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ABSTRACT

This intermediate English text is the fifth in a seven-volume series of curriculum materials for the teaching of English as a second language to Asian students and Spanish speakers. It is designed specifically for those students who have already had some English instruction, but who need extensive practice in listening and speaking. The intermediate course is not intended to follow the beginning course consecutively, though it has the same linguistic and pedagogical framework. Each of the 30 units consists of three parts: (1) the dialogue, (2) the structure lesson and exercises, (3) the reading selection and exercises for discussion and writing. The grammar and vocabulary of each lesson are presented through the dialogues which are based on real-life situations. The grammar is loosely sequenced according to the following considerations: (1) relative simplicity or complexity, (2) logical progression, (3) usefulness in every day situations, (4) patterns of wide applicability, and (5) structures contrasting with native languages. The lessons were reviewed and field-tested by representative adult ESL teachers in the Los Angeles Unified School District with students from all language backgrounds. (Author/PP)

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ASIAN PROJECT

Intermediate English for Adults

Volume Five

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"BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP"

INTERMEDIATE ENGLISH FOR ADULTS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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DIVISION OF CAREER AND CONTINUING EDUCATION

ADULT BASIC EDUCATION PROGRAM

LOS ANGELES UNIFIED SCHOOL DISTRICT

1971-74

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Los Angeles Unified School District

FOREWORD

"Bridging the Asian Language and Cultural Gap" was initiated as a curriculum-development and teacher-in-service project designed to help the non-English-speaking Asian adult meet his everyday language needs. Funded by the U.S. Office of Education as a special experimental demonstration project, it operates under the Adult Basic Education Program of the Division of Career and Continuing Education of the Los Angeles Unified School District.

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VOLUME V

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AN OVERVIEW

Intermediate English for Adults is the fifth in a 7-volume series of curriculum materials developed by "Bridging the Asian Language and Cultural Gap," a federally-funded project established for the purpose of helping the non-English-speaking Asian adult meet his language needs.

It is designed for use by those students of English as a Second Language who have already received some instruction in English here or in their native countries, but who need extensive practice in hearing and speaking English for oral communication.

Beginning English for Adults, comprising the first four volumes of this series, is a basic course for the adult with little or no knowledge of English. It is intended to provide the learner with the very basic communication tools vital for survival in an English-speaking community.

Intermediate English is not intended to follow the beginning course consecutively. However, it retains its linguistic and pedagogical framework. Focus of this course is on the development of the intermediate student's communication skills through dialogues, stories, and contextualized exercises which provide practice in hearing, speaking, reading, and writing practical, everyday English.

The grammar and vocabulary are presented through authentic dialogues set in real-life situations, with listening comprehension, then oral production, as its order of priorities. The topics forming the situational background for each of the units run the gamut from birth to death, allowing for exposure of the student to functional English that would help them deal with the intricacies of everyday living in a new language.

Data compiled and/or consulted in the development of a corpus for the materials were: 1. a list of everyday life situations which call for the use of English; 2. a survey of the grammatical items appearing in ESL textbooks in current use in the school district; 3. the course of study for ESL programs in the district; 4. a staff-developed sequence of structures; and 5. a staff-developed contrastive analysis of the phonology and structure of the Chinese, Japanese, Korean, Tagalog, and Spanish languages and of English.

The grammar is loosely sequence according to the following considerations: 1. relative simplicity of complexity, 2. logical progression, 3. usefulness in everyday situations, 4. patterns of wide applicability, and 5. structures contrasting with native languages.

Each of the 30-unit series consists of three parts which can be used independently or as a unit. Each unit consists of the following:

Part A. Dialogue: The objectives of the section; a selection for listening comprehension which introduces the situation for the unit; a situational dialogue which also serves to introduce the structure, and an extension which provides for real discussion and expansion of the topic.

Part B. Structure: The objectives of the section; a chart highlighting the lesson structures; intensive practice of structures introduced in Part A, and an extension for conversation practice using related structure.

Part C. Reading and Writing: The objectives of the section; a reading selection related to the subject matter of the unit; exercises for discussion and writing.

The material includes hold-up drill pictures for the dialogues.

These lessons were reviewed and field-tested by representative adult ESL

teachers in the Los Angeles Unified School District. They were utilized in a variety of classes, ranging from the evening heterogeneous language background class, to the daytime branch school multi-level class, to the bilingual class. Student and teacher reaction has shown that these materials can be used successfully with students from all language backgrounds.

GENERAL PROCEDURES FOR USING THE LESSONS

[NOTE: Distribute each of the units individually as you complete the oral presentation and practice of that section.]

PART A. DIALOGUE

Objectives

Explain briefly the objectives of the section.

Listening Comprehension

1. Read the story once or twice to the class at a normal pace.
2. Have students answer comprehension questions about the section. (Ask "yes-no" questions and "wh" questions.)
3. Have students repeat as you read the selection again.
4. Have several volunteers retell the story in their own words.

The Dialogue

1. Show the dialogue picture, read the introductory paragraph, and establish the situation.
2. Model the dialogue several times.
3. Ask a few comprehension questions and explain any difficult vocabulary.
4. Oral practice
 - a. Teacher models - Class repeats
 - b. Take roles: Teacher - Class
Group - Group
Student - Student
5. Distribute leaflets
6. Reading practice
 - a. Teacher reads - Class reads silently
 - b. Teacher reads - Class
Group } repeats
Student }
 - c. Take roles reading: Teacher - Class
Group - Group
Student - Student

Extension

This provides for further communication practice and for expanding the situation.

1. Have students carry on controlled chain drills to expand vocabulary and situation.
2. Have students carry on chain drills utilizing real-life information.
3. Have students break into groups for discussion of suggested topics.
4. Have students work in groups to prepare the role-playing situations suggested. Have volunteers present them to the class.

PART B. STRUCTURE

[NOTE: Do not distribute leaflets until after the oral practice.]

Objectives

Explain briefly the objectives of the section.

Structure Charts

1. These are designed to give the students a visual representation of the lesson structure.
2. The charts may be placed on the board when necessary to facilitate presentation and practice of the structure.

Practice

1. Mini-drills

[NOTE: Proceed from total class response, to group, then to individual response in conducting the drills.]

- a. The teacher can provide more items of the same type for each substitution.
- b. Note that the statement is generally drilled before the question, a technique that is useful for immediate meaningful communication:

- (1) Follow the lesson and drill the statement.
- (2) Have students give statements in response to your questions.
- (3) Go back to the lesson and drill the question.
- (4) Have students ask each other the questions.

2. Mini-exchanges

- a. These exercises can be carried on as chain drills. In large classes call on several students from around the room rather than chain-drilling through the whole class.
- b. Have students give real information where applicable in these question-and-answer exchanges.

Conversation

This provides additional practice on lesson structures.

1. Have the class and/or group discuss the suggested situations and topics in the conversation. Use cues when necessary. Help them to get started using the structures.

PART C. READING

Objectives

Explain briefly the objectives of the section.

Reading Selection

1. Give a brief introduction of the story, explaining key vocabulary words.
2. Distribute the leaflets.
3. Have students read silently.
4. Discuss the story, a paragraph at a time, and ask questions about it.
5. Have students ask each other questions about the story.
6. Discuss the questions given at the end of the story.
7. Have students do the writing exercises. For extra practice, students may sometimes write the answers to the discussion questions.

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LOS ANGELES UNIFIED SCHOOL DISTRICT
Asian Project -- ABE
Intermediate Series

UNIT 1. VENDING MACHINES

Part A. Dialogue: "I usually keep a lot of change"

Part B. Structure: Much/many; a little/a few; a lot (of)

Part C. Reading: Vending Machines

PART A. "I USUALLY KEEP A LOT OF CHANGE"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story, 2. use coin-operated machines, and 3. ask for or make change.

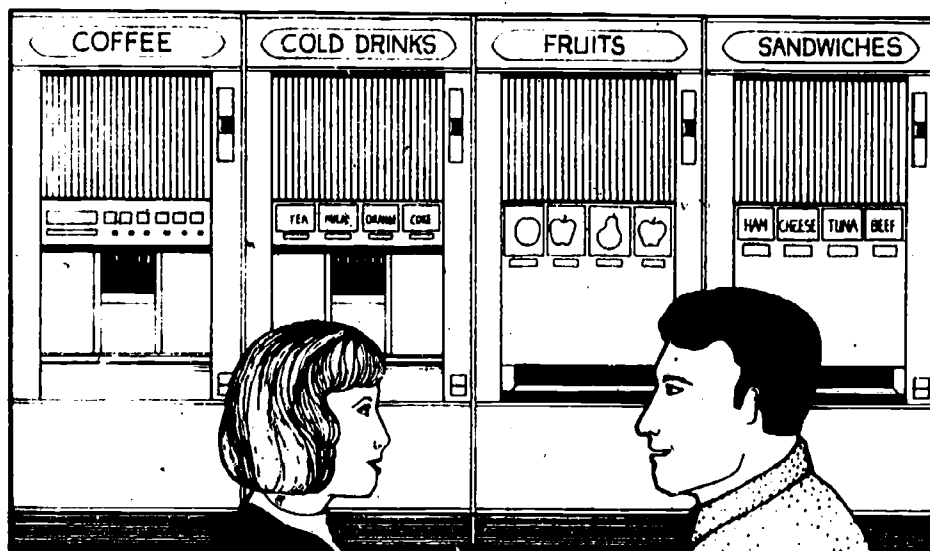
LISTENING COMPREHENSION

Lucy's Lunches

Lucy seldom brings her lunch to work. She sometimes eats at the cafeteria with her friends, but she usually buys her lunch from the food-vending machines. She can get hot soup, cold sandwiches, fruit, and cold drinks from these machines.

Lucy needs coins for the machines. She tries to keep a lot of change in her purse all the time, but sometimes she runs out.

THE DIALOGUE



Lucy and Bill are on their coffee break. They're going to get a snack from the vending machines.

Lucy: Do you have change for a quarter?

Bill: Sorry. I have just a few nickels.

Lucy: I usually keep a lot of change, but I don't have any today.

Bill: We can get some coins from the change machine.

Bill: How much change do you want?

Lucy: A dollar's worth.

Bill: Why do you need so many coins?

Lucy: I like to have a lot of change.

EXTENSION

A. Chain drill with your classmates.

1. S-1: Do you have change for a quarter?
S-2: No, I don't. But there's a change machine nearby.
2. S-1: Can you change a ten dollar bill?
S-2: Yes, I have a five and five ones.
3. S-1: I just lost a dime in this machine.
S-2: Push the "coin return" lever.

B. Chain drill, using real answers.

1. Did you use a vending machine today? What for?
2. What do you usually buy from a vending machine?
3. What kind of vending machines are there in your country?

C. Discuss these questions in groups.

1. Are vending machines used a lot in your country?
2. What did you do the last time you needed change, but didn't have it?
3. Did you ever lose money in a vending machine? What did you do?
4. Do you think vending machines are a good idea?

D. Role-playing

1. You and your friends are at a service station, buying gas. Someone suggests getting a snack from the vending machines.
2. You are at the laundromat. You don't have enough coins for the machine, soap, or bleach.

PART B. MUCH/MANY; A LITTLE/A FEW; A LOT (OF)

OBJECTIVE: In this section you will learn to use the given quantity words in questions and answers with the count and non-count nouns in the lesson.

I.	Do you have	a little	change (money, time, coffee, fruit)?
		much	
		a lot of	
	Yes, I have	a little	(change).
		a lot	(of change).
	No, I don't have	much	(change).
		a lot	(of change).
II.	Do you have	a few	coins (nickels, hours, cups, oranges)?
		many	
		a lot of	
	Yes, I have	a few	(nickels).
		a lot	(of nickels).
	No, I don't have	many	(nickels).
		a lot	(of nickels).

PRACTICE

I. Mini-drills

"I have a lot (of change)"

- I have a lot.
a little
- I don't have much.
a lot
- Do you have much change?
a little
a lot of
- S-1: Do you have much change?
S-2: Yes, I have a lot/No, I don't have much.

Mini-exchanges (Chain drill, using real information.)

- S-1: Do you have much small change?
S-2: Yes, I have a lot/No, I don't have much.
S-1: Does he have much small change?
S-3: Yes, he does/No, he doesn't.
- Do you drink a lot of tea?
- Do you spend a lot of money?
- Do you have much free time?

II. Mini-drills

"I have a few (coins)"

1. I have a few.
a lot
2. I don't have many.
a lot
any
3. Do you have a few coins?
nickels
dollars
4. S-1: Do you have a few coins?
S-2: Yes, I have a few/No, I don't
have any.

Mini-exchanges (Chain drill, using real information.)

1. S-1: Do you have a few singles?
S-2: Yes, I have a few/No, I don't have any.
S-1: Does she have a few singles?
S-3: Yes, she has a few/No, she doesn't have any.
2. Do you want a lot of children?
3. Do you have many relatives?
4. Do you write a lot of letters?
5. Do you use a lot of cosmetics?
6. Do you see many movies?

CONVERSATION

A. Situations for class discussion:

1. Betty is on a diet.

S-1: How much sugar does she use? (Cues: sugar, salt, fat, flour, etc.)

S-2: She doesn't use much.

2. Sue is giving a party for 50 people. (Cues: cups, plates, food, wine, etc.)
3. The Kims are going to the beach. (Cues: towels, soda, suntan oil, fruit, etc.)
4. Mrs. Sato has a new baby. (Cues: milk, diapers, baby food, sleep, etc.)

B. Possible topics for group discussion, using much/many, a little/a few, a lot of.

1. The Clarks are planning a trip to Hawaii.
2. Bob is going away to college in the fall.
3. Mrs. Lee is going to cook a Chinese dinner.
4. Jane is going to make a suit.

PART C. VENDING MACHINES

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story orally and in writing and 2. discuss how you can buy many things from vending machines.

Machines! Machines! Machines! It seems we can buy almost anything from machines today. People often buy their lunches from food vending machines at work. We see these same machines at schools, gas stations, and in public places such as parks, beaches or zoos.

In the restrooms at some department stores and bus stations there are vending machines that sell combs, lipsticks, perfumes, toys, and rain bonnets. One can even buy T-shirts and underclothes from vending machines in a department store in New York City.

Stamp machines have been in markets and drug stores for a long time, but now many large post offices have their own vending centers. These centers have machines that sell postcards and regular, airmail, and overseas stamps. A few have scales on which customers can weigh their own packages, so they won't have to wait in a long line for service.

What can we do when we don't have coins for the vending machines? We can look for a change machine that will change quarters or even bills into small change.

Vending machines are handy devices, indeed. One problem, however, is that they are often "out of order" or "out of stock." Another disadvantage is that the machines never smile and say, "Thank you."

A. Answer the following questions from the story and your own experience.

1. According to the story, where can you usually find food vending machines?
2. Where else have you seen food vending machines?
3. What can you buy from a vending machine in some bus stations?
4. What can you buy from a vending machine at a big post office?
5. Why are vending machines at the post office helpful?
6. Why are change machines necessary?
7. What are some advantages of vending machines?
8. What are some disadvantages of vending machines?

B. Write a list of all the things that you can buy from vending machines.

- | | |
|----|-----|
| 1. | 8. |
| 2. | 9. |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | 14. |
| | 15. |

C. Write a list of all the places where you can usually find vending machines.

- | | |
|----|-----|
| 1. | 8. |
| 2. | 9. |
| 3. | 10. |
| 4. | 11. |
| 5. | 12. |
| 6. | 13. |
| 7. | 14. |
| | 15. |

LOS ANGELES UNIFIED SCHOOL DISTRICT
Asian Project - ABE
Intermediate Series

BEST COPY AVAILABLE

UNIT 2. ENVIRONMENT

Part A. Dialogue: "Is it always
this smoggy?"

Part B. Structure: Frequency adverbs;
There is/There are with
count/non-count nouns

Part C. Reading: Pollution

PART A. "IS IT ALWAYS THIS SMOGGY?"

OBJECTIVES: In this section you will learn to: 1. answer questions about the
Listening Comprehension story and 2. discuss general weather condi-
tions.

LISTENING COMPREHENSION

A Big City

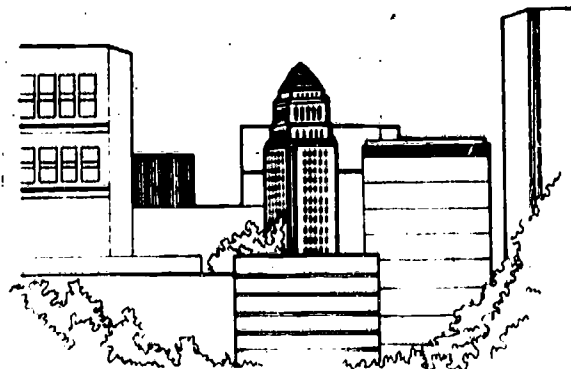
The Kims moved to Solano 25 years ago. They can remember when it
was a friendly little town and the skies were blue every day.

But today Solano is a big city with many industries, many people,
and many cars. There is a lot of noise, a lot of congestion, and terrible
smog. Mr. Kim is lucky to be a traveling salesman. He can often get out
of the city.

THE DIALOGUE



Mr. Kim is flying home from
a business trip. His plane is
circling over the city, waiting
for a signal to land. Mr. Kim
is talking with a fellow
passenger.



Passenger: Is that smog over the city?

Mr. Kim: Yes, I'm afraid it is.

Passenger: Is it always this smoggy?

Mr. Kim: It usually is, especially in the summer and autumn.

* * *

Passenger: We never have smog back home. And it's rarely cold.

Mr. Kim: What paradise are you from?

Passenger: Waikiki.

Mr. Kim: You're lucky!

EXTENSION

A. Chain drill with your friends.

1. S-1: Do you like big cities or small towns?

S-2: I like big cities.

2. S-1: Do you ever listen to the weather report?

S-2: I always do.

3. S-1: What's the forecast for tomorrow?

S-2: It's going to be smoggy again.

B. Chain drill, using real information.

1. What's the weather usually like in your home town?

2. Is there much pollution in your country?

3. What kind of pollution is there on the land? In the ocean? In the air?

4. What's the best time of the year in your country?

C. Use the following questions for group discussion.

1. Do you like to live in the city or in the country? Why?

2. Is pollution a problem in your city? Your country?

3. What do you think causes pollution?

D. Role Playing

1. A newscaster is giving: a. the weather report for today

b. the forecast for tomorrow

2. Two older folks are complaining about the weather.

PART B. FREQUENCY ADVERBS; THERE IS/THERE ARE
 WITH COUNT/NON-COUNT NOUNS

OBJECTIVE: In this section you learn to use: 1. the given frequency adverbs and 2. much and many with there is and there are in questions and answers about lesson items.

I.	Is	it	always	smoggy?
	Yes,	it's	usually	smoggy.
	Yes,	it	usually.	is.
	No,	it's	seldom	smoggy.
	No,	it	seldom	is.
II.	Are	there	many	cars?
	Is	there	much	noise?
	Yes,	there	are	(many cars).
	Yes,	there	is	(a lot of noise).
	No,	there	aren't.	
	No,	there	isn't.	

PRACTICE

I. Mini-drills

"It's rarely smoggy"

- It's rarely smoggy. 2. It usually is. 3. Is it always smoggy here?
 seldom often rainy
 never (always, generally) (sunny, cloudy)
- S-1: Is it always smoggy here?
 S-2: No, it's rarely smoggy. (It rarely is.)

"We never have snow"

- We never have snow. 2. We always do. 3. Do you ever have snow?
 seldom occasionally often
 rarely (usually, generally) sometimes
- S-1: Do you ever have snow?
 S-2: We often have snow. (We often do.)

Mini-exchanges (Chain drill, using real information.)

1. S-1: Is it ever smoggy in your home town?

S-2: Yes, it often is/No, it never is.

S-1: Is it ever smoggy in his home town?

S-3: Yes, it often is/No, it never is.

2. Is it ever very hot? (cold)

3. Do you ever have snow? (rain, sleet, hurricanes, heat waves, etc.)

OPTIONAL DRILL

1. S-1: Is it always this cold? (Cue: always)

S-2: It always is.

2. Is it often smoggy? (usually)

3. Do you ever have snow? (never)

4. Can you always get out of town? (rarely)

5. Does it ever get this hot? (often)

6. Are they usually home? (seldom)

II. Mini-drills

"Yes, there is/are" and "No, there isn't/aren't"

1. Is there much noise in your city?
congestion
smog

2. S-1: Is there much noise in your city?

S-2: Yes, there is/No, there isn't.

3. Are there many people in your city?
cars
factories

4. S-1: Are there many people in your city?

S-2: Yes, there are/No, there aren't.

CONVERSATION (Use frequency adverbs and there is/there are with count/non-count nouns.)

A. Situations for class discussion:

1. The weather in our city (Cues: smoggy, clear, warm, cold, windy, etc.)

2. The weather in your home town (Cues: See #1)

3. Our city (Cues: people, cars, traffic, industries, businesses, stores, schools, etc.)

4. Your home town (Cues: See #3)

B. Suggested topics for group discussion:

1. Towns and cities in students' native countries

2. Small towns and big cities

3. The climate in various parts of the world

4. Everyday activities

PART C. POLLUTION

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story orally and in writing and 2. discuss the problem of pollution and what you can do to help solve it.

Pollution is everybody's problem, and there are some things we can all do to help solve it. Smog is probably the most common of the many kinds of pollution. There are several things drivers can do to help, because cars are responsible for much of our smog. First, try to reduce your driving, for the less one drives, the better. Use buses whenever possible. Join car pools and drive to work or school together in one car with other people. Use low-lead or lead-free gas instead of high-octane gas, if possible. Drive at a lower speed to reduce gas consumption.

The disposal of waste is another pollution problem we all can help with. One obvious way to help is not to litter. Another way is to buy products in glass bottles that we can return for reuse. Buy goods in containers that are "biodegradable." For example, a paper bag will decompose in the earth, whereas a bag made of plastic will not. There are many "recycling" stations where we can take trash. There they collect and separate newspapers, tin and aluminum cans, colored and clear glass. Then they sell them to companies for re-use.

But if we really want to solve the problem of pollution, we must change our way of thinking. Our natural resources, such as wood, oil, and coal which produce paper, gas, and electricity, cannot last forever. So we must all learn to conserve what we have. We must not waste precious materials. And we must try to recycle everything possible. We must get the maximum use from what we have.

A. Answer the following questions about the reading selection.

1. What is the most common kind of pollution?
2. What is responsible for much of our smog?
3. What three things can drivers do to cut down on smog?
4. What is another pollution problem we all can help with?
5. What are some ways in which we can help?
6. In what way are paper and plastic bags different?
7. Where can papers, bottles and cans be taken to be reused?
8. Where is a recycling center in your area?

B. Choose the right word for each sentence from the following:

natural resources biodegradable recycle car pool disposal

1. One pollution problem everyone can help with is the _____ of waste.
2. To _____ means to reuse instead of throwing away.
3. _____ means that something will decompose in the earth.
4. A _____ is several people driving together instead of each one taking his own car.
5. Water, oil, and wood are all examples of _____.

Part A. Dialogue: "Do you still play baseball?"

Part B. Structure: Used to; still,
anymore; once in a while

Part C. Reading: Watching and
Playing Sports

PART A. "DO YOU STILL PLAY BASEBALL?"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. discuss some of your activities in the past and in the present.

