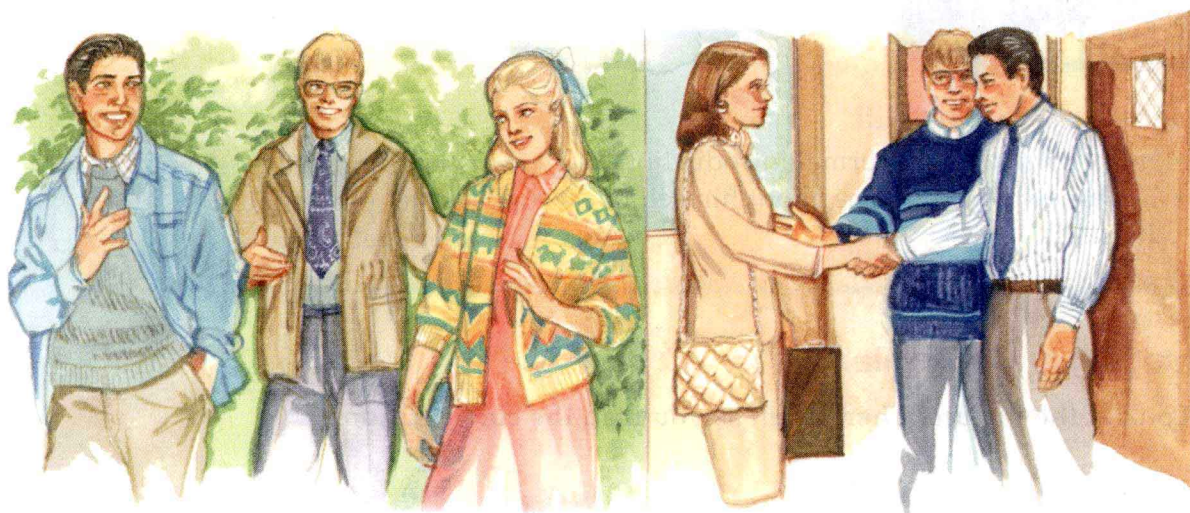
Pablo: Thanks. I'll do that!

Pair Ask your partner: *How did you find out about our school?*

1 I'd like you to meet . . .



Listen to the conversations. Which introduction is more formal? Which is informal? Why do you think one is formal, the other informal?



Ivan: Hey, Gina! This is Pablo. He's a new student.

Gina: Hi, Pablo.

Pablo: Hi. Nice to meet you. What's your name again?

Gina: It's really Regina, but everybody calls me Gina.

Ivan: Mrs. Brennan, I'd like you to meet Pablo Bonilla. He's a new student. Pablo, this is Mrs. Brennan, our English teacher.

Mrs. Brennan: Oh, yes. How do you do, Pablo?

Pablo: Fine, thank you. It's a pleasure to meet you, Mrs. Brennan.

Mixer Work with a partner. Walk around the room. Introduce your partner to other students. Practice both formal and informal introductions.

2 Everybody calls me . . .

Pair Practice these questions with your teacher. Then ask your partner.

1. What's your first name?
2. Does your name have a special meaning? Why did your parents choose this name?
3. Do you like your name?
4. Do you have a nickname?
5. What name do you want to be called?
6. What is your favorite name? Why?
7. What is the most popular name in your country?

Did you know that . . . ?

In the United States, it is correct to shake hands firmly and to look at the person when you are introduced.

Tell the class about your partner.

3 Getting to know you.



Listen to the following conversation. Then practice it with a partner.

A: What do you do?

B: Right now I'm working at Ace Advertising.

B: I work as an assistant in an advertising agency.

A: Really? My sister works there.

A: Where do you work?

B: Oh? What's her name?