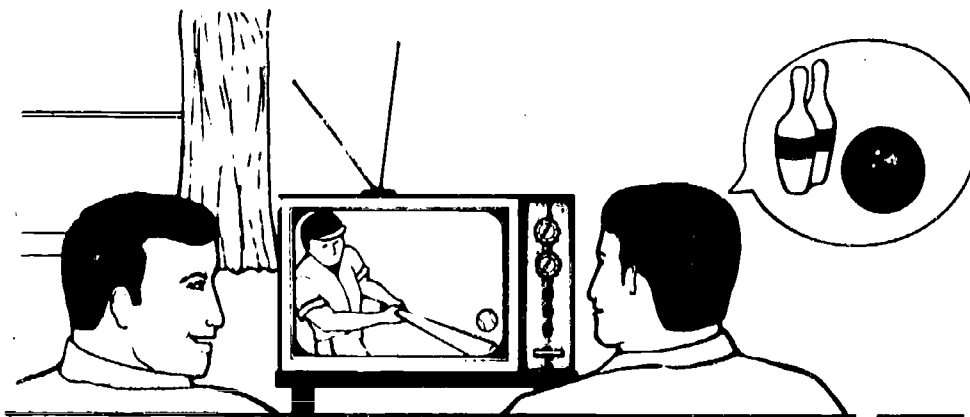
LISTENING COMPREHENSION

A Sports Fan

Joe Tanaka is a sports fan. He enjoys watching all kinds of sports, but he likes baseball the best. He was a good baseball player in his country.

Next to baseball Joe enjoys football the most. He doesn't play football, but he knows all the rules of the game. All summer he watches baseball on TV. In the fall and winter he watches football.

THE DIALOGUE



Ben Chew is visiting Joe Tanaka tonight. They are watching a baseball game on television and discussing sports.

Joe: Do you still play baseball?

Ben: No, I don't anymore.

Joe: Why not? You used to play a lot.

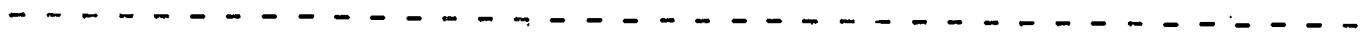
Ben: I seldom have time.

Joe: What do you usually do for exercise?

Ben: I go bowling once in a while.

Joe: You used to be such an athlete.

Ben: I guess I'm just too lazy now.



EXTENSION

A. Chain drill with your friends.

1. S-1: What's your favorite sport?

S-2: I like tennis best.

2. S-1: Do you watch the football games on TV?

S-2: Yes, once in a while.

3. S-1: Did you ever play volleyball?

S-2: Oh, yes. I used to be a good player.

4. S-1: Jane used to play tennis a lot. Does she still play it?

S-2: Yes, occasionally.

B. Chain drill, using real information.

1. What sport do you like best? Do you like to watch it or play it?

2. What sports did you use to play in your country?

3. Do you ever play basketball now? (tennis, baseball, football, ping-pong, volleyball)

3. Topics for class or group discussion:

1. What are some popular sports in your country?

2. Do you think professional athletes make too much money?

Why or why not?

3. Did the Olympic games ever take place in your country?

If so, did you attend any of the events? Which ones?



PART B. USED TO; STILL, ANYMORE; ONCE IN A WHILE

OBJECTIVE: In this section you will learn to talk about past and present habitual activities, using expressions like used to, still, anymore, and once in a while.

I.	He	still	plays	baseball
	He	doesn't	play	baseball anymore
II.	I		used to play	soccer
	What	did	you	use to play

PRACTICE

I. Mini-drills

"I don't play baseball anymore"

- I don't play baseball anymore.
soccer
(tennis, golf, handball, ping-pong)
- I don't anymore.
He
They
- Do you still play baseball?
ever
sometimes
- S-1: Do you still play baseball?
S-2: No, I don't anymore.

"I go bowling once in a while"

- I go bowling once in a while.
now and then
sometimes
- I go now and then.
He
They
- Do you ever go bowling?
fishing
(swimming, hiking, bicycling, skiing)
- S-1: Do you ever go bowling?
S-2: I go once in a while.

Mini-exchanges (Chain drill, using real information.)

- S-1: Do you still miss your country?
S-2: Yes, I do/No, I don't anymore.

2. Do you still write to your friends?
3. Do you still feel homesick?
4. Do you ever go bowling? (fishing, swimming, hiking)
5. Do you ever play cards? (games, baseball, ping pong)

II. A. Mini-drills

"He used to play baseball"

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. He used to play <u>baseball</u>.
 soccer
 tennis | <ol style="list-style-type: none"> 2. What did he use to <u>play</u>?
 watch
 coach
 study |
| <ol style="list-style-type: none"> 3. S-1: What did he use to <u>play</u>?
 S-2: He used to play <u>baseball</u>. | |

B. Mini-exchanges (Chain drill, using real information.)

1. S-1: What did you use to play in your country?
 S-2: I used to play soccer.
2. What did you use to play at school?
3. What did you use to do at home?
4. What did you use to do in the evening?
5. What did you use to do in summer?

CONVERSATION

Topics for class and group discussions: (Use used to, still, anymore, once in a while.)

1. Customs that you used to observe in your country and that you still do
2. Customs that you no longer observe
3. Things that you used to do when you were younger, and don't do anymore
4. Things that you used to do in your country and that you still do
5. Things that you only do once in a while

PART C. WATCHING AND PLAYING SPORTS

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story orally and in writing and 2. discuss spectator sports and participation sports in the United States.

Playing baseball, football, and basketball is an important part of growing up for American children, particularly boys. They join teams in schools and after school for fun and for competition. Many people feel that athletics helps build their minds and bodies.

In high school, both boys and girls participate in different sports as part of their education. Good athletes often receive scholarships to colleges and universities, just as good scholars do.

Most adults do not participate in active sports anymore. They prefer to sit in front of their television sets, watching their favorite sports. They can enjoy spectator sports throughout the year: track in the spring, baseball in the summer, football in the fall, and basketball in the winter.

The World Series for baseball and the Rose Bowl and Super Bowl games for football are important annual events.

There are many adults, however, who still participate in some kinds of sports. Among the most popular sports activities are golf, bowling, fishing, tennis, ping-pong, swimming, and skiing.

Males have traditionally been more sports-minded than females, and there are still many women who have little interest in sports. But times are changing, and we are beginning to see more and more women both watching and playing sports. The Olympic Games used to be for men only, but that isn't true anymore. Women's events in the games are especially exciting to see.

A. Answer the following questions about the reading selection.

1. What are some important annual events in American sports?
2. Can girls participate in different active sports in high school?
3. Do most American adults still participate in active sports?
4. What active sports are very common among American adults?
5. Do you participate in any active sports? What's your favorite sport?
6. What are the seasonal games? What game is played in the summer?
in the fall? in the winter? in the spring?
7. Can you name some women who have participated in the Olympic Games?
8. What do you think about women participating in world-wide sports
competition?/
9. What are the most popular sports in your country?

B. Write the answers to the following questions about the reading selection.

1. Write the kind of sports played during the following seasons:
 - a. Fall _____ c. Spring _____
 - b. Winter _____ d. Summer _____
2. What are some important annual events in American sports?
 - a. _____ b. _____
3. What kind of sports do most American adults enjoy now?

4. How does athletics help growing children?

5. What are some popular sports for men and women in your country?

PART A. "I'D LIKE TO PLACE A CALL"

OBJECTIVES: In this section you will learn to: 1. answer questions about the
Listening Comprehension story and 2. place a long distance call to
an overseas country.

LISTENING COMPREHENSION

Long Distance to Manila

Emma is a young nurse from the Philippines. Two years ago she left
her parents and two brothers and came to work in the United States.

Emma and her family exchange letters weekly, but sometimes she just
wants to hear the sound of their voices. So she calls them long distance.

Manila is in a different time zone from California. Emma has to call
very early in the morning or very late at night in order to reach her
family at a convenient time.

THE DIALOGUE



Today is her mother's birthday, and Emma got up at 6 a.m. to
place a long distance call to her in Manila.

Operator: Overseas Operator. May I help you?

Emma: Yes. I'd like to place a call to Manila in the Philippines,
please.

Operator: Certainly. What number?

Emma: 611-485.

Operator: Thank you. And your number, please.

Emma: It's 213-532-3291.

* * *

Operator: That number is busy now.

Emma: Would you try it again later?

Operator: Of course. I'll call you as soon as I get your party.

Emma: I appreciate your help.

EXTENSION

A. Chain drill with your friends.

1. S-1: What's the rate for a person to person call to Seoul?
S-2: It's \$12 for the first three minutes.
2. S-1: I'd like to place a collect call to New York City, to 693-5701.
S-2: All right. What's your name, please?

B. Discuss the overseas telephone rates in your countries, using the following chart:

Country/City	Person to person	Station to station	<u>Sundays/Holidays</u>	
Japan/Tokyo	\$12 (3 min.)	\$9 (3 min.)	\$9 (3 min.)	\$6.75 (3 min.)
	\$3	\$3	\$3	\$2.25
Korea/Seoul	\$12 (3 min.)		\$9 (3 min.)	
	\$4		\$3	
Hong Kong	\$12 (3 min.)	\$8 (3 min.)		
	\$2.65	\$2.65		
Colombia/Bogota	\$12 (3 min.)		\$9 (3 min.)	
	\$2.25		\$1.70	
France/Paris	\$12 (3 min.)	\$6.75 (3 min.)		
	\$2.25	\$2.25		
Taiwan/Taipei	\$12 (3 min.)	\$9 (3 min.)	\$9 (3 min.)	\$6.75 (3 min.)
	\$3	\$3	\$2	\$2

C. Role-playing

Take the roles of an overseas operator and a caller and make calls to various cities. Use the information on the chart.

PART B. POLITE FORMS WITH WOULD; AS SOON AS

OBJECTIVES: In this section you will learn to: 1. use polite forms with would and 2. use as soon as to introduce time clauses.

- | | | | | |
|------|-------|---------------|---------------|------------------------------------|
| I. | I | want to place | a call | to Manila. |
| | I | would | like to place | a call to Manila. (Polite request) |
| II. | Would | you | try | it again later? (Polite command) |
| III. | I'll | call | you | as soon as I get your party. |

PRACTICE

I. Preliminary Drills

- | | |
|------------------------------------|--------------------------------------|
| I want to place a call to Manila. | I'd like to place a call to Manila. |
| I want to call a party in Tokyo. | I'd like to call a party in Tokyo. |
| I want to make a call to Bogota. | I'd like to make a call to Bogota. |
| I want to reach a number in Paris. | I'd like to reach a number in Paris. |

Mini-drills

"I'd like to place a call to Manila, please"

- | | |
|---|---|
| 1. I'd like to <u>place a call to</u> Manila, please. | 2. S-1: I'd like to place a call to <u>Manila</u> , please. |
| call a party in | S-2: Certainly. What number? |
| make a call to | S-1: <u>611-458</u> . |
| reach a number in | |

II. Preliminary Drills

- | | |
|--------------------------|------------------------------------|
| Take a message for me. | Would you take a message for me? |
| Hold the line. | Would you hold the line? |
| Ask her to call me back. | Would you ask her to call me back? |
| Tell him that I called. | Would you tell him that I called? |
| Call again. | Would you call again? |
| Try again later. | Would you try again later? |
| Have him call me back. | Would you have him call me back? |

Mini-drills

"Would you try it again later?"

1. Would you try it again later?
take a message for me
hold the line
ask her to call me back
2. Of course.
Certainly
I'd be happy to
(All right; Yes, I will)
3. S-1: Would you try it again later?
S-2: Certainly.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Would you lend me your pen, please?
S-2: Of course.
2. Would you close the door, please?
3. Would you get me a cup of coffee, please?
4. Would you open the window, please?
5. Would you turn off the lights, please?

III. Mini-drills

"I'll call you as soon as I get your party"

1. I'll call you as soon as I get your party.
know the answer
get the information
2. When will you call me?
can notify
(tell, phone)
3. S-1: When will you call me?
S-2: I'll call you as soon as I get your party.

Mini-exchanges [Chain drill, using real information.]

1. S-1: When will you go home?
S-2: I'll go home as soon as our class ends.
2. When will you have dinner?
3. When can you buy a new car?
4. When will you go to bed?

CONVERSATION

Topics for class/group discussion.

1. Use the polite forms to ask each other:
 - a. to open/close the windows
 - b. for the loan of a dictionary
 - c. to change seats
 - d. for help with the lesson
2. Discuss things that you'd like to do as soon as:
 - a. the semester ends
 - b. summer comes
 - c. the class ends
 - d. you get back to your country
 - e. you get more money
 - f. you can speak English well

PART C. AS NEAR AS THE TELEPHONE

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. discuss the various services offered by the telephone.

The telephone has become an indispensable part of our daily lives, both personal and business. "Someone you love is as near as the telephone," so the telephone company saying goes, and distance means little when the telephone is handy.

The telephone can bring you instant help in emergency situations at home or away--even at sea. It can give you information on the time and the weather at any time of the day or night. You can even "dial a prayer," if you like.

Are you aware of the many types of calls that you can make? Here are a few: 1. station to station calls, if you'll talk to anyone who answers; 2. person-to-person calls, if you wish to reach a particular person; 3. collect calls, if the person you're calling agrees to pay the charge; 4. credit card calls, if you want to charge it to your credit card; 5. conference calls, if you want to talk with several people in different places at the same time; 6. calls charged to another number, and 7. toll-free calls, that are numbers that begin with "Zenith" or have an 800 Area Code.

You can dial direct to most cities in the United States and to many places in Mexico and in Canada by dialing the digit "1", the area code, and the telephone number. In making long distance calls, keep in mind the different time zones around the world. Incidentally, if you should get a wrong number when dialing direct, just dial the Operator and explain. If you get a wrong number when calling from a pay phone, the Operator will see to it that you get a refund through the mail.

Another convenience for telephone users is the Yellow Pages. It contains business listings for every imaginable type of firm or institution. It is possible for a person to transact all kinds of business without leaving home.

A. Answer the following questions about the reading selection.

1. In what way can you transact business without leaving home?
2. What kind of information can you get from the telephone?
3. What information do the Yellow Pages give you?
4. What should you keep in mind in making long distance calls?
5. How can you dial direct for a long distance call?
6. How can you get a refund when you get a wrong number from a pay phone?

B. Write the answers to these questions.

1. What kinds of calls would you make in the following situations?

a. You wish to reach a particular person in another state.

b. You'll talk to anyone who answers your long distance call.

c. You want to discuss a matter with several people in different places.

2. How can you make a long distance call from a pay phone if you have only a dime?

a. _____

b. _____

Part A. Dialogue: "I was an accountant
in my country"

Part B. Structure: Adverbials of time
and place

Part C. Reading: Looking for a Job

PART A. "I WAS AN ACCOUNTANT IN MY COUNTRY"

OBJECTIVES: In this section you will learn to: 1. answer questions about the
Listening Comprehension story and 2. take part in a job interview.

LISTENING COMPREHENSION

A Service Station Attendant

Louis Chan was an accountant in his country for ten years. He can't
find an office job in this country because he doesn't know enough English.
He is working as an attendant in a service station.

Louis can now do simple repairs on cars and trucks, but he still
wants to return to his profession. He attends English classes and practices
English with all his customers.

One of his customers is the manager of a bank. One day he told Louis
about some job openings in his bank.

THE DIALOGUE



Louis is in the personnel office of the Pacific Bank. The
personnel manager is interviewing him for a position.

Manager: What was your occupation in your country?

Louis: I was an accountant.

Manager: Do you have any bank experience?

Louis: No, I don't. But I worked for an insurance company in
China for ten years.

*

*

*

Manager: What was your most recent job?

Louis: I'm working in a gas station now, and I attend English classes at night.

Manager: We need bilingual tellers for our Chinese customers.

Louis: I'd really be interested in that type of work.

EXTENSION

A. Chain drill with your friends.

1. S-1: What kind of work experience do you have?

S-2: I managed a hotel in my country.

2. S-1: What type of work can you do?

S-2: I can type and do simple bookkeeping.

B. Chain drill, using real information.

1. Are you looking for a job now?

2. Do you want to change your job?

3. What type of work do you want to do?

C. Topics for class or group discussion.

1. How people in your country apply for jobs and get hired

2. Types of jobs and job opportunities in your country and in this country

3. Your present job and how you found it

D. Role-playing

1. You're applying for a job as an aide in a hospital or nursing home.

You're talking to the Superintendent of Nurses.

2. You're applying for a job as a cashier in a restaurant. You're talking to the owner.

3. You're applying for a job as an apprentice cook. You're talking to the Head Chef.

PART B. ADVERBIALS OF TIME AND PLACE

OBJECTIVES: In this section you will learn to ask and answer questions about your past and present occupations, also telling where and how long you worked in your country.

I.	I was an accountant.
	What was your occupation in your country?
II.	I worked in an office in China.
	I worked there for ten years.
III.	I have office experience.
	I'm an experienced office worker.

PRACTICE

I. Mini-drills

"I was an accountant"

1. I was an accountant.
teacher
(farmer, storekeeper)

2. What was your occupation?
work
(job, profession)

3. S-1: What was your occupation in your country?
S-2: I was an accountant.

"I worked in an office"

1. I worked in an office.
bank
(factory, store)

2. Where did you work?
live
(go to school, grow up)

3. S-1: Where did you work?
S-2: I worked in an office.

"I worked there for ten years"

1. I worked there for ten years.
a year
six months

2. S-1: How long did you work there?
S-2: I worked there for ten years.

Mini-exchanges

- A. 1. S-1: What was your occupation in your country?
S-2: I was a school teacher.
S-1: What was her occupation in her country?
S-3: She was a school teacher.
2. What was your position in your company?
- B. 1. S-1: Where did you work in your country?
S-2: I worked in a market.
2. Where did you live?
3. Where did you go to school? (shop, fish, vacation)
- C. 1. S-1: How long did you work in a bank?
S-2: I worked there for ten years.
2. How long did you live in Tokyo?
3. How long did you attend school?

II. Mini-drills

"I'm an experienced accountant"

1. I'm an experienced accountant.
bookkeeper
(salesman, actress, teacher)
2. Do you have any accounting experience?
bookkeeping
(sales, acting, teaching)
3. S-1: Do you have any sales experience?
S-2: Yes, I'm an experienced salesman.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Do you have any office experience?
S-2: Yes, I'm an experienced office worker.
2. Do you have any clerical experience? (sales, acting, teaching, etc.)

CONVERSATION

Suggested situations for class/group discussions:

1. Discuss your work experience in your country (Cues: what you did, where you worked, what you were, and for how long)
2. Discuss your education in your country (Cues: where you went to school, what you studied there, how long you attended, where you attended)
3. Discuss your work experience in this country (See cue words in #1 above.)

PART C. LOOKING FOR A JOB

OBJECTIVES: In this section you will learn: 1. to ask and answer questions
about the story and 2. some ways of finding a job.

Tom Yano lost his job last week when his employer retired and closed down his little grocery store. Tom has to find another job now.

Tom is single and has a little money in the bank, so he can take his time and try to find a good job. He knows that employment agencies can help him find a job, but they are often expensive. So he has decided to find a job on his own.

He saw a "Help Wanted" sign at a factory and he went in to inquire. The company wanted an experienced machinist, so Tom did not qualify for the job. Tom was an accountant in his country.

Tom looked in the newspaper under "Help Wanted--Accountants" and saw many jobs listed there. He began at the top of the list and called several places for an interview.

Tom is now getting ready for his job interviews. He is preparing a resume of his past work experience. He is listing the places and dates of work of his past jobs and his reasons for leaving. He can use this information for the application forms and for the oral interviews.

He knows that he will need the names of several people as references. Employers often ask for letters of reference from former employers or from people who know the personal qualifications of the applicants.

Tom realizes that first impressions are very important, so he plans to dress neatly and carefully for the interviews.

A. Answer the following questions.

1. Why did Tom lose his job?
2. Does Tom have to find a job in a hurry? Why not?
3. Why didn't he go to an employment agency?
4. How is he preparing for his interviews?
5. Is job hunting similar to or different from this in your country?

B. Select the meaning for each expression. Draw a circle around the letter.

1. "qualify for a job" means: (a) have the necessary skills (b) apply for a job (c) not have the necessary skills
2. "letters of reference" are: (a) social letters (b) letters of advice (c) letters describing a person's character
3. "resume" means: (a) a short history of family background (b) to begin a job again (c) a short history of someone's work experience

C. Discuss the following job openings. Would you be interested in any of them?

Would you qualify?

Experienced waitress. Must speak English. Erika's Coffee Shop.
4217 W. 4th St.

Auto sales. Bilingual Korean/English speaking salesman. No experience necessary. Contact sales manager, Kent Motors, 251 S. Olive St.

Factory worker. Light assembly. Good benefits, salary. Pacific Products, 17th and Benton. An equal opportunity employer.

TV technician or trainee. Sunset Appliances. 11423 Main St. 294-7620.

HOME WORK. Persons to address envelopes. Must be neat, accurate typist. Should have car for pick-up. Steady work. Call 356-3503.

Aides and orderlies. Full or part-time. Call personnel Department. Golden State Nursing Home. 252-9300.

Service station attendant. From 7 a.m. to 3 p.m. No Sundays. Beacon Oil. 10th and Maple.

Bookkeeper. Experienced or trainee. Public accountant office. 477-3511

Dental receptionist. Mature, dependable person. Japanese speaking preferred. No Saturdays. Ask for Barbara. 023-1210

Part A. Dialogue: "Is the well-done steak yours?"

Part B. Structure: Possessive pronouns: mine, of mine

Part C. Reading: Where Shall We Eat?

PART A. "IS THE WELL-DONE STEAK YOURS?"

OBJECTIVES: In this section you will be able to: 1. answer questions about the Listening Comprehension story and 2. discuss some menu items with a waitress.

LISTENING COMPREHENSION

Home-Cooked vs. Restaurant Food

Ben has to eat lunch in a coffee shop or cafeteria every day. So he doesn't like to go out for dinner. He'd rather eat Betty's home-cooked meals.

Betty, on the other hand, has to stay home with the children every day. So she wants to go out for dinner once in a while.

As a compromise, Ben takes Betty out to dinner on their birthdays, anniversaries, and other special occasions. Ben is a steak-and-potatoes man, so they generally go to a steak house. Fortunately, Betty likes steaks, too.

THE DIALOGUE



Ben and Betty are celebrating Ben's birthday with a steak dinner. They had salad for their first course, and now the waitress is bringing them their main course.

Waitress: Is the well-done steak yours?

Ben: No, it's hers. The rare one is mine.

Waitress: Here you are. Did you order a baked potato or French fries?

Ben: The baked potato is mine.

* * *

Betty: My steak's a little tough.

Ben: Mine is very tender. Would you like some of mine?

Betty: No, thanks, I'm through now. I'll take the rest of mine home.

Ben: All right. We'll get a doggie bag.

EXTENSION

A. Chain drill with your friends.

1. S-1: Do you often eat out with your family?

S-2: No, not very often.

2. S-1: When do you go out to dinner?

S-2: Only on special occasions.

3. S-1: I'd like a doggie bag, please.

S-2: Certainly. I'll be back in a minute.

B. Chain drill, using real information.

1. On what occasions do you usually eat out?

2. What type of restaurants do you enjoy?

3. Do you like Chinese food?

4. Do you like to go to formal restaurants or to family restaurants?

C. Topics for class or group discussion:

1. What are some good restaurants in town and what are their specialities?

2. What are the best restaurants in town that serve your country's food?

3. Do people in your country like to eat out? On what occasions?

Where do they like to go?

PART B. POSSESSIVE PRONOUNS: MINE, OF MINE

OBJECTIVE: In this section you will learn to use possessive pronouns in questions and answers.

I.

The rare steak	is	mine
----------------	----	------

II.

I'd	like	some of yours
-----	------	---------------

PRACTICE

I. Mini-drills

1. The rare steak is mine.
medium rare yours
(well-done, (his, hers, ours,
medium) theirs)

2. Which is your steak?
his
(her, our, their)

3. S-1: Which is your steak?
S-2: The rare steak is mine.

"Hers is the well-done steak"

1. The well-done steak is hers.

Hers is the well-done steak.

2. The rare steak is his.

His is the rare steak.

3. The baked potato is Ben's.

Ben's is the baked potato.

4. The French fries are Betty's.

Betty's are the French fries.

5. The mashed potatoes are theirs.

Theirs are the mashed potatoes.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Whose coat is this?
S-2: It's mine.

2. Whose glasses are those?

3. Which handbag is yours?

4. Which is your jacket?

5. Are those glasses yours?

II. Mini-drills

"I'd like some of yours"

1. I'd like some of yours.
his
hers
2. Would you like some of my potatoes?
all (salad, pie,
a little cake,
dessert)
3. S-1: Would you like some of mine? (my potatoes)?
S-2: Yes, I'd like a little of yours.

"She's a friend of mine"

1. She's one of my friends. She's a friend of mine.
2. May's one of his sisters. She's a sister of his.
3. She's one of Bob's girl friends. She's a girl friend of Bob's.
4. This is one of her new suits. This is a new suit of hers.
5. Mr. Lee's one of Jane's teachers. Mr. Lee's a teacher of Jane's.

Mini-exchanges [Chain drill, using real information.]

1. S-1: I finished all of my work.
S-2: I finished all of mine, too.
2. I brought all of my books.
3. Elizabeth Taylor is one of my favorites.
4. Some of my relatives are in this country.

CONVERSATION

Suggested topics for class or group discussion: [Use mine, of mine, yours, etc.]

1. The ownership of objects (Cue: Whose jacket is that?)
2. Relatives (Cue: One of my aunts is a fortune teller.)
3. Cars (Cue: S-1: My car is a sedan.
S-2: Mine's a van.)
4. Dining in a restaurant
5. Friends (Cue: S-1: Do you know Sue?
S-2: Yes, she's a good friend of mine.)

PART C. WHERE SHALL WE EAT?

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story orally and in writing. 2. discuss various types of restaurants in a big city, and 3. discuss various ways of eating out.

When people decide to go out to eat, they have many choices. If they just want to "grab a bite" to eat because they are in a hurry, they may get a hamburger or a hot dog at a snack stand. If they have more time but still want to dine informally, they may choose a coffee shop or a cafeteria. If the people feel more extravagant, they may choose a fancy restaurant for more formal, leisurely dining.

Most cities offer a wide choice of restaurants that specialize in certain kinds of food such as steak, prime rib, seafood, or even eggs. "Smörgasbord" restaurants serve a variety of salads, vegetables, and main dishes "buffet style," and you can usually eat as much as you like for one price. There is often a good selection of "ethnic" restaurants in big cities. These are restaurants that serve the typical food of particular cultural or national groups. It is fun to try Chinese, Mexican, Israeli, Japanese, Italian, Korean, Armenian, Thai, and other foods.

Eating out is very expensive, and restaurant food can become boring after a while. Food that is prepared at home and cooked "from scratch" is delicious-- if you are a good cook. Still, eating out can be a pleasant change. It is nice to have someone wait on you and not have to worry about doing the dishes afterward.

A. Answer the following questions.

1. Where can people eat if they are in a hurry?
2. If people wish to dine leisurely, where do they dine?
3. What is a "smorgasbord" restaurant?
4. What kind of food can you find in a specialty restaurant?
5. What are ethnic restaurants?
6. What are some advantages in eating at home?
7. What are some advantages in eating out?

B. Circle the correct meaning of each word.

1. FANCY means a. simple b. fine quality c. poor quality
2. GRAB A BITE means a. to eat hurriedly b. to bite someone
 c. to eat leisurely
3. BUFFET STYLE means a. to sit down and be served by a waitress
 b. to serve yourself from plates and bowls on
 your table
 c. to serve yourself from a separate table set
 with a wide choice of food
4. ETHNIC means a. of a certain country, culture, race, or religion
 b. specially cooked
 c. private
5. EATING OUT means a. to eat out of doors b. to eat in a restaurant
 c. to eat take-out food
6. EXTRAVAGANT means a. willing to spend more money than usual
 b. willing to spend less money than usual
 c. willing to spend more time than usual

LOS ANGELES UNIFIED SCHOOL DISTRICT
Asian Project - ABE
Intermediate Series

UNIT 7. FOODS AND NUTRITION

BEST COPY AVAILABLE

Part A. Dialogue: "It's tastier"
Part B. Structure: Adjectives:
comparative and super-
lative forms.
Part C. Reading: Convenience Foods

PART A. "IT'S TASTIER"

OBJECTIVES: In this section you will learn to: 1. answer questions about the
Listening Comprehension story and 2. discuss various ways of
preparing food.

LISTENING COMPREHENSION

A Weight Problem

Rosa and Joe Lopez have a weight problem. Rosa is overweight and Joe is underweight. Joe can eat like a horse and never gain weight. On the other hand, Rosa has to watch her diet carefully because everything she eats makes her fat. Joe promised to buy Rosa a new dress if she could lose fifteen pounds. She lost five pounds last month, but she is having a hard time losing the other ten.

THE DIALOGUE



Rosa wants to lose weight, but her husband likes heavy meals. So what can she cook for dinner? She has a problem every day. Today she is at the fish market. Maybe Mr. Sato will have a good idea.

Rosa: I'm on a diet, but my husband isn't. What can I
fix for dinner?

Mr. Sato: How about fresh salmon?

Rosa: Is fresh salmon better than frozen salmon?

Mr. Sato: Yes, indeed. It's tastier.

* * *

Rosa: What's a good way to fix salmon?

Mr. Sato: Frying is the easiest.

Rosa: But is it the best way for dieters?

Mr. Sato: No, it isn't. Broiling is.

EXTENSION

A. Chain drill with your friends.

1. S-1: What's the best way to fix chicken?

S-2: Frying is the most delicious.
Roasting healthful
Broiling nutritious
Stewing economical
 flavorful

2. S-1: What can I cook for dinner?

S-2: The pork is very fresh today.

B. Chain drill, using real information.

1. Are you on a diet?

2. Where do you buy your meats?

3. Do you buy fresh or frozen meats and vegetables?

4. Do you like your vegetables crisp or well cooked?

C. Topics for class or group discussion:

1. How can you keep the nutrients in your food in cooking?

2. What kinds of food are very common in your country?

3. Are most of your foods starchy, greasy, spicy, or hot?

4. Compare your present cooking methods with those you used in your country.

PART B. ADJECTIVES: COMPARATIVE
AND SUPERLATIVE FORMS

OBJECTIVE: In this section you will learn to use the comparative and super-
lative forms of adjectives in describing lesson items.

I.	Fresh fish	is	tastier than	frozen fish.
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	It's		more delicious than	frozen fish.
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II.	Fresh fish	is	the tastiest	of all.
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	It's		the most delicious	of all.
--	------	--	--------------------	---------

PRACTICE

I. Mini-drills

"Fresh fish is tastier than canned fish"

1. Fresh fish is tastier than canned fish.
cheaper
better

2. Which is tastier, fresh fish or canned fish?
frozen
dried

3. S-1: Which is tastier, fresh fish or canned fish?
S-2: Fresh fish is tastier.

"Fish is more nutritious than meat"

1. Fish is more nutritious than meat.
digestible
(delicious, healthful, nourishing)

2. Which is more nutritious, fish or poultry?
meat
(fruit, vegetables)

3. S-1: Which is more nutritious, fish or poultry?
S-2: Fish is more nutritious than poultry.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Which is tastier to you, fresh fish or canned fish?
S-2: Fresh fish is.
2. Which is more delicious to you, fresh fruit or canned fruit?
3. Which is more digestible to you, meat or vegetables?
4. Which is cheaper, meat or poultry?

II. Mini-drills

"Fresh fruit is the tastiest of all"

1. Fresh fruit is the tastiest of all. 2. What's the tastiest—fresh, frozen,
 Frozen cheapest dried, or canned fruit?
 (Canned, Dried) best
3. S-1: What's the tastiest of all?
 S-2: Fresh fruit is (the tastiest of all).

"Fish is the most digestible of all"

1. Fish is the most digestible of all. 2. What's the most digestible—fish,
 delicious meat, or fruit?
 (nourishing, expensive)
3. S-1: What's the most digestible—fish, meat, or fruit?
 S-2: Fish is (the most digestible of all).

Mini-exchanges [Chain drill, using real information.]

1. S-1: To you, what's the most delicious fruit of all?
 S-2: Oranges are.
2. To you, what's the most healthful of all—meat, fish, or poultry?
3. To you, which is more digestible, fresh or canned vegetables?
4. To you, which is more wholesome, meat or vegetables?

CONVERSATION [Situations for class/group discussions, using the comparative and superlative forms.]

1. Vitamins (Cues: important, vital, necessary, etc.)
2. Physical activities (Cues: strenuous, easy, fun, tiring, etc.)
3. Diets (Cues: fattening, slimming, lean, fatty, etc.)
4. Health foods (Cues: nutritious, expensive, nourishing, etc.)
5. Ethnic foods (Cues: delicious, spicy, hot, bland, etc.)
6. Languages (Cues: difficult, simpler, complicated, musical, etc.)

PART C. CONVENIENCE FOODS

OBJECTIVES: In this section you will learn to: 1. ask and answer questions
about the story orally or in writing and 2. discuss various
kinds of "convenience foods."

"Convenience foods" are foods that are ready-to-eat or almost ready-to-eat. They can save the cook a lot of time. However, the flavor and nutritional value are often not as good as food cooked in your own kitchen. Also, convenience foods usually cost more than home-cooked foods.

Now that Rosa and Joe are married, Rosa has a lot to do. She is working and also must take care of the house and fix the meals. To make things easier for herself, she often buys convenience foods at the market. Sometimes she uses frozen or canned vegetables instead of preparing fresh vegetables. Or she may use a package of instant mashed potatoes or instant soup which she prepares by simply adding hot water. Sometimes she bakes pies that are already made and frozen.

Tonight Rosa is in a hurry because they are going out after dinner. She is going to heat up some frozen dinners. She is having a frozen Chinese dinner, and Joe is having a frozen roast-beef-with-gravy dinner. She is going to serve canned peaches for dessert.

On the nights that she is too tired to fix anything, they sometimes buy food "to go" from the chicken take-out store near their home. There they can get a complete dinner to take home to eat.

On weekends Rosa cooks special meals "from scratch" for Joe.

A. Answer these questions.

1. How does Rosa make cooking easier for herself?
2. Which take longer to cook, frozen or fresh vegetables?
3. What are convenience foods?
4. In what ways are home-cooked foods better than convenience foods?
5. What kind of meals do Rosa and Joe eat on weekends?
6. What kind of a meal are they going to eat tonight?

B. Choose the correct meaning for the following:

1. Food "to go"

- a. ready-to-cook food
- b. TV dinners
- c. cooked food from a take-out store or restaurant

2. Meal prepared "from scratch"

- a. food prepared at home from ready-mixed ingredients
- b. food prepared and frozen
- c. food prepared at home from basic ingredients

C. Discuss convenience and home-cooked foods with your friends, using the following questions:

1. Do you always cook your meals from scratch?
2. What convenience foods do you usually buy? How do you like them?
3. Are there convenience foods which you think taste better than fresh foods?
4. Do you ever buy food to go? What do you usually buy?
5. What are some of the take-out places near your home?
6. Do you have convenience foods and take-out places in your country?

Part A. Dialogue: "Sue looks so beautiful today"

Part B. Structure: Linking verbs; exclamations with What/What a

Part C. Reading: Courtship and Marriage

PART A. "SUE LOOKS SO BEAUTIFUL TODAY"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. talk about wedding ceremonies and customs.

LISTENING COMPREHENSION

The Wedding

Sue Chan was married to Peter Wong yesterday afternoon. They had their wedding ceremony at the church, then a reception at a restaurant. After the reception the couple left on their honeymoon. They will return in two weeks and live in Monterey Park. Sue is going to teach school, and Peter is going to finish his studies at law school.

THE DIALOGUE



Sue and Peter are greeting their guests at the wedding reception. The guests are eating and drinking and talking.

Mrs. Kim: What a beautiful wedding!

Mr. Dean: And what delicious food!

Mrs. Kim: Sue looks so beautiful today.

Mr. Dean: Yes, she does. But Peter seems nervous.

Mrs. Kim: Bridegrooms usually are.

* * *

Mr. Dean: Sue's father looks happy now, but he'll feel sad tonight.

Mrs. Kim: Why do you say that?

Mr. Dean: He'll get all the bills for the wedding.

EXTENSION

A. Chain drill with your friends.

1. S-1: When were you married?

S-2: I was married five years ago.

2. S-1: Did you go anywhere for your honeymoon?

S-2: Yes, we went to Hawaii.

B. Chain drill, using real information.

1. Where were you married? (your brother, sister)

2. Did you have a big wedding?

3. Were you nervous?

4. Who made the bride's gown?

C. Topics for class or group discussion:

1. Do you have bridal showers in your country?

2. Are big weddings common in your country?

3. Who usually pays for the wedding and the reception in your country?

4. Is a large wedding a waste of money? Why or why not?

5. How can one have a nice wedding without spending too much?

6. What wedding customs in your country are very different from the wedding customs in this country?

PART B. LINKING VERBS; EXCLAMATIONS
WITH WHAT/WHAT A

OBJECTIVES: In this section you will learn to: 1. use linking verbs like look, seem, and taste and 2. express strong emotion with expressions What/What a.

I.	Peter	seems	nervous..
II.	Sue	is	a beautiful bride.
		What	a beautiful bride (she is)!
III.	This	is	delicious food.
		What	delicious food (this is)!

PRACTICE

I. Mini-drills

"He seems nervous"

1. He seems nervous.
excited
(worried, tense)
2. How does Peter seem?
look
(appear, sound)
3. Sue looks happy.
pretty
(wonderful, lovely)
4. S-1: How does Sue look?
S-2: She looks beautiful.

Mini-exchanges [Chain drill, using real information.]

1. S-1: How do you feel today?
S-2: I feel terrible.
2. How does (a classmate) look today?
3. How does the weather appear today?
4. How does our lesson sound today?

"What a beautiful bride!"

1. What a beautiful bride!
wedding
(dress, ceremony)
2. She's a beautiful bride!
pretty
(attractive, gorgeous)

3. S-1: She's a beautiful bride.
S-2: Oh, yes, what a beautiful bride!

"What delicious food!"

1. What delicious food!
punch
(sandwiches, champagne)
2. This is delicious food.
tasty
(fancy, marvelous)

3. S-1: This is delicious food.
S-2: Oh, yes, what delicious food!

Mini-exchanges [Chain drill, using information about the wedding in Part A and using what/what a in your answers.]

1. S-1: Was it a beautiful wedding?
S-2: Oh, yes, what a beautiful wedding it was!
2. Was the champagne delicious?
3. Was the bridegroom nervous?
4. Was there a lot of food?

CONVERSATION

- A. Discuss the reactions of people in the following situations: [Use verbs like feel, look, etc.]
 1. Somebody ran into Marsha's car in the parking lot. (Cues: angry, worried, frightened, excited)
 2. Lucy picked up someone's bag by mistake. (Cues: embarrassed, surprised, sorry, ashamed)
 3. Mr. Saito worked overtime today. (Cues: tired, worn out, fatigued, hungry)
- B. Suggested situations for practice with the expressions what/what a in discussing:
 1. The weather
 2. Economic conditions
 3. A movie
 4. Music
 5. Famous people
 6. Places of interest

PART C. COURTSHIP AND MARRIAGE

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. discuss American courtship and marriage customs.

In the United States, young people often begin to date in high school. They attend school games and dances, have parties, and go to the movies. Adults supervise school activities, and a parent or two are usually present at parties for young teenagers. Young people also go out on dates as twosomes or four-somes (sometimes called "double dates").

After a couple goes steady for a while, they may decide to get married. Traditionally, when a couple becomes engaged, they tell their parents and begin to make plans for the wedding. They take a blood test and get a marriage license. They ask their special friends to be in their wedding party as bridesmaids and ushers. The bride's best friend is her maid of honor (or matron of honor, if she is married), and the groom's best friend is his best man.

The bride's parents usually arrange and pay for the wedding and reception. They order invitations and announcements. They order the flowers, food, and beverages. The groom pays for the minister and the honeymoon.

Today, many Americans are looking at marriage customs differently, and some couples have informal wedding ceremonies. Some have simple ceremonies in their homes. Some go to a judge for civil ceremonies. Still others go to a place like Las Vegas where a justice of the peace can marry them on the spot.

Some other couples choose a garden or a park for the wedding and write their own ceremony. These new American customs may seem strange to people from other countries. They also seem strange to many American parents.

A. Answer these questions.

1. When do many young Americans begin to date?
2. What are some dating activities of high school students?
3. Who usually pays for the wedding in this country?
4. What does the groom pay for?
5. What must an engaged couple do before their wedding?
6. What new wedding customs are American couples trying out?

B. Choose the best answer.

1. The (a) wedding invitation (b) blood test (c) announcement as part of the wedding preparations is required by law in this country.
2. When a couple becomes "engaged," it means that they (a) have agreed to get married (b) can go out on dates (c) must have a formal wedding.
3. When young people go out as a "double date," it means they go out in groups of (a) four girls (b) four boys (c) two girls and two boys (d) one girl and one boy.

C. Discuss with your classmates some courtship and marriage customs in your own country.

D. What do you think about the following American customs regarding courtship and marriage?

1. Dating as early as in high school
2. The bride's parents paying for the wedding and reception
3. The blood test requirement before getting a marriage license
4. The modern wedding customs

PART A. "I TAUGHT MYSELF"

OBJECTIVE: In this section you will learn to answer questions about the Listening Comprehension story and discuss "do-it-yourself" activities.

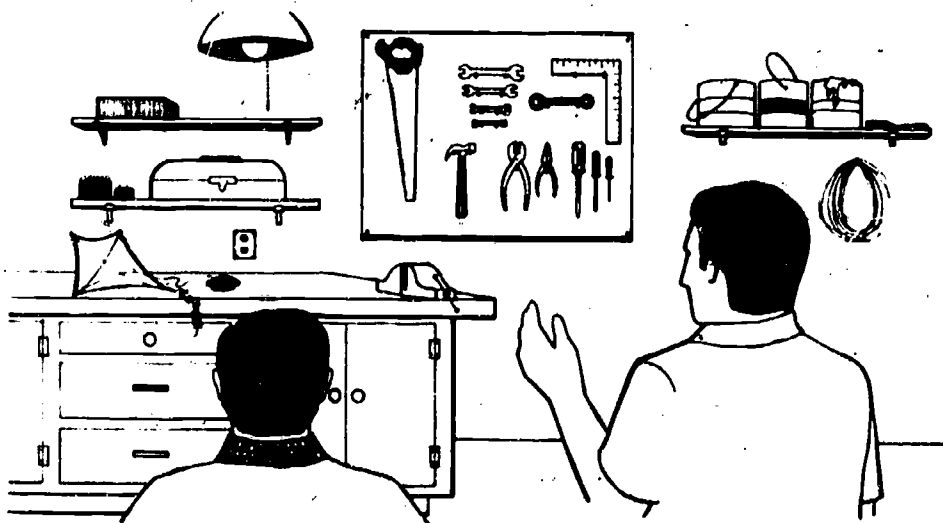
LISTENING COMPREHENSION

A Busy Man

Dick Morgan likes to work around the house. He spends all his spare time doing repairs on the house or making furniture in his garage workshop. He's very handy with tools.

Sometimes he gets so interested in his work that his wife has to call him many times for dinner. He seldom watches TV. He says that he's too busy.

THE DIALOGUE



Bob fixed up his garage workshop himself. He is showing his friend around.

Ken: How did you learn to do all this?

Bob: I taught myself.

Ken: Did anyone help you?

Bob: No, I did it myself, except for the wiring.

* * *

Ken: What a fine kite! Did you make that, too?

Bob: No, my six-year old son made it by himself.

Ken: He's just like his father.

Bob: Our whole family is a "do-it-yourself" family.

EXTENSION

A. Chain drill with your friends.

1. S-1: Make yourself at home.
S-2: Thank you.
2. S-1: Those cookies look delicious.
S-2: Please help yourself.
3. S-1: I went to a party on Saturday.
S-2: Did you enjoy yourself?
S-1: Yes, I did/No, I didn't.

B. Chain drill with your friends.

1. S-1: Do you like to putter around the house?
S-2: Yes, I do/No, I don't.
2. S-1: Can you do simple repair jobs on your house?
S-2: In most cases, yes.
3. S-1: Who taught you to swim?
S-2: I taught myself.

C. Chain drill, using real information.

1. What do you often do in your spare time?
2. Can you cook dinner for yourself?
3. Can your children clean their rooms by themselves?

D. Topics for class or group discussion:

1. Things you enjoy doing in your spare time
2. Things you'd rather do yourself than to let others do for you
3. Common items bought at stores which usually need to be assembled

PART B. REFLEXIVE PRONOUNS

 OBJECTIVE: In this section you will learn to use pronouns with -self or -selves when they refer to the subject of the sentence.

I.	I	taught	myself.
	Somebody else	taught	me.
II.	He	made	it himself.
	Somebody else	made	it.
III.	He	made	it by himself (unaided).
	Somebody	helped	him.
IV.	He	went	by himself (alone).
	Somebody	went	with him.

PRACTICE

I. Mini-drills

"I taught myself"

- I taught myself.
 himself
 ourselves
- Did you teach yourself?
 herself
 themselves
- S-1: Did you teach yourself?
 S-2: Yes, I taught myself. (No, somebody else taught me.)

Mini-exchanges [Chain drill, using real information.]

- S-1: Did you teach yourself to speak English?
 S-2: Yes, I taught myself/No, somebody else taught me.
 S-1: Did he teach himself?
 S-3: Yes, he taught himself/No, somebody else taught him.
- Did you teach yourself to drive?
- Did you train yourself to be prompt?
- Did you force yourself to get up?

II. Mini-drills

"He made it himself"

- He made it himself.
 myself
 herself
- S-1: Did he make it himself?
 S-2: Yes, he made it himself/No, somebody else made it.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Did you do your homework yourself?
S-2: Yes, I did it myself/No, somebody else did it.
2. Did you do your laundry yourself?
3. Did you clean your room yourself?

III. Mini-drills

"He made it by himself"

1. He made it by himself.
myself
ourselves
2. S-1: Did he make it by himself?
S-2: Yes, he made it by himself.
(No, somebody helped him.)

Mini-exchanges [Chain drill, using real information.]

1. S-1: Did you make your dress by yourself?
S-2: Yes, I made it by myself/No, somebody helped me.
2. Do you do the dishes by yourself?
3. Did you write the letter by yourself?