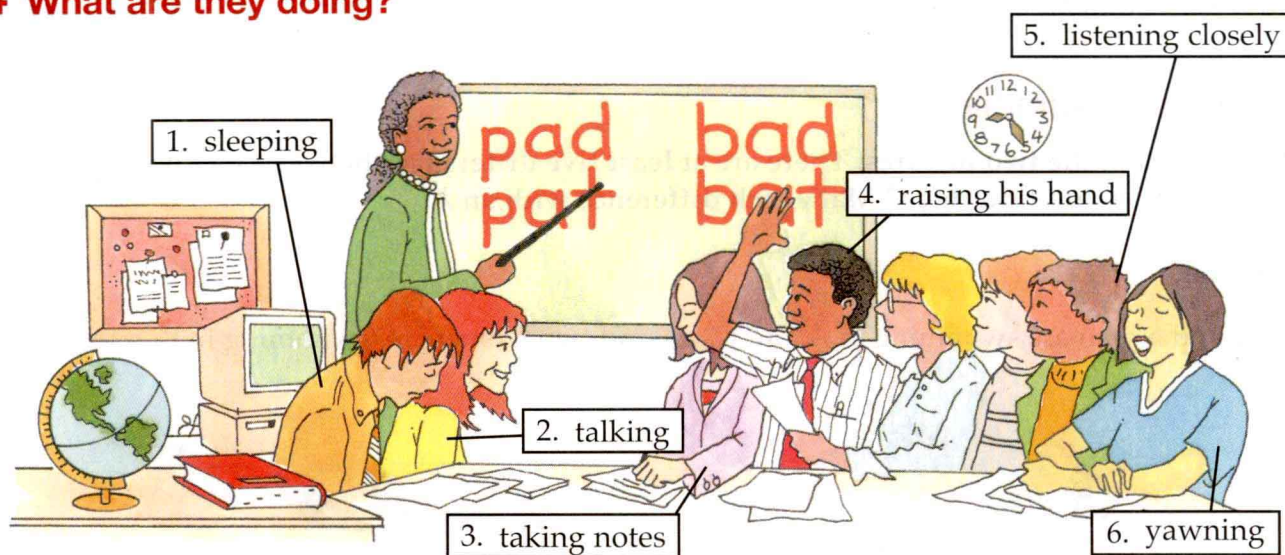
Group Work in groups of four. Write a nametag for yourself and introduce yourself to the other members of your group.

Pair Talk to a member of your group. Ask these questions. Then ask some questions of your own.

1. Where are you from?
2. Where do you work?
3. Where do you live?
4. What do you do in your free time?
5. Why did you decide to come to this school?
6. Why do you want to learn English?

Tell the class about your partner. Introduce him or her to a student in a different group.

4 What are they doing?



Pair What are the students doing? Write sentences telling what each is doing.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Group Decide which actions are appropriate classroom behavior and which are not. Discuss your answers with the class.

5 Are you looking for a new place to live?

Group Divide the class into two groups. Complete the chart with the names of members of your group.

Which student or students . . .	Names
1. is/are looking for a new place to live.	1.
2. is/are living alone.	2.
3. is/are working full time.	3.
4. is/are planning to take a trip.	4.

Class Compare your answers with those of the other group and complete the sentences.

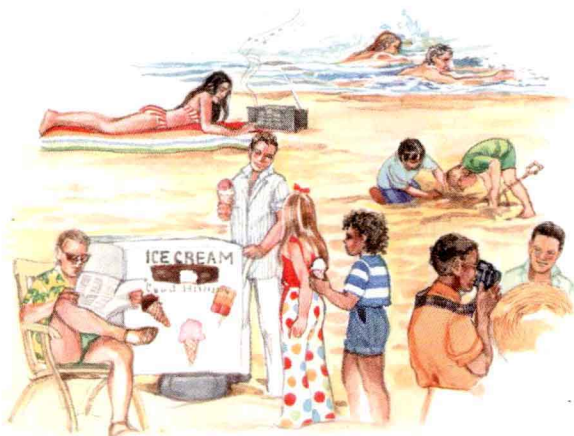
- ___ student(s) is/are looking for a new place to live.
- ___ student(s) is/are living alone.
- ___ student(s) is/are working full time.
- ___ student(s) is/are planning to take a trip.

6 Oscar is swimming.

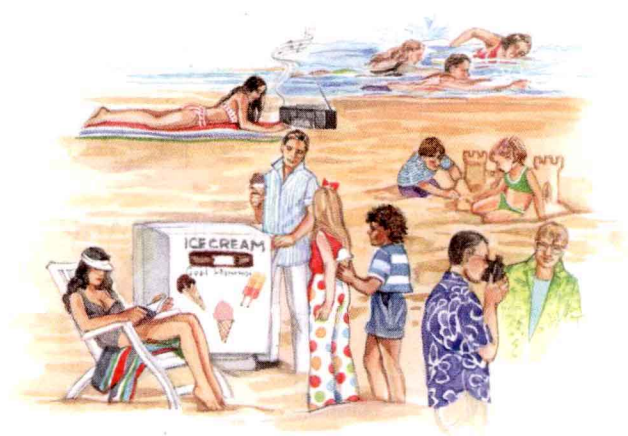
Pair Look at the two pictures. There are at least five differences between Picture A and Picture B. Can you find them? Mark each difference with an X.

Example:

Oscar and a man are swimming in A, but Oscar and two women are swimming in B.



A



B

In your notebook, write sentences comparing the two pictures.

Lesson 2

In this lesson, you will

- use appropriate forms of address in formal situations.
- ask for confirmation.
- confirm a statement.
- engage in small talk.

Do you have anything to declare?



The friends have a problem with the piñata. Listen to the conversation.