IV. Mini-drills

1. He went by himself.
came
(lived, worked, ate, drove)
2. S-1: Did he go by himself?
S-2: Yes, he did. He went by himself/
No, he went with Bill.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Did you come to this country by yourself?
S-2: Yes, I did. I came by myself/No, I came with my family.
2. Did you come to this country by yourself?
3. Did you go to the movies by yourself?

CONVERSATION

Topics for class and group discussions: [Use pronouns with -self or -selves.]

1. Things that you do for yourselves because you have to (Cues: dress, shave, support, bathe, take care of)
2. Things that you yourself do (or did in the past) (Cues: clean my house, wash my car, type all my letters, make my clothes, train my dog)
3. Things that you do (or did in the past) without anyone's help (Cues: do the yard work; plan vacation trips; maintain the house; work, go to school, and keep house, raise a family of 8)
4. Things that you do (or enjoy or dislike doing) alone (Cues: eat, live, go out, take a trip, study, work)

PART C. HOBBIES

OBJECTIVES: In this section you will learn to: 1. ask and answer questions
about the story and 2. discuss various types of creative hobbies.

Many people enjoy creative hobbies these days. Handicrafts such as knitting and crocheting are very popular, and many people are wearing hand-made scarves, sweaters, shawls, and caps. People are doing various kinds of stitchery, such as embroidery or crewel work (embroidery with yarn instead of with thread) to create such items as pillows or purses. Many handicrafters are working in macrame, which is a way of making such articles as belts and wall-hangings by tying threads or strings together into a system of loops and knots.

Other arts and crafts are also quite popular. Many people are working with leather, making sandals, wallets, key rings, belts and other useful objects. Artisans are busy making bowls, vases, and other things from ceramics. Other craftsmen are creating pieces of jewelry and sculpture from silver, gold, and brass.

Building new furniture and refinishing old pieces are keeping many people happily occupied during their spare time. Many adult schools offer classes in these arts and crafts. For a number of people hobbies have turned into sources of income.

There are probably many reasons why people are turning to creative hobbies. A lot of people today are not content to sit and watch TV every night. Also, they are not satisfied with the poor quality of many machine-made items. People are looking for ways to express themselves. They are pleased when they can point to an object with pride and say, "I made that myself!"

A. Answer the following questions.

1. What are some of the handicrafts people enjoy today?
2. How is embroidery different from crewel?
3. What kinds of arts and crafts are popular?
4. What articles are often made from leather?
5. What are some of the reasons "creative" hobbies are popular?
6. What is the difference between handmade and machine-made objects?
7. Are some hobbies "non-creative?" Name some.
8. What handicrafts or arts and crafts do you enjoy?

B. All of the words listed below can be found in the maze of letters, vertically or horizontally. When you find the word, draw a circle around it.

S	I	L	V	E	R	C	R	E	A	T	E	D
A	R	T	I	C	L	E	O	E	G	C	S	H
T	E	G	N	R	C	R	C	M	O	R	L	O
I	C	L	V	E	R	A	K	B	S	A	E	B
S	R	A	I	W	O	M	S	R	T	F	A	B
F	E	S	T	G	C	I	E	O	A	T	T	L
I	A	S	E	L	H	C	N	I	I	H	H	E
E	T	A	K	E	E	S	J	D	N	R	E	S
D	E	K	N	I	T	O	O	E	E	E	R	A
I	I	S	O	A	P	M	Y	R	D	A	R	K
S	T	I	T	C	H	E	R	Y	O	D	Y	E

embroidery	crewel	knit	hobbies	knot
satisfied	dark	is	stitchery	art
silver	ceramics	sat	ace	recreate
enjoy	it	some	glass	stained
take	created	craft	invite	crochet
leather	sake	ago	dye	do
rocks	joy	too	at	as
fest	not	me	do	err

PART A. "WHICH ONE IS YOUR BABY?"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. discuss children and their names.

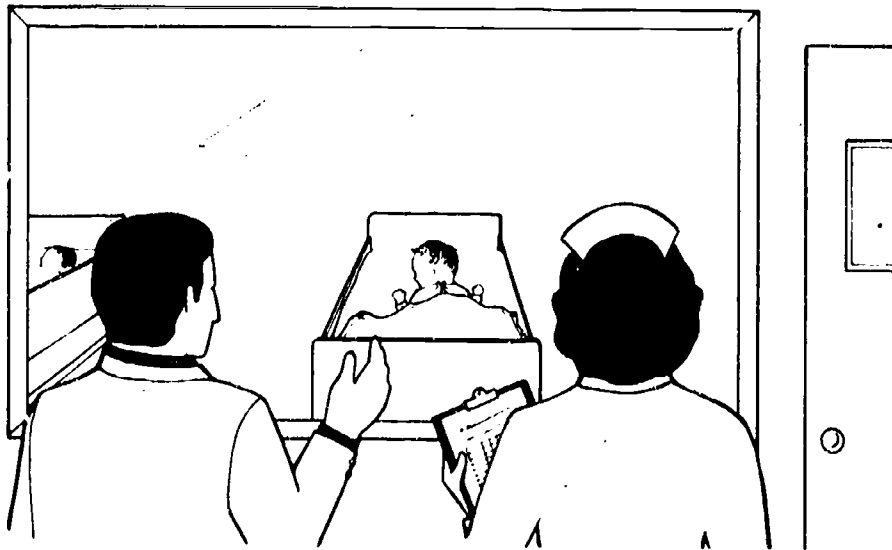
LISTENING COMPREHENSION

Joe's Boys

Evelyn and Joe have twin three-year-old sons, named Dave and Dale. They are identical twins, and Evelyn always dresses them alike. It's difficult for people to tell them apart.

Joe loves his little boys, but he wants a little girl very badly. Evelyn's expecting a baby soon, and they're hoping it's going to be a girl. They have a name all ready for her.

THE DIALOGUE



Evelyn and Joe have a new baby girl. Joe is at the hospital nursery, looking at his baby. A nurse stops to talk to him.

Nurse: Which one is your baby?

Joe: She's the cute one, right there.

Nurse: She is sweet. What did you name her?

Joe: We named her April, because she was born in April.

*

*

*

Nurse: Do you have any other children?

Joe: Yes, we have three-year-old twin boys.

Nurse: Your wife will have her hands full with three little children.

Joe: I'll be there to help her.

EXTENSION

A. Chain drill with your friends.

1. S-1: What's his nickname?

S-2: Mike, for Michael.

2. S-1: What do Manuel's friends call him?

S-2: They call him "Manny."

B. Chain drill, using real information.

1. Do you have any children?

2. Do you have many relatives? Where are they?

3. What did you name your first child? What did your parents name their first child?

4. Do you have any twins/triplets in your family?

5. What's your nickname?

C. Use the following topics for group discussion.

1. What do parents in your country do to celebrate the birth of a child?

2. How do parents choose names for babies in your country?

3. Do people in your country usually want baby boys or baby girls?

Why?

D. Show each other pictures of your families and discuss them.

PART B. WHICH ONE/ONES; WE NAMED HER APRIL

OBJECTIVES: In this section you will learn to ask questions and give answers using: 1. the words one/ones and 2. the pattern, We named her April.

I.

What did you name her?

We named her April.

II.

Which one is your baby?

She's the cute one.

We have two older ones.

PRACTICE

I. Mini-drills

"We named her April"

1. We named her April.
called
(baptized, christened)

2. What did you name her?
the baby
the dog

3. S-1: What did you name her?
S-2: We named her April.

"They call him Tommy"

1. They call him Tommy.
"Baby"
Sonny

2. S-1: What do they call him?
S-2: They call him Tommy.

Mini-exchanges [Chain drill, using real information.]

1. S-1: What do your friends call you?

S-2: They call me _____

S-1: What do his friends call him?

S-3: They call him _____

2. What do you call your mother?
3. What do you call your father?
4. What do you call your husband/wife/girl friend/boy friend?

II. Mini-drills

"She's the cute one"

1. She's the cute one.
small
(fat, big)
2. Which one is your baby?
wife
(brother, girl friend, dog)
3. S-1: Which one is your baby?
S-2: She's the cute one.

"He has two older ones"

1. He has two older ones.
younger
(bigger, taller)
2. Do you have any other children?
sisters
(cousins, relatives)
3. S-1: Does he have any other children?
S-2: He has two older ones.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Which one is your bag, the black one or the brown one?
S-2: The black one.
2. Which one is your book, the new one or the old one?
3. Which windows shall I open, the top ones or the bottom ones?
4. Which TV programs did you watch last night, the early ones or the late ones?

CONVERSATION

Suggested situations for class and group discussion:

1. What did you name your first child? (Cues: daughter, son, children, pets: dog, cat, etc.)
2. What do you call your mother? (Cues: father, in-laws, grandparents, assorted relatives, pets)
3. Who did you name your first child after? (Cues: see #1 above)

For group discussion [Use pictures containing several objects or people. Carry on conversations with each other, asking which one/ones.]

PART C. CHILDBIRTH

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. discuss some important facts about the periods of pregnancy and childbirth.

When a woman finds out that she is pregnant, she should start taking very good care of herself and the baby right away. A good diet and regular visits to the doctor are a must. If she cannot afford a private doctor, she can usually find a medical clinic to take care of her. This prenatal care is important. It guarantees the baby the best chance for healthy, normal development before birth.

During the regular visits to the clinic the doctor always gives the mother a thorough physical check-up. He checks her weight and blood pressure and listens to the baby's heartbeat. He tells the mother to get enough sleep and rest and not gain too much weight.

Some women choose to have their babies by natural childbirth. Early in her pregnancy, a mother begins a system of exercises. These help her control her breathing and strengthen her muscles so she can have her baby without anesthesia. Most women use some forms of anesthesia, however.

In the past, women used to stay in the hospital a week or so after childbirth. Today, women often come home within two or three days and are able to manage the baby and the house with only a little help.

There is nothing more joyous or exciting than pregnancy, childbirth, and the raising of children. Yet it is important to plan for each birth in order to give each child the special care and attention he needs. There are many family planning agencies and qualified professional people to help each family do this in a way that suits that particular family.

A. Answer the following questions.

1. What must a woman do as soon as she finds out she's pregnant?
2. In what ways should a pregnant woman take care of herself?
3. Why is prenatal care so important?
4. What is natural childbirth?
5. How long do women usually stay in the hospital after childbirth?
6. Why is family planning important?

B. Talk about the following questions with your classmates.

1. What kind of prenatal care might a pregnant woman in your country get?
2. Do any mothers practice natural childbirth?
3. What is the father's role in childbirth?
4. How long does the woman stay in the hospital?
5. Is family planning available in your country? How do you feel about it?

C. Fill in the blank in each sentence.

prenatal delivery room natural childbirth family planning

1. When a mother strengthens her muscles and breathing so she can deliver the baby with no anesthesia, it is called _____.
2. The special room in the hospital where the baby is born is called the _____.
3. _____ is the care a mother receives before her baby is born.
4. When a family decides when to have children, instead of having them accidentally and unexpectedly, it is called _____.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Asian Project - ABE
Intermediate Series

UNIT 11. HOUSING

Part A. Dialogue: "Is this like
the one downstairs?"

Part B. Structure: Comparisons
with like, the same (as);
as...as, alike; different

Part C. Reading: For Rent

PART A. "IS THIS LIKE THE ONE DOWNSTAIRS?"

OBJECTIVES: In this section you will learn to: 1. answer questions about
the Listening Comprehension story and 2. discuss a rental with
an apartment manager.

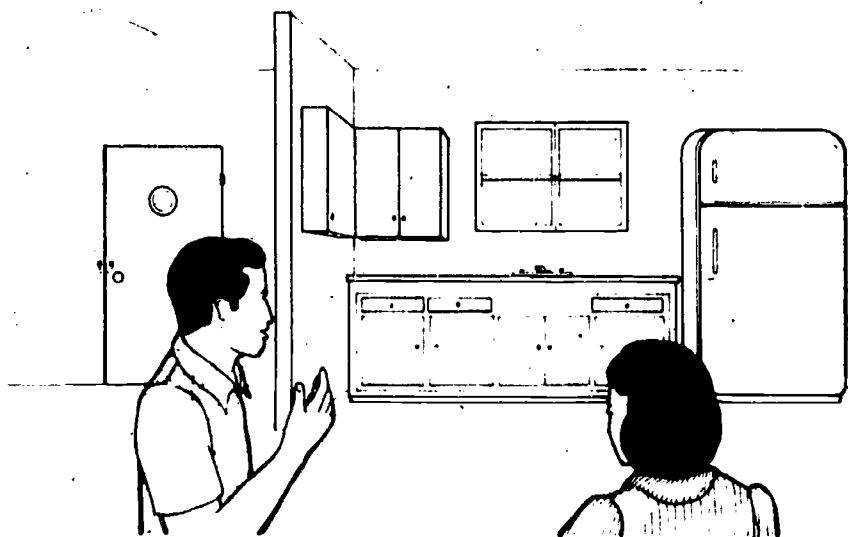
LISTENING COMPREHENSION

Apartment Hunting

Lynn Baker came to California from Texas three years ago. She is
sharing an apartment with her friend, Ann. They have a nice two-bedroom
apartment near the beach.

Lynn just found a new job downtown last week. She wants to move
closer to her work, so she's looking for a one-bedroom apartment for
herself.

THE DIALOGUE



Lynn saw an apartment house with a "Vacancy" sign. She went in
to inquire and the apartment manager showed Lynn his two vacancies.

Lynn: Is this apartment like the one downstairs?

Manager: It's almost the same as that one.

Lynn: What's the difference?

Manager: That kitchen is not as modern as this one.

Lynn: Is the rent the same?

Manager: This one's a little more expensive.

Lynn: Then I'll take the one downstairs. Besides, I don't like to climb stairs.

EXTENSION

A. Chain drill with your friends.

1. S-1: How many bedrooms does this apartment have?

S-2: It has three bedrooms.

2. S-1: Does it have a modern kitchen?

S-2: Yes, it does.

3. S-1: Do I have to sign a lease?

S-2: Yes, you do/No, you don't.

B. Chain drill, using real information.

1. Who pays the utilities for your home?

2. Did you have to sign a lease?

3. Is your apartment/house furnished or unfurnished?

4. Do you like wall-to-wall carpeting or linoleum in your home?

C. Role-playing

Discuss your roles in groups and then present the following skits to the class.

1. The apartment manager has a 2-bedroom apartment for rent, furnished, \$185 a month, no pets. A family with 3 children come to look at it.

2. The apartment manager has two 2-bedroom apartments for rent. The building is very old. One of the apartments is dirty, but the other is newly-painted and clean. Sue and Sam come to look at the apartments.

3. Jim and Sara Lee find a nice 1-bedroom apartment for \$120 a month. They like the apartment, but the manager doesn't like foreigners.

PART B. COMPARISONS WITH LIKE; THE SAME (AS); AS . . . AS;
ALIKE; DIFFERENT

OBJECTIVE: In this section you will learn to ask and answer questions comparing two objects and/or the qualities of those objects, using the lesson structures.

- | | | | |
|----|-------------------|-------------|---------------------|
| I. | Is this apartment | like | the one downstairs? |
| | It's | the same as | that one. |
- | | | | | |
|-----|--------------|----|--------------|-----------|
| II. | That kitchen | is | as modern as | this one. |
|-----|--------------|----|--------------|-----------|
- | | | |
|------|---------|------------|
| III. | They're | alike. |
| | | different. |

PRACTICE

I. Mini-drills

"It's the same as that one"

1. It's the same as that one"
like
similar to
2. Is this apartment like the one downstairs?
upstairs
next door
3. S-1: Is this apartment like the one downstairs?
S-2: Yes, it's the same as that one/No, it's not the same.

Mini-exchanges Chain drill, using real information.

1. S-1: Is your accent like mine?
S-2: Yes, it's the same as yours/No, it's not the same.
2. Is the weather in your country like the weather here?
3. Are your schools like the schools here?
4. Is your taste the same as your wife's?

II. Mini-drills

"That kitchen's as modern as this one"

1. That kitchen's as modern as this one.
convenient
(up-to-date, run-down)
2. Is that kitchen as modern as this
apartment one?
(refrigerator, house)

3. S-1: Is that washing machine as up-to-date as this one?

S-2: No, it's not quite as up-to-date.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Is your city as large as this one?

S-2: Yes, it is.

2. Is your hair as long as Mary's?

3. Is your family as small as mine?

4. Are your fingers as long as mine?

III. Mini-drills

"Are the two shirts alike?"

1. They're alike.
the same
(different,
similar)

2. Are the two shirts alike?
jackets
(outfits, blouses, hats)

3. S-1: Are the two outfits alike?

S-2: No, they're different.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Are your children alike?

S-2: No, they're different.

2. Are your sisters alike? (brothers, parents)

3. Are your spring and summer outfits alike?

4. Are your customs and American customs alike?

CONVERSATION [Use lesson structures: like, the same (as), as . . . as, alike or different.]

Suggested topics for class and/or group discussions:

1. Compare various members of your family (Cues: size, age, characteristics)
2. Compare various sports activities (Cues: exciting, rough, thrilling)
3. Compare two classmates (Cues: studious, friendly, tall, happy)
4. Compare your language with English
5. Compare some of your ideas with those of your children/parents
6. Compare two or more musical instruments

PART C. FOR RENT

OBJECTIVES: In this section you will learn: 1. to ask and answer questions
about the story and 2. how to go about looking for a place to rent.

The first thing you have to do if you are looking for a place to live is to make some decisions. Do you want to rent, lease or buy? Do you want an apartment or a house? How many bedrooms? Where? How much can you afford to pay?

When you have the answers to these questions, you can begin looking. Sometimes people have good luck just driving around, looking for signs that say "For Rent" or "For Sale." Another way is to look in the newspaper ads, or the ads in markets or laundromats. Another common way is to go to a realty company. Real estate agencies mainly deal in sales of residential and commercial property, but they handle rentals, too. There is a charge for rental referrals.

When you find the place you want to rent, there are often extra charges. For example, there is usually a cleaning fee. This is to cover the cost of preparing the place for new occupants. Some places will refund this to you when you move out, if you leave the apartment very clean. However, this fee is often not refunded. The amount of the charge depends on the landlord. Some places also charge the first and last months' rent in advance. This is particularly true with a lease. (A lease is a rental contract where you agree to stay for a certain period of time, such as like a year.)

If you are buying, there are several additional costs to the cost of the house. You must buy insurance and pay for the "closing costs": the costs for the legal work (escrow) and fees for the realtors.

After the hard work of finding a place comes the fun--moving in!

A. Answer the following questions.

1. What are some of the decisions you have to make when looking for a place to live?
2. What are some of the ways to find a place to live?
3. What is a common extra charge to renters?
4. Why do you think some landlords charge the first and last months' rent?
5. What is a lease?

B. Choose the correct word from the following list to fill in the blanks.

realty charge referrals refunded landlord

1. The real estate agent gave them several _____ to look at in that neighborhood.
2. My uncle is a real estate agent and works for a _____ company.
3. A _____ is the person who owns the property.
4. The manager _____ their cleaning deposit when they left, because the place looked so clean.
5. They _____ \$150 a month rent for that two-bedroom apartment.

C. Lon and Grace Figueroa have two boys, aged 6 and 8. Lon earns \$120 a week as a plumber's helper, and Grace brings home \$50 a week from her part-time job at a department store.

Which of the following rentals would be a good choice for them? Why?

\$125 Clean furn. 1 bdrm. Carport.
Adults. Air cond. 461-8752

\$165 New unfurn. duplex. 2 bdrm.
with garage. Children OK. Stove,
refrig. 4126 S. Marengo.

Two bdrm house \$175. Yard, garage.
Remodeled kitchen. Near transportation.
834-6740.

UNIT 12. TRADING-IN CARS

Part A. Dialogue: "I can get a good price, can't I?"

Part B. Structure: Tag questions

Part C. Reading: Buying a Car

PART A. "I CAN GET A GOOD PRICE, CAN'T I?"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. discuss a trade-in with a car salesman.

LISTENING COMPREHENSION

Betty's Old Car

Betty's car is giving her a lot of trouble. First it was her battery. Then it was the water pump. Yesterday morning she noticed a puddle of oil under her car.

Betty took her car to the garage and asked her mechanic to check it over. When she went back in the afternoon, the mechanic told her that her car needed a complete overhaul. Do you think she's sad? Not at all. She wanted to get a new car, anyway.

THE DIALOGUE



Betty saw "Good Deal Harry" on television last night, advertising new and used cars. He promised a generous trade-in, so she went to see him.

Betty: I want to trade-in my car.

Harry: Your car is in pretty bad shape, isn't it?

Betty: Well, maybe. But I can get a good price for it, can't I?

Harry: Yes, you can--on a trade-in for a new model.

* * *

Betty: New cars are expensive, aren't they?

Harry: Yes, but I'll give you a good deal.

Betty: This isn't just a sales talk, is it?

Harry: No, it isn't. Let me show you some good buys.

EXTENSION

A. Chain drill with your friends.

At a used car lot:

1. S-1: What's the mileage on this car?
S-2: Only 47,000.
2. S-1: Do you give a warranty with a used car?
S-2: Yes, I do.
3. S-1: May I test drive it?
S-2: Yes, of course.
4. S-1: How can I check on the condition of a car?
S-2: Ask your mechanic to check it out.

At a garage:

1. S-1: My car is very noisy.
S-2: I think you need a new muffler.
2. S-1: My car needs an oil change and a lube job.
S-2: All right. You can pick it up at 4 this afternoon.
3. S-1: My tires look low.
S-2: Yes, they need some air.
4. S-1: My motor dies every time I slow down.
S-2: I'll check your carburetor.

B. Role-playing

1. You're having problems with your car. You are at a service station. Explain to the attendant what's wrong with your car and see if he can fix it.
2. You and a friend are looking at cars in a used car lot. You like small cars, but your friend likes big ones. A salesman comes along and you discuss cars with him.

PART B. TAG QUESTIONS

OBJECTIVE: In this section you will learn to ask and answer questions using
the tag questions with be verbs and can.

- | | | | | | |
|------|----------|---------|--------------------|-----------|---------------|
| I. | Your car | is | in bad shape, | isn't it? | Yes, it is. |
| | It | isn't | in good condition, | is it? | No, it isn't. |
| II. | I | can get | a good price, | can't I? | Yes, you can. |
| III. | This | isn't | a sales talk, | is it? | |

PRACTICE

I. Mini-drills

"Her car is in bad shape, isn't it?"

Betty's car doesn't run very well.

- Her car is in bad shape, isn't it?
poor
terrible
- It isn't in good condition, is it?
perfect
working
- S-1: Her car is in bad shape, isn't it?
S-2: Yes, it is/No, it isn't.
- S-1: It isn't in good condition, is it?
S-2: No, it isn't/Yes, it is.

"She can get a good price, can't she?"

Betty wants to trade in her car for a new one.

- She can get a good price, can't she?
bargain
exchange
- She can't get \$2,000, can she?
a Cadillac
a Mercedes
- S-1: She can get a good price, can't she?
S-2: Yes, she can/No, she can't.

4. S-1: She can't get \$2,000, can she?

S-2: No, she can't/Yes, she can.

"This isn't sales talk, is it?"

"Good Deal Harry" is a fast-talking salesman.

1. This isn't sales talk, is it?

a line

a sales pitch

2. This is the truth, isn't it?

a fact

a true statement

3. S-1: This isn't sales talk, is it?

S-2: No, it isn't.

4. S-1: It's a true statement, isn't it?

S-2: Yes, it is.

Mini-exchanges Chain drill, using obvious truths.

1. S-1: You're from Japan, aren't you?

S-2: Yes, I am. This is an English class, isn't it?

S-3: Yes, it is. The teacher can speak English well, can't she?

S-4: Yes, she can, etc.

2. S-1: This isn't Paris, is it?

S-2: No, it isn't. You can't leave school now, can you?

S-3: No, I can't. The students aren't singing, are they?

S-4: No, they aren't, etc.

CONVERSATION Use tag endings.

Situations for class or group role-playing or discussions:

1. Trading in a household appliance (Cues: age, condition, size, manufacturer, etc. of appliance)
2. Discussing a movie or a television program (Cues: plot, actors, actresses, setting, scenery)
3. Conversing with a service station attendant (Cues: oil, oil change, water, air filter, battery, windshield wipers, lube job, etc.)
4. Discussing traffic rules (Cues: lanes, no parking, no left turn, right of way, speed limit, one-way street, etc.)

PART C. BUYING A CAR

OBJECTIVES: In this section you will learn: 1 to ask and answer questions
about the story and 2. how to go about buying a car.

Every youngster dreams of the day when he can have his own car. To him it is the symbol that he has come of age in this mobile society. He has joined the millions of other Americans who jump into their cars every day to go to their jobs, their schools, and their favorite recreation spots. With our large cities and our sprawling population, a car or two, or sometimes even three in a family, has become commonplace.

Steve Morales is a typical young American. He is taking some mechanical drafting courses at a community college and working part-time as a waiter in a steak house. After graduating from high school he worked for a year as a clerk in a bank and now has enough money to buy a second hand car.

He knows exactly the kind of car he wants, but he can't decide where to buy his car. He hears the used car dealers on radio and television as they invite their viewers to come down and see the specials of the week. They promise used cars that are "like new, with low down payment." They offer "generous trade-in allowances" for the prospective buyers' old cars.

He reads the classified ads every day, looking for a good buy. He sees ads by car dealers and by private parties like the following:

COMPACTO '74, Super, R&H, xlt cond. \$1895
Low mil. (846BEV). Dlr. 884-2917

COMP. '72, Clean. Reblt. engine. \$1200
Pr. party. (459GUV). 837-4210

Before he decides on a car, Steve plans to ask Jim, a mechanic friend, to check the car over. Steve wants to make sure that the car is in good condi-

tion. Before he decides on the price he is willing to pay, he will consult the Kelly Blue Book which lists the current wholesale and retail prices of cars. Steve is still a young man, but he has a good head for business.

A. Answer these questions.

1. Why is owning a car so important to young people?
2. What kind of car does Steve want?
3. How is Steve looking for his car?
4. What should a buyer check before buying a car?
5. How will Steve check over his car?
6. What is the Kelly Blue Book?

B. Choose the best answer.

1. The Kelly Blue Book is (a) a story about "Kelly Blue" (b) a listing of used car prices (c) a blue book.
2. A private party is (a) a party for someone (b) a car dealer (c) a person who isn't a dealer.

C. Discuss with your classmates:

1. The kind of car you have and why you bought it.
2. The kind of car you want and why you want it.
3. Was your car a "good buy?"

D. Write a classified ad for your car (or a friend's car).

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UNIT 13. COST OF LIVING

Part A. Dialogue: "Prices go up every week, don't they?"

Part B. Structure: Tag questions (cont'd);
adjective + infinitive;
irregular plurals

Part C. Reading: The High Cost of Living

PART A. "PRICES GO UP EVERY WEEK, DON'T THEY?"

OBJECTIVE: In this section you will learn to: 1. answer questions about
the Listening Comprehension story and 2. discuss budgeting and
rising prices.

LISTENING COMPREHENSION

Making Ends Meet

The Johnsons are a middle-aged couple with three grown children. Their eldest son, Jeff, is away at college, but Steve and Elsie commute to the State university from home.

Mrs. Johnson works as a cashier in a coffee shop to help the family make ends meet. Mr. Johnson has a good income from his real estate business, but he has many expenses. The cost of living keeps rising-- for food, housing, clothing, taxes, insurance, tuition, etc.--so Mrs. Johnson's wages come in very handy.

THE DIALOGUE

The checker at the supermarket is calling out the items and adding up Mrs. Johnson's purchases on the cash register.

Checker: . . . 3 pounds of potatoes, 95 cents, 2 loaves
of bread, 90 cents. The total is \$36.45.

Mrs. Johnson: Prices go up every week, don't they?

Checker: They seem to. It's difficult to stay on a budget, isn't it?
Mrs. Johnson: It certainly is.
* * *
Mrs. Johnson: You don't take credit cards, do you?
Checker: No, we don't. But we take checks with proper identification.
Mrs. Johnson: That's good. I didn't bring enough cash with me.
Checker: You didn't expect such a big bill, did you?
Mrs. Johnson: No, I didn't.

EXTENSION

A. Chain drill with your friends.

1. S-1: How big is your family?
S-2: We're a family of five.
2. S-1: Can I cash a check?
S-2: If you have proper identification.
3. S-1: Do you have any extra income?
S-2: Yes. I have a part-time job.

B. Chain drill, using real information.

1. Do you keep a monthly budget?
2. Is it easy to stay within your budget?
3. What living expenses besides food keep rising?
4. What's your biggest monthly expense?

C. Topics for group discussion:

1. Rising cost of living here in the U.S.
2. Cost of living in your country
3. Comparing the cost of food prices at present with prices two years ago
4. Budgeting to make ends meet
5. Suggestions on how to stay within a budget despite rising costs

PART B. TAG QUESTIONS (CONT'D); ADJECTIVE +
INFINITIVE; IRREGULAR PLURALS

OBJECTIVES: In this section you will learn to use: 1. tag questions with do/does/did, 2. adjective + infinitive sentences and 3. some irregular plural nouns.

I.	Prices go up every week, don't they?
	They don't go down, do they?
II.	It's difficult to stay on a budget.
III.	I have three pounds of potatoes.
	I need two loaves of bread.

PRACTICE

I. Mini-drills

"Prices go up every week, don't they?"

1. Prices go up every week, don't they? 2. Prices don't go down, do they?
increase decrease
rise come down
3. S-1: Prices go up every week, don't they?
S-2: Yes, they do. They don't go down.

"You didn't expect a big bill, did you?"

1. You didn't expect a big bill, did you?
high price
costly bill
2. You expected a small bill, didn't you?
low price
bargain
3. S-1: You didn't expect a big bill, did you?
S-2: No, I didn't. I expected a small one.

Mini-exchanges [Chain drill, using real information.]

1. S-1: The cost of living goes up every week, doesn't it?
S-2: Yes, it does. It never goes down.
2. Markets don't take credit cards, do they?
3. Growing children eat a lot, don't they?

II. Mini-drills

"It's difficult to stay on a budget, isn't it?"

1. It's difficult to stay on a budget, isn't it?
hard
impossible
2. It isn't hard to go over your budget, is it?
break
3. S-1: It's difficult to stay on a budget, isn't it?
S-2: Yes, it is.

Mini-exchanges [Chain drill, using real information.]

1. S-1: It's fun to spend money, isn't it?
S-2: Yes, it is.
2. It's difficult to save money, isn't it?
3. It's expensive to feed a family, isn't it?

III. Mini-drills

- | | |
|---|--|
| 1. My family is small.
I need a loaf of bread.
a box of crackers
a fish
a bunch of carrots
a pound of tomatoes | 2. Her family is large.
She needs two loaves of bread.
two boxes of crackers
two fish
three bunches of carrots
two pounds of tomatoes |
|---|--|

CONVERSATION [Use tag questions.]

Topics for class/group discussions:

1. Mrs. Chen is preparing a shopping list for the market (Cues: boxes, packages, pounds, bunches, etc.)
2. The cost of living (Cues: food, housing, clothing, taxes, etc.)
3. Learning a new language (Cues: practice, pronounce, listen, understand, etc.)
4. The cost of education (Cues: college, scholarship, part-time job, student loan, etc.)

PART C. THE HIGH COST OF LIVING

OBJECTIVES: In this section you will learn to: 1. ask and answer questions
about the story and 2. plan a family budget.

Many families in the United States have a larger income now than ever before, but people are finding it difficult to make ends meet anyway. Almost everyone is wondering, "What happens to all my money? I never seem to have anything left to put away."

Why isn't a dollar worth as much as it used to be? One dollar is always worth the same amount, that is, 100 cents. But the value of a dollar is how much it can buy. The value of money depends on the cost of living. Economists say that the cost of living is the money that a family must pay for the necessities of life such as food, housing or rent, clothes, and medical expenses. For many years now, the cost of living has increased greatly, so the value of the dollar has decreased. When a dollar has a low value, you cannot buy as many things with it.

No one fully understands why the cost of living keeps increasing, but economists believe that workers and producers can make prices go up. As workers earn more money, they have more money to spend, so they demand more goods. If there is a great demand for certain goods, the prices of these goods go up. At the same time, if there's a shortage of goods, the prices also go up. For example, if everyone wants to buy more and more gas, the price of gas goes up. When companies withhold gas from buyers, they can also make the price of gas go up.

Families need to know what happens to their money. They need to make their income meet the cost of living, so many people plan a family budget. A budget is a list of monthly expenses. If your expenses add up to more than your income, you must find ways to save money. Maybe you're spending too much on entertainment. Or if you're spending too much on clothes, you may want to sew your own clothes. Budgeting helps you spend your money wisely as the cost of living increases.

A. Answer the following questions.

1. Is a dollar worth as much as it used to be?
2. What is the cost of living?
3. Why has the value of the dollar decreased?
4. How can workers make the cost of living go up?
5. How can producers make the cost of living go up?
6. Give examples of goods that have gone up in price recently.
7. Give examples of goods that have gone down in price recently.
8. Why is it a good idea to plan a budget?
9. Where in your budget can you find ways to save?

B. Class activity:

1. Mr. Lee's take home is \$500 a month. Mrs. Lee works part-time and makes \$225 a month. Each month the Lee family spends on the average: \$125 for food, \$140 for car payment and gas, \$120 for rent, \$45 for utilities, \$50 for clothes, \$40 for medical expenses, \$30 for entertainment, \$25 for insurance, and \$55 for incidentals and savings. Add up the expenses and income and see if they have a balanced budget.

<u>EXPENSES</u>		<u>INCOME</u>
food _____	entertainment _____	Mr. Lee _____
car _____	insurance _____	Mrs. Lee _____
rent _____	incidentals _____	_____
utilities _____	and savings _____	_____
clothes _____	_____	Total
medical _____	Total _____	income _____
	expenses _____	

2. Do you approve of their budget? If not, why?

UNIT 14. IMMIGRANTS

Part A. Dialogue: "Must we speak Chinese to them?"

Part B. Structure: Indirect objects with to/for; must/have to

Part C. Reading: Immigrants in the New World

PART A. "MUST WE SPEAK CHINESE TO THEM?"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. discuss speaking another language.

LISTENING COMPREHENSION

Grandparents from Hong Kong

All the Lees are very excited today. Paul's parents are arriving from Hong Kong, and the family is going to the airport to meet them.

Paul came to the United States four years ago with his wife and three small children. Paul and his wife, Mary, run a small restaurant and make a comfortable living. The children are quite Americanized now. Paul and Mary try to speak Chinese at home, but the children find it difficult. They prefer to speak English.

THE DIALOGUE



The Lee family is at the airport, waiting for the grandparents' plane to land. The children don't remember their grandparents very well and June is a little nervous.

June: Must we speak Chinese to Grandmother and Grandfather?

Mr. Lee: Please try. It will make them happy.

June: What can we say to them?

Mr. Lee: Just say, "Foon ying (welcome)."

* * *

June: We speak Chinese so poorly.

Mr. Lee: Don't worry. They'll understand.

June: We may not understand their Chinese.

Mr. Lee: Mother and I can translate it for you.

EXTENSION

A. Chain drill with your friends.

1. S-1: Did you come to this country as an immigrant?

S-2: No. I came here as a student. (tourist, visitor)

2. S-1: What language do you speak?

S-2: I speak Korean.

3. S-1: Do you plan to live here permanently?

S-2: Yes, I do.

B. Chain drill, using real information.

1. Do your parents live in this country? (in-laws, relatives)

2. What language do you speak at home?

3. What language(s) do your children speak? (parents, relatives)

4. Are you teaching your children to speak Spanish? (Japanese, Chinese, etc.)

C. Class or group discussion

What are some customs in your family now that would surprise your parents or older visitors from your country?

D. Role-playing

Some relatives from your country are visiting you. You are discussing:

1. some advantages and disadvantages of raising children in this country
2. some amusing experiences that you had when you first arrived here and knew no English

PART B. INDIRECT OBJECTS WITH TO/FOR; MUST/HAVE TO

OBJECTIVES: (In this section you will learn to ask and answer questions with to/for indirect objects and must/have to.)

- | | | | | | |
|----|------|-----|----------------|-----------------------|----------|
| I. | Must | we | speak | Chinese | to them? |
| | Yes, | you | must. | (It's necessary.) | |
| | No, | you | don't have to. | (It isn't necessary.) | |
-
- | | | | | |
|-----|------|-----|--------------------|----------|
| II. | Did | you | have to explain it | to them? |
| | Yes, | we | did. | |
| | No, | we | didn't have to. | |
-
- | | | | | | |
|------|-----|-----|-----------|-------------|---------|
| III. | Can | you | translate | this lesson | for me? |
|------|-----|-----|-----------|-------------|---------|

PRACTICE

I. Mini-drills

"Must we speak Chinese to them?"

1. Yes, you must. 2. No, you don't have to. 3. Must we speak Chinese to them?
he he him.
she she her

4. S-1: Must we speak Chinese to them?
S-2: Yes, you must/No, you don't have to.

"Did you have to explain it to them?"

1. Did you have to explain it to them? 2. S-1: Did you have to explain it to them?
describe he
(report, repeat) S-2: Yes, we did/No, we didn't.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Must you report accidents to the police?
S-2: Yes, you must.
2. Do you have to speak English at work?
3. Does someone have to explain American movies to you?
4. Must aliens report their addresses to the government annually?
5. Did you have to speak English to the customs inspector?

II. Mini-drills

"Can you translate it for us?"

1. Can you translate it for us?
correct
(answer, pronounce)

2. S-1: Can you translate it for us?
S-2: Yes, we can.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Can you translate your Spanish for me?
S-2: Yes, I can/No, I can't.
2. Can you correct my homework for me?
3. Will you pronounce some English words for me?
4. Will you open those windows for me?

III. Mini-drills

1. S-1: Who's he saying "Hello" to?
explaining the lesson
introducing his wife
mentioning my name

S-2: He's saying "Hello" to Lou.

2. S-1: Who's she fixing lunch for?
preparing dinner
signing the check
keeping the money
filling the tank

S-2: She's fixing lunch for Joe.

CONVERSATION [Use as many of the following verbs as possible with to/for indirect objects: answer, cash, change, correct, describe, explain, fill, fix, introduce, keep, mention, open, prepare, pronounce, repeat, report, tell, sign, suggest, translate.]

Situations for class/group discussion:

1. An American friend is helping you with your lesson
2. You are late for dinner and your wife/mother/sister wants to know why
3. You are trying to understand a letter from a business concern
4. You are discussing a movie or program on television

PART C. IMMIGRANTS IN THE NEW WORLD

OBJECTIVES: In this section you will learn: 1. to ask and answer questions about the story and 2. how immigrants have come from all over the world to become citizens of the United States of America and about the struggles of one immigrant group.

From the days of the Pilgrim settlers, North America has been the "promised land" to waves of immigrants from many parts of the world. After it became a nation, the United States of America became the symbol of democracy, of freedom, and of opportunity. Today's Americans are both the native American Indians and the descendants of the immigrants who settled in the new world.

Most of the immigrant groups had to endure many hardships after arriving in this country. Let's trace the history of one of the larger Asian groups, the Chinese. From 1850 to 1880, about 200,000 Chinese came to America, primarily from poor farming areas in South China. They had heard that the mountains in America were made of gold and planned to get rich by mining the gold in California and then return to China in a few short years.

Instead of finding a land of golden mountains in America, the Chinese found that there wasn't enough housing, employment, or even food because many immigrants had also come west from the eastern states and Europe to get rich quickly. In addition, the Asians were strange and mysterious persons to many Americans with their foreign appearance, language, and customs. Consequently, they became victims of many acts of discrimination, both political and social.

In 1882 Congress passed the Chinese Exclusion Act which stopped Chinese immigration but allowed families to enter the country. A new law in 1924 excluded all Chinese, even the wives and children of settlers. The Chinese

Exclusion laws were finally ended in 1943 when China became an ally of the United States in World War II.

A new immigration act passed in 1965 has made it possible for more people from all the Asian countries to enter the United States on a quota system.

The United States of America may not have mountains of gold, but it is rich with people from all parts of the world who are striving hard to build a country where individuals with different backgrounds, faiths, and ideas can live and work together harmoniously.

A. Answer the following questions.

1. Why did so many people want to immigrate to the United States of America?
2. Why did the Chinese come to America?
3. Did most of the Chinese plan to live in America?
4. Why were the Chinese treated so badly?
5. Why did the Chinese population decrease to less than half after 1882?
6. Why were the Chinese Exclusion laws ended?

B. Discuss the following questions.

1. Are there people in America whose ancestors were not originally immigrants. Who?
2. Compare the reasons for Chinese immigration with the reasons for the immigration of your own national group.
3. Why do you think some Americans mistreated immigrants? Why does one group treat another group badly?
4. Do you think immigrants should try to be American in every possible way or try to keep their old culture?
5. What are some of your impressions as an immigrant? Visitor? Student?

Part A. Dialogue: "I'll give you the deposit-by-mail cards"

Part B. Structure: Indirect objects with/without to/for

Part C. Reading: Savings Accounts

PART A. "I'LL GIVE YOU THE DEPOSIT-BY-MAIL CARDS"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. start a savings account and/or a checking account at a bank.

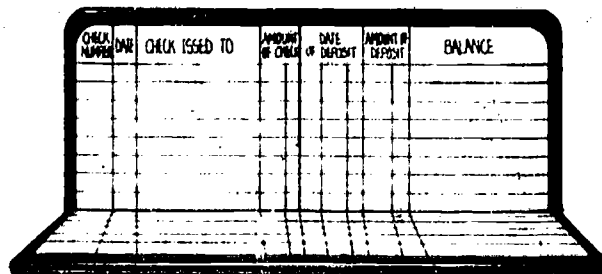
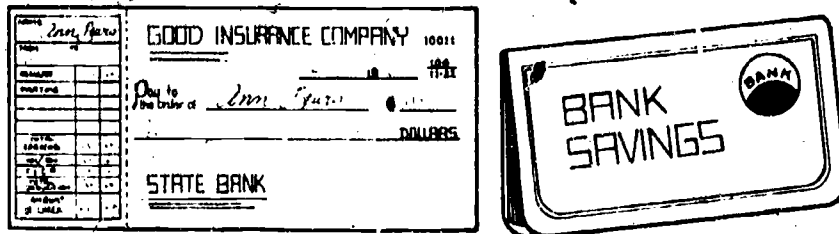
LISTENING COMPREHENSION

A New Typist

Ann Lewis did not know how to type when she enrolled in the adult school typing class eight months ago. She worked hard and soon became one of the best typists in her class.

Last week she found a job as a typist at an insurance company. Her salary is not very big, but she is going to budget her money carefully. She's living with her family now, but she wants to have her own apartment and car one day.

THE DIALOGUE



Ann went to the bank today to cash her first pay check. She decided to open two accounts right away.

Ann: I'd like to open a checking account and a savings account.

Teller: I'll get you the application blanks.

Ann: Can I make deposits by mail?

Teller: Yes, you can. I'll give you the deposit-by-mail cards.

Ann: Do I need a minimum (balance) for my checking account?

Teller: Not for the regular account.

Ann: When will I get my checks?

Teller: We'll mail them to you in two weeks.

EXTENSION

A. Chain drill with your friends.

1. S-1: I'd like to make a withdrawal. (deposit)

S-2: All right. Please fill out this withdrawal slip.

2. S-1: May I help you?

S-2: I'd like to buy a money order. (international money order,
cashier's check, traveler's checks)

B. Chain drill, using real information.

1. Do you have a checking account in a bank?

2. Do you budget your money?

3. How do you send money to your country?

C. Topics for class or group discussion:

1. Are checking accounts useful? What are the pros and cons?

2. Are budgets useful? How can they help you?

3. What have you done in the last month to try to spend less money?

4. What identification is good for cashing checks?

D. Role-playing

Take roles of a bank teller, a bank manager, and customers.

Act out transactions such as:

a. starting new accounts

b. making a withdrawal

c. cashing a check

d. buying a cashier's check

PART B. INDIRECT OBJECT WITH/WITHOUT TO/FOR

OBJECTIVE: In this section you will learn to use sentences with indirect objects that can come either before or after the direct object.

I.	I'll	give	you	the cards.
	I'll	mail	the cards/them	to you.
II.	I'll	get	you	the blanks.
	I'll	find	the blanks/them	for you.

PRACTICE

I. Mini-drills

"I'll give you the cards"

- I'll give you the cards.
 them information
 (him, her) (message, note)
- What will you give me?
 send
 (mail, bring)
- S-1: What will you give me?
S-2: I'll give you the cards.

"We'll mail them to you in two weeks"

- We'll mail them to you in two weeks.
 him in a few days
 them (in a week, soon)
- When will you mail them to
 lend me?
 (take, sell, show,
 hand)
- S-1: When will you mail them to me?
S-2: We'll mail them to you in two weeks.

Mini-exchanges [Chain, drill, using real information.]

- S-1: Can you lend me a pencil?
S-2: Yes, I can lend it to you.
- Can you read me the lesson?
- Can you pass her this book?
- Can you show them your ring?

II. Mini-drills

"I'll get you the blanks"

1. I'll get you the blanks.
 him
 (her, them)

2. What will you get me?
 buy
 (save, find, cook)

3. S-1: What will you get me?
 S-2: I'll get you the blanks.

"We'll get them for you soon"

1. We'll get them for you soon.
 him
 (her, them)

2. When will you get them for me?
 make
 (leave, order, do)

3. S-1: When will you get them for me?
 S-2: We'll get them for you soon.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Can you save me that seat tomorrow?

S-2: Yes, I can save it for you.

2. Can you make us some sandwiches?

3. Do you always leave waiters a tip?

4. Do you always buy yourself cigarettes?

CONVERSATION [Practice using indirect objects with/without to/for.]

Situations for class/group discussions:

1. Susan is gift shopping for her family (Cues: buy, give, send, get)

2. Ben and Angie are going to celebrate their fifth anniversary on Saturday
(Cues: buy, get, take, give, show, make, order)

3. Mrs. Lee is making a special dinner for Joan's birthday (Cues: bake,
roast, cook, prepare, fix, decorate, plan, get)

4. Sally is a teacher in a nursery school (Cues: sing, draw, teach, show, bring,
take)

PART C. SAVINGS ACCOUNTS

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. be able to select the proper type of bank for your savings.