Nelson: I'm glad you're coming back with us, Pablo. You're going to like our school.

Pablo: I can't wait to get there.

Oscar: We're almost at the border, aren't we?

Ivan: Yes, we are, so you better put on your biggest smiles for the customs officer.

Nelson: Ah, good afternoon, sir. Nice day, isn't it?

Officer: Passports, please. How long were you in Mexico?

Nelson: A week.

Officer: Do you have anything to declare?

Nelson: Excuse me?

Officer: You're not bringing any fresh fruit or vegetables into the country, are you?

Nelson: Not exactly.

Officer: You're not joking with me, are you, young man?

Nelson: Oh, no, sir. You see, we have this piñata and . . .

Officer: Oh, I see. There's fruit in it, isn't there?

Nelson: Well . . . yes, I guess so.

Officer: Well, you're going to have to do something about that, aren't you?

Nelson: Yes, sir.

Pair With your partner, discuss what you would do about the problem with the piñata.

1 Word Bag: Forms of Address

Pair Decide which titles are used for men, which are for women, and which are for both men and women. Write them in the correct column. Add other titles you know.



1. Ms. or Mrs.



2. Mr.



3. Judge



4. Officer



5. Professor

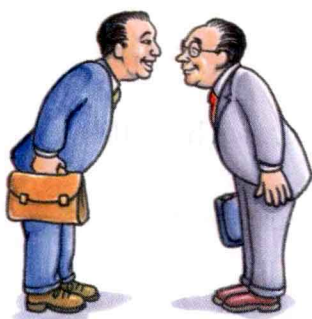


6. Dr.

Men	Women	Both

2 Cultural Connection

Pair Look at some ways people greet each other. Write the word or phrase under each picture.



1. _____



2. _____



3. _____



4. _____

Group In groups of four, talk about which greetings are used in your country. Which ones are used in formal situations?

3 Hear it. Say it.



Listen and repeat.

Tag Questions

- | | |
|---|---|
| 1. A: It's a nice day, isn't it?
B: Yes, it is. | 4. A: You don't study here, do you?
B: No, I don't. |
| 2. A: You're coming at seven, aren't you?
B: Yes, I am. | 5. A: He doesn't live here, does he?
B: No, he doesn't. |
| 3. A: She can do it, can't she?
B: Yes, she can. | 6. A: We're not having a test, are we?
B: No, we aren't. |

Pair Work with a partner. Take turns asking and answering the questions.

4 You have something to declare, don't you?

Pair The customs officer is checking Pablo's luggage. Add tag questions to each statement. Your partner will agree with you.

- | | |
|--|--|
| 1. A: It's a nice day today,
isn't it?
B: Yes, it is. | 4. A: You are from the United States,

B: _____ |
| 2. A: You don't have anything to declare,

B: _____ | 5. A: You can speak English,

B: _____ |
| 3. A: You aren't bringing any fruit home,

B: _____ | 6. A: You have all your suitcases,

B: _____ |

5 The food is good, isn't it?

Pair You are at a party. Add tag questions to the sentences to start a conversation. Your partner will agree. Then choose one and continue that conversation for as long as you can.

- | | |
|---|---|
| 1. The salad is delicious, _____? | 5. You live near here, _____? |
| 2. There aren't a lot of people here,
_____? | 6. You don't live here, _____? |
| 3. You're Pablo's friend, _____? | 7. The weather isn't very good,
_____? |
| 4. It isn't a big house, _____? | 8. You work with Ivan, _____? |

6 Communication Activity, pages 121 and 122.

Class Turn to pages 121 and 122 and follow your teacher's instructions.

Lesson 3

In this lesson, you will

- read for specific information.
- talk about everyday and ongoing activities.
- talk about traditions and customs.

From One Culture to Another

Many of our traditions and customs originated in another culture. Read the following article about one such tradition.

FRIDAY, SEPTEMBER 15, 2000

THE RIVERSIDE NEWS A-7

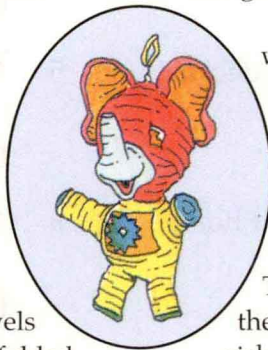
The Riverside News

n = ny

Origins of the Piñata

The origins of the piñata are uncertain. Some experts believe that Marco Polo brought the piñata to Italy from Asia in the 12th century. The Chinese decorated cow or buffalo figures and covered them with paper. They then filled the figures with various types of seeds.

The tradition of breaking the piñata originated in Europe. In 16th-century Spain, hosts filled breakable pots with precious jewels and valuable jewelry. The guests were blindfolded and broke the pot to gather the treasures.



The game is now played in Mexico exactly the same way. However, piñatas are filled with candy and fruit instead of valuable rewards. Piñatas come in the form of stars, animals, fruits, and flowers. Some piñatas are used as practical jokes and filled with confetti or even flour.

Today piñatas can be found at parties in the United States. They represent part of a rich cultural heritage that the United States has received from cultures all over the world.

Read each statement and write the name of the country next to it.

1. They filled the piñata with jewels and valuable adornments.
2. They decorated cow or buffalo figures and covered them with paper.
3. They fill the piñata with confetti or flour.
4. They filled the piñata with various types of seeds.
5. They fill the piñata with candy and fruit.

COUNTRY

Spain

China


Mexico

China

Mexico

Class Are there any traditions or customs in your country that come from another country? Discuss them with the class.

1 What did you do with the fruit?

 Mrs. Brennan's students are having a party to start the new semester. They're breaking the piñata that Oscar, Nelson, Ivan, and Pablo brought back from Mexico. Listen to the conversation. Then listen to the questions and check (✓) the correct answers.

- | | |
|--|--|
| 1. <input checked="" type="checkbox"/> In Mazatlan. | <input type="checkbox"/> In Mexico City. |
| 2. <input checked="" type="checkbox"/> Yes, he did. | <input type="checkbox"/> No, he didn't. |
| 3. <input type="checkbox"/> He declared it in Customs. | <input checked="" type="checkbox"/> He took out the fruit. |
| 4. <input type="checkbox"/> Pablo ate it. | <input checked="" type="checkbox"/> Oscar ate it. |
| 5. <input checked="" type="checkbox"/> He ate too much fruit and got sick. | <input type="checkbox"/> He broke the piñata. |

Why does Oscar say, "I sure do"?

2 The day after the party

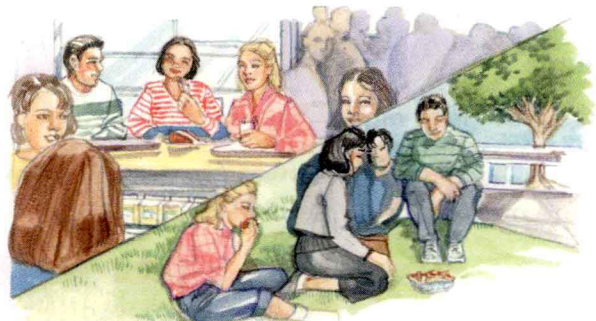
Pair What are the students doing right now? What do they usually do? Talk about these pictures, using the correct forms of the verbs.

Example:

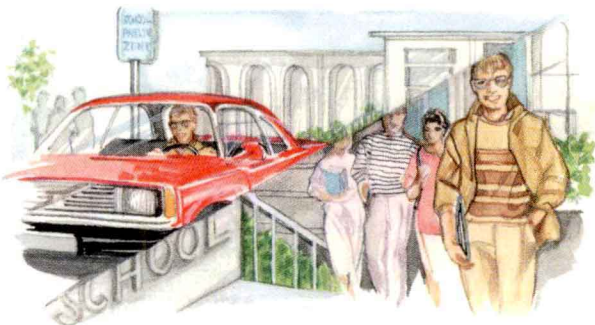
Oscar usually **gets up** at 7 o'clock, but he's **getting up** at 8 o'clock today.



1. get up



3. have lunch / cafeteria



2. go to school / car



4. correct papers / evening

In your notebook, write sentences describing the pictures.

3 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Travel tips

Grammar: What's your grammar IQ?

E-mail: Making new friends

4 Wrap Up

People who are new to a country often have difficulties in the new culture. Some of these difficulties are listed in the chart. Check (✓) how difficult each one is or would be for you.

PROBLEMS	VERY DIFFICULT	A LITTLE DIFFICULT	NOT DIFFICULT
Being away from family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being able to communicate ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in making friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting used to new ways of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in degrees of formality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pair Look at your partner's chart. Ask tag questions based on his or her answers.

Example:

Being away from family and friends is a little difficult for you, isn't it?

Group Discuss your answers in groups of four. Rank the difficulties in order of importance. (1 is the most important; 8 is the least.) Share your list with the rest of the class.

Strategies for Success

- Practicing with a partner
- Reviewing tag questions
- Setting personal goals

1. With a new partner, practice making introductions and "small talk." Talk about occupations and the difficulties of living in a new culture.
2. Continuing with that partner, use as many tag questions as possible (for example, "You live on Franklin Street, don't you?" "You don't smoke, do you?").
3. Set up your journal for the course. In your first entry, write down at least five major goals that you will try to achieve during this course, such as "I will practice using the new vocabulary words from each unit in this book," "I will write in my journal at least once a week."