Most Americans keep their money in savings accounts in banks. The bank is a safe place for your money, because the Federal Deposit Insurance Corporation (FDIC) insures deposits up to \$15,000 for each depositor. The bank also gives you earnings, called interest, on your savings.

Different banks have different savings plans. Check with several banks or savings and loan associations before you open an account. First, find out the interest rate each pays on savings accounts. The interest rate can vary from year to year and from bank to bank. You can qualify for higher interest rates if you keep a minimum balance for two to five years, but you will lose much of your interest earnings if you make withdrawals. With lower interest rates, you can make withdrawals at any time.

Next, find out how often the banks pay interest. Different banks pay interest monthly, quarterly, semi-annually, or annually. Finally, ask what special services are available. Some banks give their savers free checking accounts, safe deposit boxes, travellers' checks, notary service, and discount cards.

After you select a bank, you should try to save a portion of your paycheck each month. Savings are necessary to meet possible emergencies such as illness or sudden unemployment. Savings also help pay for expensive items such as houses, cars, large appliances, and college education for the children.

A. Answer the following questions.

1. Why is it wise to keep a savings account?
2. What is "interest?"
3. If you want your savings to earn a lot of money, do you want high or low interest?
4. What special services do some banks give their customers?

B. Write the answers to the following questions:

1. Give two reasons why people keep their money in savings accounts in banks.

- a. _____
- b. _____

2. What three things should a person check on before he opens a savings account?

- a. _____
- b. _____
- c. _____

C. Fill out the deposit slip below, using the following information:

Your savings account number: 025-788

You have \$17.00 in bills and \$2.78 in coins

You have two checks: #15-103 for \$150 and #6-51 for \$27.31

Savings Account Deposit Ticket	List checks by bank number	
UNION NATIONAL BANK	Dollars	Cents
Name _____	Currency _____	
Date _____	Coin _____	
Savings Account No. _____	Checks	
	1. _____	
	2. _____	
	3. _____	
	4. _____	
	TOTAL DEPOSIT _____	

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UNIT 16. WORKING MOTHERS

Part A. Dialogue: "What days do you want them to attend?"

Part B. Structure: Verb + infinitive

Part C. Reading: Child Care

PART A. "WHAT DAYS DO YOU WANT THEM TO ATTEND?"

OBJECTIVES: In this section you will learn to answer questions about the Listening Comprehension story and 2. discuss the enrollment of small children in a nursery school.

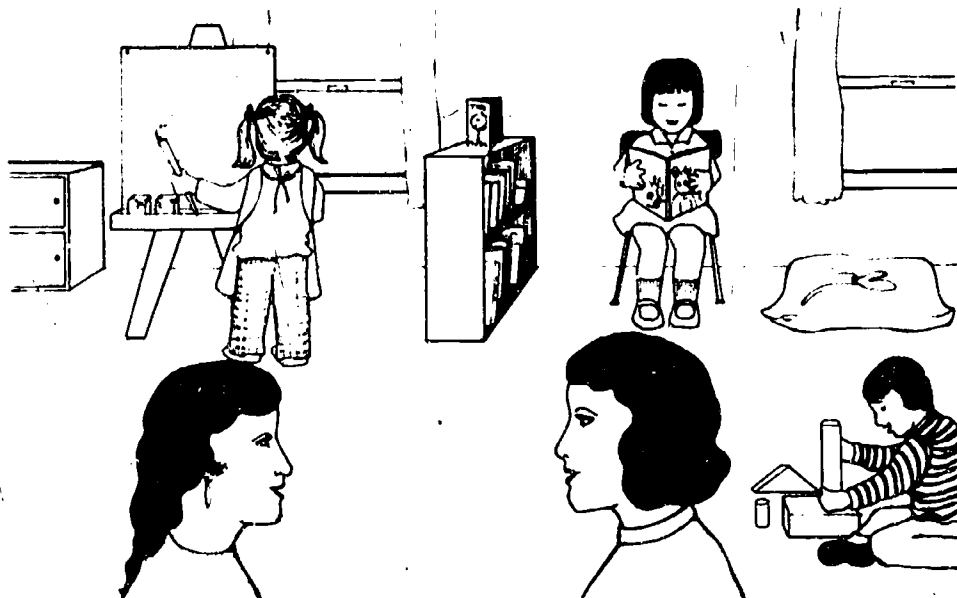
LISTENING COMPREHENSION

A Day-Care Center

Mrs. Luna is a divorcee with two small children, aged three and four. She receives monthly alimony from her ex-husband, but she still needs to work to make ends meet.

Last month she found a part-time job at the supermarket. She was looking for a babysitter for her children, when she learned about a day-care center for working mothers.

THE DIALOGUE



Mrs. Luna went to the day care center to get information. She was happy to learn that the nursery school had room for her children.

Director: What days do you want your children to attend?

Mrs. Luna: Would you allow them to come only on Mondays, Wednesdays, and Fridays?

Director: Oh, yes. What hours do you want them to attend?

Mrs. Luna: I plan to drop them off at 8 and pick them up at 4.

* * *

Director: They need to bring a health report.

Mrs. Luna: We'll go to the doctor tomorrow to get it.

Director: They need to bring a blanket and a change of clothing.

Mrs. Luna: All right. We'll see you on Monday.

EXTENSION

A. Chain drill with your friends.

1. S-1: Is there a day care center in your neighborhood?

S-2: Yes, there is/No, there isn't.

2. S-1: Which is more expensive, a day care center or a private nursery school?

S-2: A private nursery school.

B. Chain drill, using real information.

1. Who took care of you when you were little?

2. Where do children go after they finish nursery school?

3. Are nursery schools compulsory or voluntary?

4. Do grandparents usually enjoy baby-sitting?

C. Topics for class or group discussion:

1. Why do parents send their children to nursery school?

2. What type of work is there for women in your country?

3. Who usually takes care of the children in your country if both parents are working?

D. Role-playing

1. A mother enrolling a child in a day care center

2. A father and mother giving instructions to a baby sitter

PART B. VERB + INFINITIVE

OBJECTIVES: In this section you will learn to ask and answer questions using infinitives in the following patterns: 1. verb + infinitive
2. verb + NP + infinitive.

- I. I plan to drop them off at 8.
- II. I want to attend adult school.
I want the children to attend nursery school.
- III. She went to get information.

PRACTICE

I. Mini-drills

"I plan to drop them off at 8"

- 1. I plan to drop them off at 8. 2. When do you plan to drop them off?
 need pick them up
 (intend, promise come after them
 hope, expect) (leave them, get them)
- 3. S-1: When do you plan to drop them off?
 S-2: I plan to drop them off at 8.

Mini-exchanges [Chain drill, using real information.]

- 1. S-1: When do you plan to leave school?
 S-2: I plan to leave right after class.
- 2. When do you hope to finish your studies?

What do you expect to do after you finish school?

What did your landlady promise to do?

II. Mini-drills

"I want them to attend on Mondays . . ."

1. I want them to attend on Mondays. 2. What days do you want them to attend?
advise
(expect, allow, permit) come
be present
3. S-1: What days do you want them to attend?
S-2: I want them to attend on Mondays.

Mini-exchanges [Chain drill, using real information.]

1. S-1: What time does our teacher want us to come?
S-2: She wants us to come before class.
2. How long will they allow you to stay here?
3. Who advised you to come to this country?
4. Who encouraged you to study English?

III. Mini-drills

"She went to get information"

1. She went to get information.
directions
instructions
2. Why did she go there?
What . . . for
For what purpose
3. S-1: Why did she go there?
S-2: She went to get information, etc.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Why did you come to this country?
S-2: I came here to join my family.
2. What do you come to school for?
3. What do you use a dictionary for?
4. For what purpose do you go to a bank?

CONVERSATION [Use infinitive constructions wherever possible.]

Situations for class/group discussion:

1. Why do you want to learn English? (Cues: hope, intend, expect, plan, want, advise, encourage, go)
2. Why did you come to the United States?
3. What kind of a job do you hope to get?
4. Why do you want to travel around the United States?

PART C. CHILD CARE

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. discuss ways working mothers can obtain child care.

The problem for working mothers is what to do with the children while they are at work. Sometimes there is a grandparent or some other relative who can look after the children. But this is rare. Many women take their children to a babysitter. Some mothers with small children earn a few dollars by taking care of other people's children.

Nursery schools are another place to take pre-school children. These usually have planned activities for the children. A hot lunch, morning and afternoon snacks, and a nap are generally included in the program.

Many young school children, from five up, go to a nursery school after their regular school. There they have adult supervision until their working parent picks them up.

There are many private nursery schools. Some charge by the week, others by the month. Sometimes local churches provide child care services. These may cost less than a private nursery school. In big cities, the school system may offer a child day-care program. The cost depends on how much the parent earns.

To find a nursery school, a mother may first try a local church or the local school board to ask about child care programs. She can look under "Nursery Schools" in the telephone yellow pages and call some of the schools listed there. They vary so much in price and care that she should go visit some of them before she selects a school. Children need a lot of care and guidance, and working mothers want to find the best possible arrangement for their children.

A. Answer the following questions.

1. What is a problem for working mothers?
2. Where could a mother take her children while she is working?
3. What do most nursery schools offer?
4. Which would you prefer for your children, a private babysitter or a nursery school?
5. Where would you look to find a nursery school for your child?
6. Which would probably be cheaper, a private nursery school or one sponsored by the local school system?
7. Are there many working mothers in your community?
8. What do they do with their children while they are at work?

B. Choose the correct meaning for each expression. Draw a circle around the letter.

1. A private nursery school is
 - a. a private home where someone babysits
 - b. a day-care center for pre-schoolers
 - c. a private school for pre-schoolers
2. "from 5 up" means
 - a. children who are 5 years old
 - b. children who are 5 years old and younger
 - c. children who are 5 years old and older
3. "babysitter" means
 - a. a person who sits on the baby
 - b. a person who takes care of children
 - c. a person who has children and works

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UNIT 17. TRANSPORTATION
Part A. Dialogue: "I'd like to take the 10:15 bus"
Part B. Structure: Definite and indefinite articles; a/an vs. one; How long does it take?
Part C. Reading: Transportation Problems

PART A. "I'D LIKE TO TAKE THE 10:15 BUS"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. get fare and schedule information from a bus company.

LISTENING COMPREHENSION

A Trip to San Francisco

Paul Lee has just one relative in the United States, outside of Los Angeles. This is an uncle in San Francisco. There's a 3-day holiday coming up this weekend, so Paul is planning to pay his uncle a visit. This will also give him a chance to see the city.

Paul thinks he will go by bus because it's much cheaper than going by plane. It takes longer to go by bus, but if there is a night bus, he can sleep on the way.

THE DIALOGUE



Paul is calling the bus terminal to make a reservation for his trip.

Paul: Is there a bus to San Francisco tomorrow night?
Clerk: There are buses at 7:30, 10:15, and 1:30.
Paul: I'd like to take the 10:15 bus.
Clerk: You don't need a reservation.

Paul: How long does it take to get to San Francisco?

Clerk: It takes ten hours, by express.

Paul: Is the 10:15 a local or an express?

Clerk: It's an express.

EXTENSION

A. Chain drill with your friends.

1. S-1: I'd like a seat on an evening flight to San Francisco.

S-2: What day would you like to go?

2. S-1: Do you enjoy traveling by plane?

S-2: Yes, but I prefer driving.

3. S-1: Do you have any relatives in Chicago?

S-2: I have just one.

B. Chain drill, using real information.

1. Did you come to this country by boat or by plane?

2. What's your favorite means of transportation?

3. Have you ever traveled on a motorcycle? Did you enjoy it?

C. Role-playing

Work in groups and take roles for the following characters and situations.

Characters: 1. information personnel at bus, train, or plane terminals

2. bus driver, stewardess, conductor

3. other passengers

Situations: 1. price of fare (one way/round trip)

2. departure/arrival times/locations

3. length of trip/distance

4. stopovers, transfers

PART B. DEFINITE AND INDEFINITE ARTICLES;
A/AN VS. ONE; HOW LONG DOES IT TAKE?

OBJECTIVES: In this section you will learn to use: 1. definite and indefinite articles, 2. the articles a/an and one, and 3. the expression it takes in questions and answers.

- I. I'd like to take a bus to San Francisco.
I'd like to take the 10:15 bus
- II. There was just one passenger.
- III. It takes (me) 10 hours to get to San Francisco.

PRACTICE

I. Mini-drills

"I'd like to take a bus"

1. I'd like to take a bus.
plane
(train, boat, ferry)
2. S-1: How would you like to go?
S-2: I'd like to take a bus.

"I'd like to take the night bus"

1. I'd like to take the night bus.
morning
(noon, midnight,
10 a.m., 2:30)
2. S-1: Which bus would you like to take?
S-2: I'd like to take the night bus.

Mini-exchanges [Chain drill, using real information.]

1. S-1: I'd like to use a dictionary.
S-2: Which would you like to use, the Japanese-English one or the English-Japanese one?
S-1: The Japanese-English one, please.
2. I'd like to see a newspaper (Cues: morning-evening, daily-weekly, American-Spanish language)
3. I'd like to borrow a sweater (Cues: wool-cotton, light-heavy, new-old)

II. Mini-drills

" There was just one passenger "

Follow this pattern: S-1: Who was in the waiting room?

S-2: A passenger.

S-1: Was that all?

S-2: Yes, just one passenger.

1. What's on the tray? (Cues: cup, mug, spoon)
2. What did you have for breakfast? (Cues: an egg, a piece of toast, a cup of coffee, a slice of bacon)
3. What did you see in the jewelry box? (Cues: ring, necklace, bracelet)
4. What do you have in your wallet? (Cues: dollar bill, single)

III. Mini-drills

"It takes (me) 10 hours"

1. It takes (me) 10 hours to get there. 2. How long does it take (you)
 all day to get to San Francisco?
 (a long time, drive
 a short time) (fly, walk, hitchhike)
3. S-1: How long does it take to get to San Francisco?
S-2: It takes 10 hours.

Mini-exchanges [Chain drill, using real information.]

1. S-1: How long does it take you to come to school?
S-2: It takes me twenty minutes.
2. How long does it take to fly to the moon?
3. How many hours does it take to go to Mexico?
4. How much time does it take you to get ready to go out?

CONVERSATION

Questions for class/group discussion: [Use a, an, the and one where possible.]

1. What's in your tool box? (Cues: nail, hammer, wrench, screwdriver, tape measure, etc.)
2. What's in your jewelry box? (Cues: necklace, ring, pendant, earring, bracelet, etc.)
3. What toys did you have as a child?

Topics for class/group discussion: [Use "How long does it take . . ."]

1. Traveling between your native country and the United States
2. Traveling to school and work
3. Cooking time for various types of food
4. Time required to clean the house, yard, etc.

PART C. TRANSPORTATION PROBLEMS

OBJECTIVES: In this section you will learn to: 1. answer questions about the story and 2. discuss transportation problems within cities and between cities.

When we think of New York and London, the subway and the underground come to mind first. When we say Chicago, it's the "El." Think of San Francisco and we picture cable cars. As for Los Angeles, it's bumper-to-bumper, rush hour freeway traffic.

Transportation is one of the major problems facing us today. How to get great numbers of people from one place to another safely, conveniently, and quickly is only a part of the picture. The situation becomes more difficult when you think about the energy supply and the air pollution problems.

The number of cars on the road keeps increasing, and traffic and parking are causing serious problems in all the big cities in the United States. As a result, many of those cities are working on plans for a mass rapid transit system. They are considering subways and monorail systems to relieve the situation.

To encourage people to use public transportation, cities are reducing fares and trying to increase service. They are experimenting with special bus lanes on streets and freeways. In crowded downtown centers, some cities offer a "mini-bus" service for short distances.

However, transportation problems are not just limited to traveling within the city. Going from city to city is another problem. Flying, the fastest way to travel, is convenient but expensive. Going by bus is far cheaper but slow for long distances. And in this country, very few trains are still in

operation. Traveling by cars, vans, and campers is increasingly popular.

The transportation problem is a difficult one. Before traveling anywhere, we should ask ourselves, "Is this trip really necessary?"

A. Answer the following questions.

1. What is one of the major transportation problems facing us today?
2. What makes the problem more difficult?
3. What is a mass rapid transit system?
4. How are cities encouraging people to use public transportation?
5. What do some cities offer in the crowded downtown areas so people won't have to use their cars?
6. What are some of the problems in going from city to city?
7. Is taking a train here faster or slower than taking the bus?

B. Discuss the following questions.

1. What experience have you had here with public transportation?
2. What kind of transportation does your country offer from city to city?
3. What kind of public transportation is available in your own city?
4. How do transportation and traffic problems compare between the United States and your country?

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UNIT 18. HOME MAINTENANCE
 Part A. Dialogue: "I'll need a lot of paint, won't I?"
 Part B. Structure: Tag questions (future tense); measurements (area)
 Part C. Reading: A New Home

PART A. "I'LL NEED A LOT OF PAINT, WON'T I?"

 OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the Listening Comprehension story and 2. buy paint for interior painting.

LISTENING COMPREHENSION

Fixing Up the House

William Chen and his family bought an old house at a good price. He and his wife like it because it's near a school and has a big yard for the children to play in.

The house needs a lot of work, but William intends to do most of it himself on weekends. The house needs a paint job inside and out. He plans to fix the interior first, then work on the outside of the house.

 THE DIALOGUE



William is going to start painting the bedrooms this weekend. He's at the paint store, asking the clerk for advice.

William: I'll need a lot of paint for four bedrooms, won't I?

Clerk: How large are the rooms?

William: One is 12 by 15 feet with 10-foot ceilings. The others are about 10 by 12.

Clerk: Let's figure out the total area. Then I can tell you how much you need.

* * *

Clerk: You're not going to use the same color for all the rooms, are you?

William: No, I'm not. My children want different colors.

Clerk: You're planning to use two coats, aren't you?

William: No, I'm not. I can't afford the time or the money.

EXTENSION

A. Chain drill with your friends.

1. S-1: Do you have enough closet and storage space?

S-2: Yes, I do/No, I don't.

2. S-1: Who does the odd jobs around your house?

S-2: I usually do.

B. Chain drill, using real information.

1. What part of your house needs fixing?

2. Does your wife/husband do any handy work around the house?

3. Who fixes leaky faucets at your house?

4. What do you do when an appliance stops working?

C. Questions for class or group discussion:

1. Who maintains your garden and yard?

2. How do people protect their houses from the weather here and in your country?

3. When do you call in professional repairmen?

4. Do you believe that a house needs constant care?

5. A man needs paint for a room that is 12' wide x 15' long x 10' high.

How do you figure the total area for the paint?

PART B. TAG QUESTIONS (FUTURE TENSE); MEASUREMENTS (AREA)

OBJECTIVES: In this section you will learn to ask and answer questions
1. using tag questions and 2. on area measurements.

- I. I'll need a lot of paint, won't I?
- II. You're not going to use the same colors, are you?
- III. One (room) is 12 x 15 feet

PRACTICE

I. Mini-drills

"I'll need a lot of paint, won't I?"

1. I'll need a lot of paint, won't I?
wallpaper
(tile, plaster)
2. S-1: I'll need a lot of paint,
won't I?
S-2: Yes, you will/No, you
won't.

"He won't run out of paint, will he?"

1. He won't run out of paint, will he?
2. S-1: He won't run out of paint,
will he?
S-2: No, he won't. He has plenty.

Mini-exchanges [Chain drill, using real information.]

1. S-1: We'll need a lot of practice on this lesson, won't we?
S-2: Yes, we will.

2. You'll be here next week, won't you?

3. We won't have homework over the weekend, will we?

II. Mini-drills

"You're planning to use two coats, aren't you?"

1. You're planning to use two coats, aren't you?
intending
expecting
2. S-1: You're planning to use two coats, aren't you?
S-2: No, I'm not. I'm planning to use just one.

"He isn't going to use the same color, is he?"

1. He isn't going to use the same color, is he?
 buy shade
 want material

2. S-1: He isn't going to use the same color, is he?
 S-2: No, he isn't. He's going to use different ones.

Mini-exchanges [Chain drill, using real information.]

1. S-1: You're planning to finish this course, aren't you?
 S-2: Yes, I am.

2. You aren't going to return to your country, are you?

3. The teacher isn't giving us a test tomorrow, is she?

III. Mini-drills

"One (room) is 12 by 15 feet"

1. One is 12 by 15 feet.
 8 by 10 feet
 4 by 6 yards

2. How large are the rooms?
 rugs
 areas

3. S-1: How large are the rooms?
 S-2: One is 12 x 15 feet.

CONVERSATION

Situations/topics for class and group discussion: [Use tag questions.]

1. The size of rooms in your apartment/house (Cues: how big, square feet)
2. Fixing up an old house (Cues: remodel, paint, plaster, paper, carpet, wallpaper, etc.)
3. The size of: your front yard, your backyard, your porch, your windows, etc.
4. Buying new carpets or drapes (Cues: color, shade, cost, size)
5. Taking care of a yard and garden (Cues: lawn, flower beds, play area, sun)

PART C. A NEW HOME

OBJECTIVES: In this section you will learn: 1. to ask and answer questions about the story and 2. how to fix up an old house and make it a home.

Bill Chen is quite happy with his new house. His children now have a yard to play in and his wife May doesn't have to worry about their being out on the streets any more. Their house is old and needs a lot of work. They have to do much of that work themselves since they had to use most of their savings for the down payment.

Bill started off with the painting of the rooms. First, he scraped off the old paint and patched the holes with plaster. Then he had to put on an undercoat before he could start painting. He used a flat base paint in the living room and bedroom but painted the kitchen and bathrooms with a glossy enamel so the walls could be washed when they got dirty.

May is trying to decorate her house on a low budget, and she's finding it difficult. They have brought their old furniture from the apartment, and somehow it looks shabby in the newly-painted rooms. But May is trying to be philosophical and tells herself that it's no use buying fine furniture while the children are still so young. She's a good seamstress, so she will make new curtains and drapes.

A necessary expense was for the electrician, because the wiring was old and unsafe for the many electrical appliances of a modern home. However, Bill is trying to do his own plumbing.

There is still a lot to be done with the house. May would like a more modern kitchen with a double sink, garbage disposal, and a dishwasher, but she

can wait. She did get a new stove and refrigerator, and she is very happy. The important thing is that they have their own home now, and they are happy and comfortable living in it.

A. Answer the following questions.

1. Why does Bill Chen's new house need a lot of work?
2. What did Bill have to do before he could begin painting?
3. Can May decorate the house without spending much money?
4. Why did they need an electrician?
5. Is their kitchen modern?
6. How do they feel about their home?

B. Choose the correct answer.

1. For the bedroom and living room, Bill used (a) glossy enamel
(b) flat base paint (c) washable paint
2. They used their savings on (a) new furniture
(b) the down payment (c) the electrician
3. In the kitchen, May would like (a) a garbage disposal
(b) new furniture (c) drapes
4. Bill is trying to do his own (a) plumbing
(b) wiring (c) sewing

C. Questions for discussion.

1. What have you done to fix up your home or apartment?
2. Do you think it's better to live in a house or in an apartment? Why?
3. Would you rather live in a compact new home or a large old house? Why?
4. Discuss condominiums and townhouses.

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UNIT 19. ALIENS AND CITIZENS
Part A. Dialogue: "How long have you
been in the United States?"
Part B. Structure: Present perfect
tense
Part C. Reading: Steps to Citizenship

PART A. "HOW LONG HAVE YOU BEEN IN THE UNITED STATES?"

OBJECTIVES: In this section you will learn to: 1. answer questions about the
Listening Comprehension story and 2. discuss visas and citizenship.

LISTENING COMPREHENSION

Goro Suzuki is an engineer with a private company. He came to the United States on a permanent visa with his wife, Sumi. Sumi was born in Seattle, Washington, but she was raised in Osaka, Japan. She didn't need a visa because she was still an American Citizen.

Goro has been in this country for four years now. He and Sumi have two children, ages 1 and 3. Goro wants to get a civil service job, but he needs to be an American citizen to qualify for it. So he's going to the Department of Immigration to apply for his citizenship.

THE DIALOGUE



Goro and his wife are at the Department of Immigration. He's asking the Immigration Officer about citizenship qualifications.

Goro: I'd like to apply for my citizenship.

Officer: How long have you been in the United States?

Goro: I've been here for four years.

Officer: You need another year to qualify.

* * *

Officer: When did your wife come to this country?

Goro: Four years ago. But she was born in Seattle.

Officer: Then you are eligible for citizenship now.

Goro: That's great! May I have the application forms?

EXTENSION

A. Chain drill, using real information.

1. S-1: What type of visa do you have?

S-2: I have a resident visa.

2. S-1: What's your present citizenship?

S-2: I'm a Filipino citizen.

3. How long have you been here?

4. When will you be eligible for U.S. citizenship?

5. Do you fill out an alien registration card every year?

6. Do you file your state and federal income tax returns every year?

B. Suggested topics for class or group discussion:

1. What are your duties to the U.S. government as a resident/non-resident of this country?

2. Can aliens vote?

3. Can students/tourists/visitors/residents legally work for a living in this country?

C. Role-playing

You are an alien, talking to an immigration officer about your qualifications for citizenship.

PART B. PRESENT PERFECT TENSE

OBJECTIVE: In this section you will learn to use the present perfect tense
in questions and answers.

I.

When did you come here?

I came here several years ago.

II.

How long have you been here?

I have been here since 1971.

for several years.

PRACTICE

I. Mini-drills

"I've been here since 1971"

1. I've been here since 1971.
in this city
in this country
in this area

2. How long have you been here?
lived
stayed

3. S-1: How long have you been here?
S-2: I've been here since 1971.

"He's worked here for three years"

1. He's worked here for three years.
taught several
been (many, a
number of)

2. S-1: How long has he worked
here?
S-2: He's worked here for
three years.

"He came here in 1971"

1. He came here in 1971.
three years ago
a long time ago

2. When did he come here?
to this city
to this area

3. S-1: When did he come here?
S-2: He came here in 1971.

Mini-exchanges [Chain drill, using real information.]

1. S-1: When did you come to this country?
S-2: I came in _____.
2. How long have you been here?
3. How long have you studied here?
4. When did you arrive in this city?

III. Mini-drills

"Has he been here long?"

1. Has he been here long?
they in New York
(you, (in Japan,
she) in Miami)
2. S-1: Has he been here long?
S-2: Yes, he has/No, he hasn't.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Have you been here long?
S-2: Yes, I have/No, I haven't.
S-1: How long have you been here?
S-2: I've been here for _____ years.
 2. Have you been a student long?
 3. Have you had your car long?
 4. Have you been married long?
-

CONVERSATION

For class and group activities

A. Patterns for conversations

1. a. Where do you live? b. When did you move there? c. How long have you lived there?
2. a. Do you have a cold? If so: b. When did you catch it? c. How long have you had it?
3. a. Do you have a car? If so: b. When did you get it? c. How long have you had it?
4. a. Are you married? If so: b. When did you get married? c. How long have you been married?

B. Situations for conversations [Use present perfect tense where appropriate.]

1. Your immigration status
2. Your driver's license
3. Your study of English

PART C. STEPS TO CITIZENSHIP

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. discuss the way in which an immigrant can become a citizen of the United States of America.

If you're an immigrant to the United States you can apply for citizenship after you've been a legal resident for five years. If you're married to an American citizen, it may take less time. The first step is to go to the Naturalization Office to get the application forms and to fill them out. The office will then call you in for a personal interview.

It would be a good idea for you to make two copies of the application when you're filling it out. You'll then have a copy to review at home before your interview. If the official has any questions about the information on the application, you will be able to answer them easily (you hope).

You will then be asked to bring two witnesses to the interview. These should be two people who know you well. They will be asked to describe your moral character; in other words do they think you will be a good United States citizen.

The third part of the interview is an oral examination. The official may ask you questions about the government, the constitution, and the history of the United States. Most adult schools offer "Citizenship" classes to teach this kind of information. During the exam, you may be asked to write a simple sentence in English. Of course, the interview will be in English.

After you're successful in all of this you'll take the oath of allegiance and officially become a citizen of the United States of America at a citizenship ceremony.

A. Answer the following questions.

1. How long do you have to be a legal resident before you can apply for citizenship?
2. What's the first step in applying for citizenship?
3. Why is it a good idea to keep a copy of the application form?
4. What three things happen in the personnel interview?
5. What's the final step in becoming a citizen?

B. The following are excerpts from the Application Form for Naturalization. For practice, fill in the information requested.

2. In what places in the U.S. have you lived during the last 5 years. List present address first.

	From	To	Street Address	City and State
a.	,19	,19		
b.	,19	,19		
c.	,19	,19		

3. What were the names, addresses, and occupations (or types of business) of your employers during the last 5 years. (If none write "None") List present employment first.

	From	To	Employer's Name	Street Address	Occupation
a.	,19	,19			
b.	,19	,19			
c.	,19	,19			

C. Read the following sections from the application and discuss why such questions would be asked.

(9) Have you borne any hereditary title or have you been of any order of nobility in any foreign state?..... yes no

(12) (a) My last Federal income tax was filed _____ (year)
Do you owe any Federal taxes?..... yes no

(b) Since becoming a resident of the United States, have you:
_____ filed an income tax as a nonresident?..... yes no
_____ failed to file an income tax return because you regarded
yourself as a nonresident?..... yes no

(16) Do you believe in the U.S. Constitution and form of government of the United States?..... yes no

(17) Are you willing to take the oath of allegiance to the United States?..... yes no

LOS ANGELES UNIFIED SCHOOL DISTRICT
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UNIT 20. ENTERTAINMENT

Part A. Dialogue: "Have you seen this movie yet?"

Part B. Structure: Adverbial expressions: yet, already, too, either; but

Part C. Reading: Drive-in Movies

PART A. "HAVE YOU SEEN THIS MOVIE YET?"

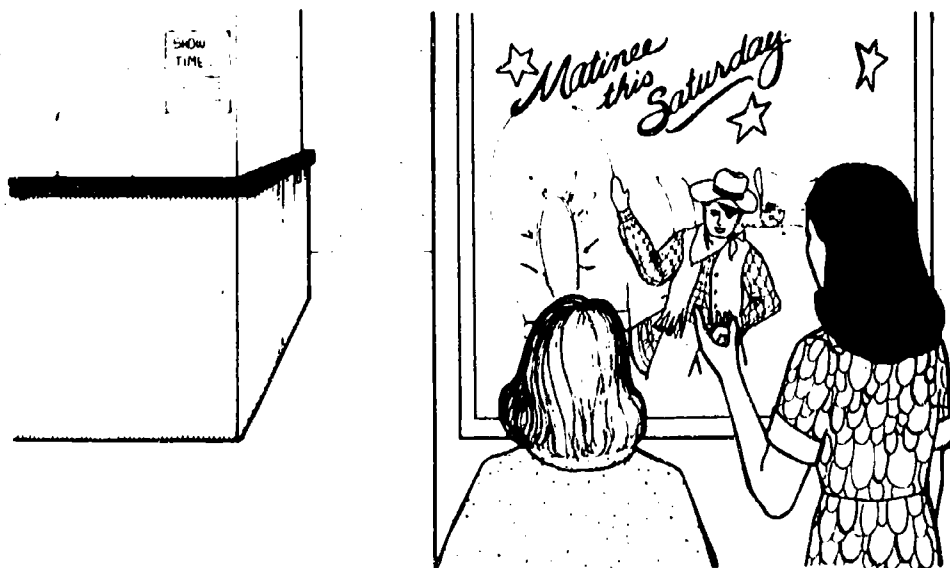
OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. discuss movies that appear at the theater or on television.

LISTENING COMPREHENSION

A Movie Fan

Misako has been a movie fan since she was a young child. When she was in Japan, she used to go to the movies every week. Now she can watch movies on television every day, but she still goes to the movies quite often. She couldn't understand American movies at first, but now she can. Sometimes she goes to a Japanese movie and sometimes to an American one.

THE DIALOGUE



Misako and Ann are downtown shopping. They stop at the Globe Theater to look at the posters.

Misako: Have you seen this movie yet?

Ann: No, I haven't.

Misako: I haven't, either. Shall we bring the children this Saturday?

Ann: Yes, let's. We all enjoy westerns.

*

*

*

Misako: I like westerns, too. In fact, I like all kinds of movies.

Ann: What's your favorite movie?

Misako: "The Sound of Music."

Ann: That's my favorite, too. I've seen it five times already.

EXTENSION

A. Chain drill with your friends.

1. S-1: What kind of music do you enjoy most?

S-2: I enjoy jazz. (rock, pop, classical, folk)

2. S-1: What's your favorite form of entertainment?

S-2: I like to go to parties. (concerts, ballet performances, operas)

B. Chain drill, using real information.

1. What good movie have you seen recently?

2. Do you like to see movies on television or at a theater?

3. What TV programs do you usually watch?

4. Have you ever been to Las Vegas, Lake Tahoe, or Reno?

C. Topics for class or group discussion:

1. What places in town offer some form of entertainment?

2. What kinds of entertainment do they offer?

3. Are there any famous theatrical performers in town now?

What are they performing?

4. Who are your favorite people/groups in the entertainment field?

D. Suggested activities:

Look at the entertainment section of the daily newspaper, and discuss shows, movies, plays, and other forms of entertainment going on in town.

PART B. ADVERBIAL EXPRESSIONS: YET, ALREADY, TOO, EITHER; BUT

OBJECTIVES: In this section you will learn to use: 1. yet and already in present perfect tense sentences and 2. too, either, and but in discussing suggested lesson items.

I.	Have you seen this movie yet?
	Misako has seen it already.
	Bob hasn't seen it yet.
II.	Misako enjoys westerns.
	Ann enjoys them, too.
III.	Bob hasn't read that book.
	Bill hasn't read it, either.
IV.	Misako enjoys movies, but I don't.
	Bob hasn't read that book, but I have.

PRACTICE

I. Mini-drills

"She's seen it already"

1. She's seen it already.
 attended
 (heard about, read about)
2. Has Misako seen that movie, yet?
 play
 (comedy, show, drama)
3. S-1: Has Misako seen that movie yet?
 S-2: Yes, she's seen it already.

"He hasn't seen it yet"

1. He hasn't seen it yet.
 I
 (We, They)
2. S-1: Has Bob seen that movie yet?
 S-2: No, he hasn't seen it yet.

II. Mini-drills

"Ann enjoys them, too"

1. Ann enjoys them, too.
 likes
 prefers
2. Misako enjoys westerns.
 comedies
 (dramas, musicals)
3. S-1: Misako enjoys westerns.
 S-2: Ann enjoys them, too. (Ann does, too.)

Mini-exchanges [Chain drill, using real information.]

1. S-1: I enjoy movies.
S-2: I enjoy them, too. (I do, too.)
2. I like to listen to classical music.
3. I like to sleep late in the morning.
4. I need to learn English quickly.
5. I like to get up early.
6. I want to find a better job.
7. I hate to do the dishes.

III. Mini-drills

"Bill hasn't (read it), either"

1. Bill hasn't read it, either.
 seen
 (looked at, examined)
2. Bob hasn't read that book.
 story
 (article, paper,
 magazine, novel)
3. S-1: Bob hasn't read that book.
S-2: Bill hasn't (read it), either.

Mini-exchanges [Chain drill, using real information.]

1. S-1: I haven't had dinner.
S-2: I haven't (had dinner), either.
2. I don't like to go to the dentist.
3. I didn't do my homework last night.
4. Most people don't like rain.
5. He doesn't have his citizenship.

IV. Mini-drills

"But I do/dcn't"

Example: Most women like to go shopping, but I don't.

1. Everyone wants to stay young, but
2. Most women don't like to iron clothes, but
3. Nobody wanted to drink any more, but I
4. Mother hasn't written in a long time, but Father
5. Everyone's going, but I'm
6. Our teacher can help you, but I

CONVERSATION

Topics for class/group discussion: [Use already and yet with the present perfect tense.]

1. Some popular American movies
2. American sports events (Cues: football, basketball, ice hockey, tennis)
3. Some places of interest around the city
4. Some places of interest around the country

Topics for class/group discussion: [Use too, either, or but.]

1. An evening out
2. Theatrical performers in your country and in the United States
3. Your likes and dislikes in entertainment
4. Your likes and dislikes in eating out

PART C. DRIVE-IN MOVIES

OBJECTIVES: In this section you will learn to: 1. ask and answer questions
about the story orally and in writing. 2. discuss various ways
of seeing a movie.

How do you like to watch a movie--on your television set at home or on
the screen at a theater?

Each way has its advantages and disadvantages. It's comfortable and
convenient to watch at home, and the refrigerator is always nearby with snacks.
But there are usually so many interruptions for commercials!

There's a special excitement in "going out" once in a while. A movie is
more beautiful and effective on the theater screen. But it may be expensive,
especially if you must hire a babysitter for your children. Then there may be
a long wait in line to get into the theater if the film is very popular. In
some large cities people have stood in lines winding around the block for an
hour or two in order to see a popular picture.

In many places in the United States, there is still another way to see a
movie--at a drive-in theater. Have you ever been to one? A drive-in theater
shows its movies on a large outdoor screen, and the audience watches from their
cars. The people park in neat rows, facing the screen, and hear the sounds of
the movie through individual speakers which they hang in their cars.

Drive-in theaters are popular with families, especially in the warm
summer months. They take along picnic suppers and snacks to eat in their cars.
Parents can take their children with them, even babies, and put them to sleep
in the car when they get sleepy. The children can fuss and cry and not disturb
anyone except their parents.

What is your favorite way of watching a movie?

A. Answer the following questions.

1. What are three different ways of watching a movie?
2. What is your favorite way of watching a movie?
3. What are some advantages of watching a movie at home?
4. What are some disadvantages?
5. What do families with children sometimes do in summer?
6. Why do some people like to go out to see a movie?
7. How do you hear the movie at a drive-in theater?
8. Are television stations in your country publicly owned or privately owned?

B. Write the answers to the following questions.

1. Which way of watching a movie can be especially exciting but expensive?

2. Write at least 3 reasons why watching a movie in drive-in theaters is more convenient for families with children.

a. _____

b. _____

c. _____

3. Do you like to watch a movie on television? (Answer a. or b.)

a. Why? _____

b. Why not? _____

4. List three of your all-time favorite movies.

UNIT 21. CREDIT BUYING

- Part A. Dialogue: "How long have you been working there?"
- Part B. Structure: Present Perfect Continuous and Future Continuous
- Part C. Reading: "Buy Now and Pay Later"

PART A. "HOW LONG HAVE YOU BEEN LIVING THERE?"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. apply for credit for a purchase on the installment plan.

LISTENING COMPREHENSION

Harry Gets A Raise

Harry Chew is a salesman for a real estate company. Business has been good lately, and he made some good commissions last month. So he decided to buy a color television set for his family.

Mrs. Chew wants to get a new refrigerator instead, because the old one is now too small for the family. But the children also want to get the television set, so Mrs. Chew finally agreed:

THE DIALOGUE



Harry's buying a color television set for his family. He wants to buy it on the installment plan. He is in the business office of the appliance store, applying for credit.

Clerk: Are you working now?

Harry: Yes, I am. For Home Realty Company.

Clerk: How long have you been working there?

Harry: I've been working there for five years now.

EXTENSION

A. Chain drill with your friends.

1. S-1: How long has Harry been employed as a salesman?

S-2: For five years.

2. S-1: How much do you want to pay as your down payment?

S-2: Will fifty dollars be enough?

3. S-1: Do you have any credit references?

S-2: Yes, I make mortgage payments to Western Bank.

B. Chain drill, using real information.

1. Have you bought anything on the credit plan? What did you buy?

2. What kind of workers make commissions?

3. What kind of things do people usually buy on the installment plan?

C. Suggested topics for class or group discussion:

1. How can you save paying a lot of interest when you buy on a credit plan?

2. How do you buy expensive items in your country?

3. What are the pros and cons of credit buying?

D. Role-playing

Take the roles of a credit manager and a customer who wants to make a purchase on the installment plan. Discuss down payment, interest, amount of payments, etc.

PART B. PRESENT PERFECT CONTINUOUS AND FUTURE CONTINUOUS

OBJECTIVE: In this section you will learn to ask and answer questions using
the present perfect continuous and future continuous forms.

I. He's working for a real estate firm now.

He's been working there for 5 years (now).

II. He'll be making monthly payments for a year.

PRACTICE

I. Mini-drills

"He's working for a real estate firm now"

1. He's working for a real estate firm now.
home furnishings
dress manufacturing
electronics

2. S-1: Where's he working now?

S-2: He's working for a real estate firm now.

"He began working there 5 years ago"

1. He began working there 5 years ago.
living in 1970
(studying, commuting,
staying)

2. S-1: When did you begin working there?

S-2: I began working there five years ago.

"He's been working there for 5 years (now)"

1. He's been working there for 5 years (now).
shopping since 1950
(trading, banking)

2. S-1: How long has he been working there?

S-2: He's been working there for 5 years (now).

Mini-exchanges [Chain drill, using real information.]

1. S-1: Where are you working now?
S-2: I'm working for _____
S-1: How long have you been working there?
S-2: I've been working there since _____
2. What are you studying now? How long have you been studying it?
3. What are you driving now? How long have you been driving it?
4. Where are you living now? How long have you been living there?

II. Mini-drills

"He'll be making monthly payments for a year"

1. He'll be making monthly payments for a year.
 weekly two years
 semi-annual a year and a half
2. S-1: How long will he be making payments?
S-2: He'll be making monthly payments for a year.

Mini-exchanges [Chain drill, using real information.]

1. S-1: How long will you be studying English?
S-2: I'll be studying English for a long time.
2. How long will you be staying in this country?
3. How long will we be complaining about smog?
4. How long will you be making house payments?

CONVERSATION [Use continuous forms.]

Situations for class and group discussion.

1. You're going to have an examination (Cues: studying, sleeping, worrying, cramming, taking)
2. You've just come back from a trip (Cues: driving, traveling, sleeping, eating)
3. You've been wanting to buy a new car (Cues: looking, comparing, pricing, test driving, checking, saving)

Role-playing

1. You're applying for credit in order to buy a new car
2. You're applying for a job
3. You're enrolling your child in a new school

PART C. "BUY NOW AND PAY LATER"

OBJECTIVES: In this section you will learn to: 1. ask and answer questions
about the story and 2. discuss various types of credit buying.

"Buy now and pay later" is a familiar sign in advertisements. "No money down - easy payments" is another. These, of course, are ways in which people can buy something to enjoy NOW and pay LATER.

Credit buying has become very popular among Americans. With credit cards you can now buy almost anything without cash.

There are many kinds of credit buying. Let's discuss the three most common types: installment plan, charge accounts, and credit cards.

Most people use the installment plan to buy expensive items such as cars, furniture, and large home appliances. They sign a contract, pay some cash for a down payment, then make monthly payments to pay for their purchase. They must pay an interest charge for this plan.

Many people have charge accounts at department stores. They can shop without cash and pay their bill at the end of the month. There is usually no extra charge if they pay their bill promptly within thirty days.

Oil companies, travel companies, and banks issue credit cards. People use credit cards to dine out, to travel, and to buy gas and all kinds of merchandise. There is no extra charge for charge accounts and credit cards if you pay your bill each month.

Credit buying makes it almost too easy to spend money. You can get yourself in trouble if you don't buy wisely. So be wise and spend carefully.

A. Answer the following questions.

1. Can people in the U.S. buy things without cash? How?
2. What are the most common types of credit buying?
3. What types of credit buying do most people use to buy large and expensive items?
4. Did you ever buy anything on the installment plan? What?
5. What do most people use to buy gas or to dine out?
6. What kind of credit cards do you have?
7. Do you have a charge account at any department store?
8. Do you think credit buying is a good idea? Why or why not?

B. Write the answers to the following questions.

1. What two familiar signs in advertisements encourage people to buy something to enjoy now and pay later?

a. " _____ "

b. " _____ "

2. When do people usually use credit cards?

a. _____

b. _____

c. _____

3. How can one save the extra charge for charge accounts and credit cards?

4. What does one have to do when buying items on the installment plan?

a. _____

b. _____

c. _____

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UNIT 22. TRAFFIC

Part A. Dialogue: "Juan always drives carefully"

Part B. Structure: Adverbs of manner;
experienced enough; so...that

Part C. Reading: Freeway Driving

PART A. "JUAN ALWAYS DRIVES CAREFULLY"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. discuss freeway driving.

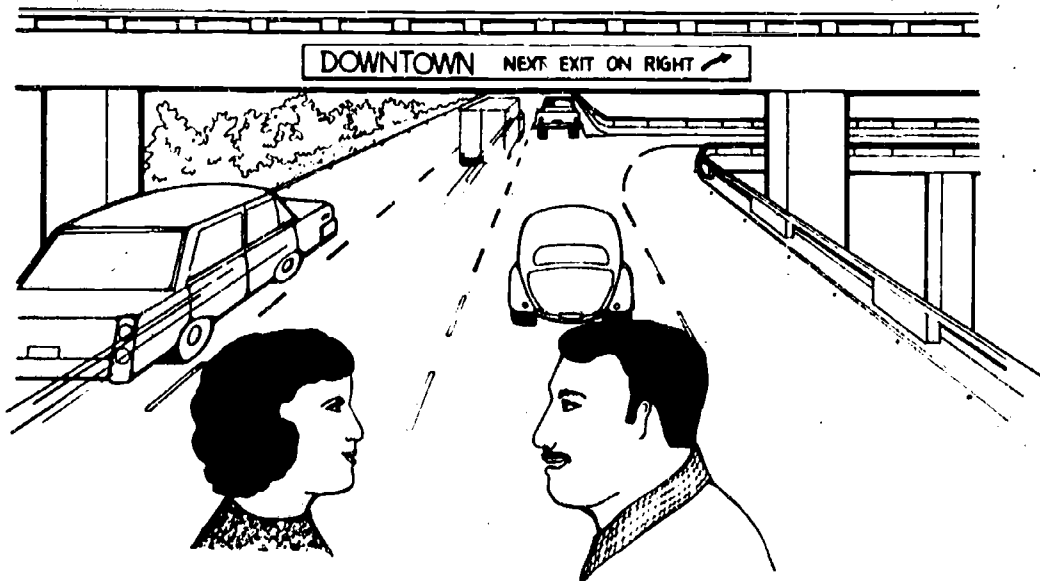
LISTENING COMPREHENSION

A New Driver

Juan Silva has moved to the city with his family. He found a good job, but it's seventeen miles away from his home. He has to drive to work, so he bought a secondhand car and got his driver's license.

People in big cities drive mostly on the freeways because it saves time. Juan has been driving for several weeks now, but he has never driven on the freeway. He's going to try it for the first time next Sunday morning.

THE DIALOGUE



It's Sunday morning and Juan has just left his house. He's going to practice driving on the freeway for the first time. His mother is worried. Mr. Ramos, a neighbor, is trying to calm her fears.

Mrs. Silva: Is Juan experienced enough to drive on the freeway?

Mr. Ramos: Of course. He's had lots of practice.

Mrs. Silva: People drive so fast on the freeways that it's dangerous.

Mr. Ramos: Don't worry. Juan always drives carefully.

*

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*

Mr. Ramos: Have you ever driven on the freeway?

Mrs. Silva: No, I haven't. I'm not brave enough.

Mr. Ramos: You can stay in the slow lane.

Mrs. Silva: I drive so slowly that I'm a hazard.

EXTENSION

A. Chain drill, using real information.

1. Do you drive or do you take the bus to school?
2. Do you have a California Driver's Licence or an International Driver's License?
3. Do you usually drive on the freeway or on surface streets?
4. Do you have freeways in your country?

B. Suggested topics for class or group discussion:

1. Why do most people find it convenient to drive on the freeway?
2. Why do some people prefer to drive on the surface streets?
3. What is the maximum state speed limit?
4. Why is driving on the freeway/surface streets sometimes dangerous?
5. What are some of the common causes of traffic accidents?

C. Role-playing

1. You were speeding on the freeway, and the policeman stopped you.
2. You made a left turn at a No Left Turn sign, and a policeman is giving you a ticket.
3. You were late for work, and you're trying to explain to your boss about the traffic tie-up.

PART B. ADVERBS OF MANNER; EXPERIENCED ENOUGH; SO . . . THAT

OBJECTIVES: In this section you will learn to use in questions and answers:
1. adverbs of manner such as carefully and fast, 2. enough with
adjectives and adverbs as in experienced enough and fast enough,
and 3. the so...that pattern.

I.	How does he drive?
	He drives carefully.
II.	He's experienced. He can drive on the freeway.
	He's experienced enough to drive on the freeway.
III.	People drive fast. It's dangerous.
	People drive so fast that it's dangerous.

PRACTICE

I. Mini-drills

"He drives carefully"

1. He drives carefully.
slowly
(easily, fast, well)
2. How does he drive?
work
(type, write, swim)
3. S-1: How does he drive?
S-2: He drives carefully.

Mini-exchanges [Chain drill, using real information.]

1. S-1: How do you drive?
S-2: I drive carefully/I don't drive.
2. How do you type?
3. How does your husband/wife/friend drive?
4. How do you eat?

II. Mini-drills

"He's experienced enough to drive"

1. He's experienced enough to drive.
skillful
(capable, confident,
good, competent)
2. Can he drive on the freeway?
on the highway
(on surface streets,
downtown, in heavy
traffic, on moun-
tain roads)
3. S-1: Can he drive on the freeway?
S-2: Yes, he's experienced enough.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Can you drive on the freeway?
S-2: Oh, yes. I'm experienced enough to drive on the freeway.
2. Can you bake a cake?
3. Can you read an English novel?
4. Can he repair cars?
5. Can your dog perform tricks?

III. Mini-drills

"They drive so fast that it's dangerous"

1. They drive so fast that it's dangerous.
 slowly
 (carelessly, recklessly)
2. Do people drive fast on the
 travel freeways?
 (go, move)
3. S-1: Do people drive fast on the freeways?
S-2: They drive so fast that it's dangerous.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Was it hot in the city yesterday?
S-2: It was so hot that I couldn't work.
2. Did you work hard yesterday?
3. Are you tired today?
4. Was he angry?

CONVERSATION

A. Select some famous performers in various fields and discuss their talents.
[Use adverbs.]

Example: S-1: Is Frank Sinatra a talented singer?
S-2: Yes, he always sings beautifully.

B. Describe the following, using adverb enough.

- | | |
|-------------------|--------------------|
| 1. a tiny baby | 4. a hungry person |
| 2. a pretty girl | 5. a short person |
| 3. a tender steak | 6. a small car |

C. Discuss the items listed in B. above, using the structure so...that.

PART C. FREEWAY DRIVING

OBJECTIVES: In this section you will learn to: 1. ask and answer questions
about the story and 2. discuss good and bad driving practices
on the freeway.

When Juan got home from his first solo drive on the freeway Sunday morning, he found his mother and Mr. Ramos, a neighbor, waiting for him.

"Well, Juan, how did you do?" Mr. Ramos asked.

"I did pretty well. It's easy to drive on the freeway, at least on a Sunday morning. There wasn't much traffic at all. Did you worry about me, Mama?" Juan asked, laughing.

His mother smiled. "Well, I was a little worried. People drive so fast on the freeway that it can be dangerous."

"Yes, I know," said Juan. "Traffic was light, but there were a few bad drivers. One cut so close in front of me without using his turn-signal that I had to slam on my brakes."

"Oh, dear," said his mother.

"It wasn't too serious," Juan told them. "I'm always careful to watch the other drivers around me. I also saw several speeders. I was going within the speed limit and these people just sped past me."

"There are always some who don't obey the laws," said Mr. Ramos. "But you can save gas--and maybe your life--by not speeding."

"Did you drive all the way to your office, Juan?" his mother asked.

"Yes. You know, it usually takes me about 40 minutes on surface streets. Today it took about 25. It's good to know I can save that much time."

"Of course, you may not make such good time during rush hour traffic,"

Mr. Ramos told him.

"You're right," Juan answered. "I'll have to wait until Monday to see about that."

"Well," said his mother, "I'm just happy to know that you practice defensive driving."

A. Answer the following questions.

1. What's a good time to practice driving on the freeway? Why?
2. How did Juan do on the freeway?
3. Why did Juan's mother worry about him?
4. In addition to safety reasons, why is it a good idea not to speed?
5. How far did Juan drive?
6. How much time did Juan save by driving the freeway?
7. Would he save the same amount of time on Monday morning? Why or why not?

B. Select the proper phrase.

- a. makes good time b. has a good time c. is a good time

1. Sunday morning _____ to sleep late.
2. He usually _____ when he goes to a party.
3. He usually _____ when he takes the freeway.

C. Answer briefly.

1. How do you let other drivers know when you want to change lanes?
2. What would you do if someone cuts in front of you without warning?

D. Discuss in groups.

1. What is your definition of a bad driver? A poor driver?
2. What is defensive driving?

E. Write a short paragraph on D1 or D2.

UNIT 23. INSURANCE

Part A. Dialogue: "I was going north on Lincoln . . ."

Part B. Structure: Past Continuous Tense; Was anyone hurt?

Part C. Reading: Insurance to Fit Your Needs

PART A. "I WAS GOING NORTH ON LINCOLN . . ."

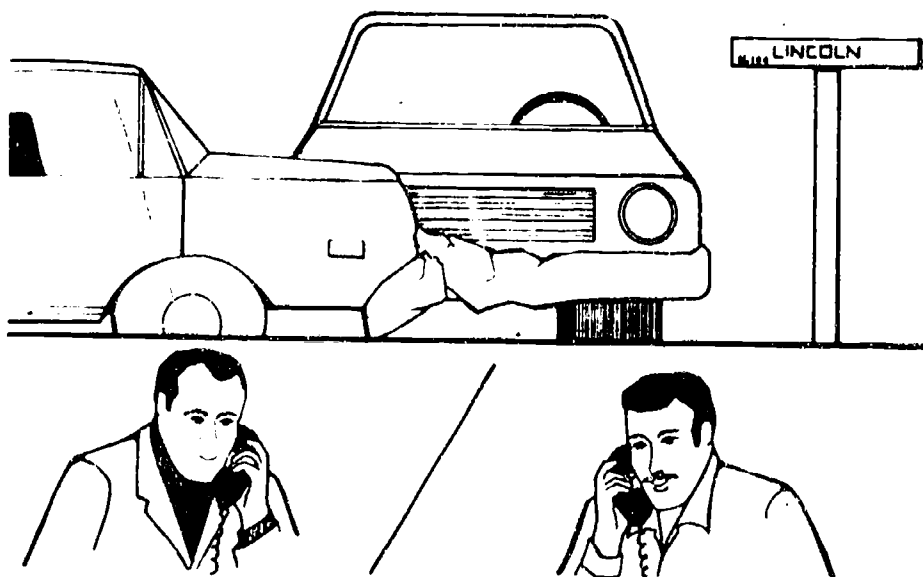
OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. describe an automobile accident.

LISTENING COMPREHENSION

Eddie's Wages

Eddie Gomez is learning to be a radio and television repairman at a trade school. He works part-time in a service station. Eddie's been trying to save some money because he wants to get married. But most of his wages goes into car and car insurance payments. He'll finish his course in a couple of months, and then he can get a full-time job.

THE DIALOGUE



Eddie was driving home from work yesterday when he had an accident. It wasn't a bad accident, and no one was hurt. Eddie called his insurance agent to report the accident as soon as he got home.

Agent: How did it happen?

Eddie: I was going north on Lincoln when a car pulled out in front of me.

Agent: Was anyone hurt?

Eddie: No, but both cars were slightly damaged.

*

*

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Agent: Does the other driver have any insurance?

Eddie: Yes, he does. With National Auto Insurance.

Agent: Has he contacted his agent yet?

Eddie: He was talking to him on the phone when I drove away.

EXTENSION

A. Chain drill, using real information.

1. Do you have car insurance? With what company?
2. Have you ever been in an auto accident?
3. What other kinds of insurance do you have?

B. Topics for class or group discussion:

1. What are the different kinds of protection offered by most auto insurance companies?
2. Why is it good to have auto insurance?
3. What happens if someone with no auto insurance hits you?
4. What's the first thing you should do if you get involved in an accident?

C. Role-playing

1. Two drivers

Two cars have collided and the drivers are waiting for a police officer to come. Meanwhile, they are exchanging information about their drivers' licenses and auto insurance companies.

2. Insurance agent and customer

A driver is reporting an accident to his agent.

PART B. PAST CONTINUOUS TENSE; WAS ANYONE HURT?

OBJECTIVES: In this section you will learn to: 1. use the past continuous tense in questions and answers and 2. ask and answer questions like "Was anyone hurt?" or "Was the car damaged?"

- I. He was driving home when he had an accident.
- II. While he was talking on the phone, I drove away.
- III. Was anyone hurt?
Were the cars damaged?

PRACTICE

I. Mini-drills

"He was driving home"

1. He was driving home. walking
(riding, flying)
2. What was he doing when he had the accident? collision
trouble
3. S-1: What was he doing when he had the accident?
S-2: He was driving home.

Mini-exchanges [Chain drill, using real information.]

1. S-1: What were you doing at this time yesterday?
S-2: I was attending this class.
2. What were you doing at this time last year?
3. What language were you using when the teacher came into the room?
4. What were your friends doing when you came into the classroom today?

II. Mini-drills

"I drove away"

1. I drove away.
left
drove off
2. What did you do while he was talking on the phone?
waiting for a tow truck
calling his insurance man
3. S-1: What did you do while he was talking on the phone?
S-2: I drove away.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Did anyone call while you were having dinner last night?
S-2: Yes, someone called/No, no one called.
2. Where did you work while you were living in your country?
3. Were you married while you were living in your country?
4. What sights did you see while you were on vacation last year?

III. Mini-drills

"Was anyone hurt?"

1. No one was hurt.
Nobody
(Someone, somebody)
2. Was anyone hurt?
injured
killed
3. S-1: Was anyone hurt?
S-2: No one was hurt.

"Were the cars damaged?"

1. They were slightly damaged.
a little
(barely, badly)
2. Were the cars damaged?
smashed
(dented, totaled)
3. S-1: Were the cars damaged?
S-2: They were slightly damaged.

CONVERSATION [Use the past continuous tense.]

Situations for class/group discussion:

1. Discuss an accident that you (or someone you know) was involved in.
2. Talk about some little mishap that took place in your family recently.
(Cues: a cut finger, a slight burn, a stubbed toe, a bruise)
3. How many phone calls did you receive yesterday? What were you doing at the time of each call?

PART C. INSURANCE TO FIT YOUR NEEDS

OBJECTIVES: In this section you will learn to ask and answer questions about
the story and to discuss various types of insurance policies.

There are many kinds of insurance. A working man with a family would be interested in life insurance. He knows that if he dies or is killed, his family will receive money from the insurance company to help them with their living expenses. Some types of life insurance can also be a way to save money.

It is wise for families to carry health insurance because medical care can be very expensive. Sometimes this kind of insurance is available through a person's place of employment. If so, the employer usually pays the premium, although sometimes the employee also has to contribute. If a person cannot get medical insurance through his work, he can buy it on his own. The insurance company will usually pay a percentage, perhaps 80%, of certain medical bills. It will help pay for hospital bills, laboratory work, and doctors' bills in case of accident and certain illnesses.

If you drive, you must have automobile insurance. This protects you, as well as other people. If you have an accident, your insurance company will pay the damages, both to fix the other person's car and to cover medical expenses. On the other hand, if someone who has no insurance hits you, your insurance company may pay for the damages to you and your car.

There are other kinds of insurance to protect your home and property from fire, theft, and other damage. There are policies for both homeowners and renters. In each case, the kind of coverage depends on the kind of policy the insured person has. Today, insurance companies offer many choices to fit the various needs of the people buying insurance.

A. Answer the following questions.

1. What are some kinds of insurance?
2. What kinds of insurance do you have?
3. What kinds of insurance did you have in your own country?
4. Why should all drivers have auto insurance?
5. Who sometimes pays for an employee's medical insurance?
6. Do medical insurance companies usually pay the whole amount of the medical bill?
7. What kind of people are most interested in life insurance?
8. Do you think one kind of insurance is more important than another?

B. Use the following words to fill the blanks in the sentences.

policy damages insured premium homeowners

1. The _____ of an insurance policy is the cost that one pays in installments.
2. The purpose of auto insurance is to pay the _____, the cost of medical expenses and auto repair expenses in an accident.
3. _____ insurance protects the people who own their own home against fire and theft.
4. An insurance _____ is the contract or agreement between the insurance company and the person buying this insurance.
5. The person buying the insurance is called the _____.

LOS ANGELES UNIFIED SCHOOL DISTRICT
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UNIT 24. HEALTH

Part A. Dialogue: "This will help her until the doctor calls"

Part B. Structure: Adverbial time clauses with until, during, before, after

Part C. Reading: Health Care

PART A. "THIS WILL HELP HER UNTIL THE DOCTOR CALLS"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. ask the pharmacist for non-prescription medicine.

LISTENING COMPREHENSION

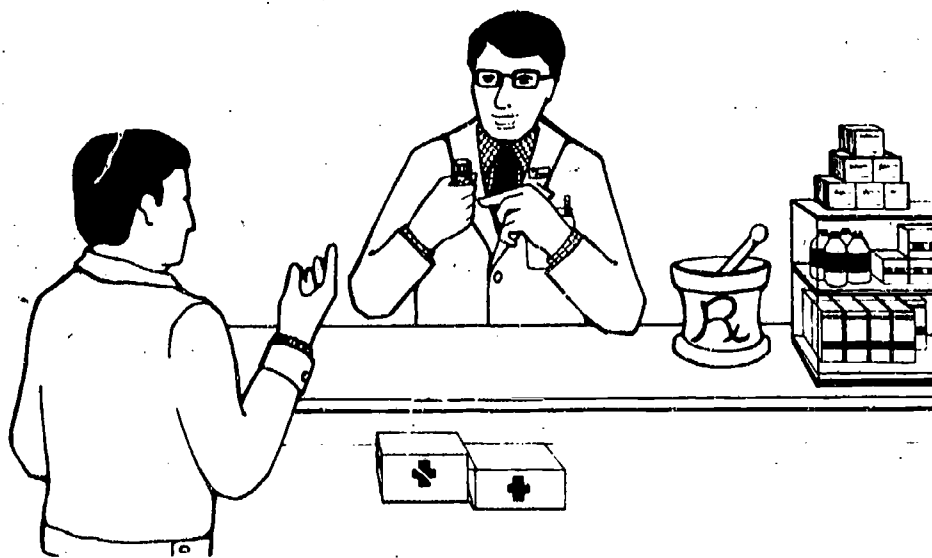
At the Pharmacy

Mrs. Wong woke up with a high fever this morning. She went to get some medicine that she had brought from Taiwan, but it was all gone.

She called her doctor, but he was at the hospital. She asked Mr. Wong to go to the pharmacy to pick up some medicine for her.

Mr. Wong knew that doctor's prescriptions are necessary for various kinds of medicine in this country. But he realized that his wife needed help, so he went to ask the pharmacist for some advice.

THE DIALOGUE



The pharmacist has suggested some medicine for Mr. Wong's wife. He is explaining the directions to Mr. Wong.

Pharmacist: This will help her until the doctor calls.

Mr. Wong: That's good. She was very uncomfortable during the night.

Pharmacist: Give her a tablet when you get home.

Mr. Wong: All right. And thank you.

*

*

*

Pharmacist: When is the doctor going to call?

Mr. Wong: He can't call until this afternoon.

Pharmacist: She'll feel better after she takes this medicine.

Mr. Wong: I hope so.

EXTENSION

A. Chain drill, using real information.

1. Do you have your own doctor?
2. Do you go to a doctor for a regular check-up?
3. Have you had your chest X-rayed lately?
4. Have you seen your doctor/dentist lately?

B. Topics for class or group discussion:

The medical profession in your country

1. Do you have public hospitals and clinics with complete facilities?
2. Can many people in your country afford to go to private hospitals and clinics?
3. Do doctors in your country charge high fees for treatment?
4. Do doctors accept house calls at any time?

Drug stores

1. What can you find in a drug store in your country?
2. In what ways are American drug stores different from the ones you have in your country?

C. Role-playing

1. You're at the doctor's office because you're not feeling well.
2. You need a refill for your medicine. You're calling the pharmacist to ask if he can prepare your prescription so you can pick it up.
3. You are coming down with a cold. You have stopped by the drug store to ask the pharmacist what he can give you to stop the cold.

PART B. ADVERBIAL TIME CLAUSES WITH
UNTIL, DURING, BEFORE, AFTER

OBJECTIVES: In this section you will learn to ask and answer questions using sentences containing clauses that begin with until, during, before, or after.

- | | | | | |
|------|-----------------|-----------|---------------|----------------------------------|
| I. | This (medicine) | will help | her | until the doctor calls. |
| II. | She | was | uncomfortable | during the night. |
| III. | She'll | feel | better | after she takes the
medicine. |

PRACTICE

I. Mini-drills

" Until the doctor calls"

1. This will help until the doctor calls.
she has an operation.
(she goes to the hospital,
the ambulance comes,
she sees the doctor)
2. How long will this medicine help her?
pill
(sedative, injection, shot)
3. S-1: How long will this medicine help her?
S-2: (It'll help her) until the doctor calls.

Mini-exchanges [Chain drill, using real information.]

1. S-1: How long can you stay today?
S-2: I can stay until the end of class.
2. How long are you going to watch TV tonight?
3. How long did you live at home with your parents?
4. How long do you plan to study English?

II. Mini-drills

"She was uncomfortable during the night"

1. She was uncomfortable during the night. 2. When was she uncomfortable?
 evening restless
 (week, weekend) (in pain, ill)
3. S-1: When was she uncomfortable?
 S-2: (She was uncomfortable) during the night.

Mini-exchanges [Chain drill, using real information.]

1. S-1: When do you speak English?
 S-2: I speak English during class.
2. Do you have the TV set on during dinner?
3. Do you have to drive during the rush hours?
4. What did you do during the weekend?

III. Mini-drills

"She'll feel better after she takes the medicine"

1. She'll feel better after she takes the medicine"
 a drink
 (an aspirin, some pills, some juice)
2. When will she feel better?
 comfortable
 (rested, relaxed)
3. S-1: When will she feel better?
 S-2: (She'll feel better) after she
 takes the medicine.

Mini-exchanges [Chain drill, using real information.]

1. S-1: When will you go home today?
 S-2: I'll go home after our class ends.
2. S-1: When did you begin to learn English?
 S-2: I began before/after I came to this country.
3. When do most smokers enjoy a cigarette?
4. When do you enjoy having a snack?

CONVERSATION Use until, during, before, or after where possible.

Topics for class/group discussion:

1. Last summer's activities
2. Your schooling
3. An illness in the family
4. An accident

PART C. HEALTH CARE

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. discuss various types of medical doctors and their specialties.

Mr. Wu doesn't feel well. He's going to the "Walk-in Clinic" at the County Medical Center because he does not have a private doctor. The kind of doctor he will probably see is an internist who will prescribe some medicine for him. If Mr. Wu needs to have an X-ray or to take some tests, or if he needs to see a specialist, such as an ear-nose-and-throat doctor or a cardiologist for his heart, the doctor will refer him to another part of the Center.

Mrs. Miller is going to have a baby. She's going to the Women's Hospital at the Medical Center where she will see an obstetrician regularly during her pregnancy. After the baby is born, Mrs. Miller will take him to a pediatrician, who cares for babies and children.

Mr. Kim went to the clinic because his knee was hurting him. The doctor found he had a cyst, so he put him in the hospital to remove it by surgery. Before the surgeon performed the surgery, an anesthesiologist came to see him to explain the kind of drugs they would use during the surgery. The County Medical Center treats sick people regardless of how much money a patient has.

Years ago, most families had one doctor who took care of all their medical needs. He was called a general practitioner, or a family doctor, and he would see his patients when they had a cold, the flu, or somewhat more serious illnesses. He took care of the wife during her pregnancies, delivered the babies, and cared for the children as they grew up. He would call in a specialist for very serious cases.

Medicine today is highly specialized, and there are few general practitioners. Doctors generally practice one small area of medicine, concentrating their study and skills on specific problems.

We can best care for our health by getting regular check-ups and by seeing a doctor as soon as possible when we are sick.

A. Answer the following questions.

1. Why is Mr. Wu going to the Medical Center?
2. Why is Mrs. Miller going to the Women's Hospital?
3. What's wrong with Mr. Kim?
4. Why did they put him in the hospital?
5. Do you have a family doctor? Does he take care of all your medical problems?
6. What do you call doctors who concentrate their study and skill on specific diseases?

B. Write the names of the doctors who specialize in the following:

a. disease of the heart

b. delivering babies

c. drugs during surgery

d. care for babies and children

e. surgery

C. Questions for discussion.

1. How does medical care for a low-income person differ from that in your country?
2. What do you do to protect your health?

Part A. Dialogue: "I'm making out my tax returns"

Part B. Structure: Verb + particle

Part C. Reading: Salary Deductions

PART A. "I'M MAKING OUT MY TAX RETURNS"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. discuss state and federal income tax returns.

LISTENING COMPREHENSION

Al's Deductions

Al Kim immigrated to the United States from Korea last year with his wife and three children. His relatives helped him find a job in a drug store, and he makes a good salary.

His employer deducts federal and state withholding taxes from his wages. These deductions make Al's take-home pay smaller, but they help him pay income taxes at the end of the year.

THE DIALOGUE

WAGE AND TAX STATEMENT 19--							
FEDERAL INCOME TAX INFORMATION		SOCIAL SECURITY INFORMATION		STATE OR CITY INCOME TAX INFORMATION			
1	2	3	4	6	7	8	
EMPLOYEE'S SOCIAL SECURITY NUMBER			5	9	10	11	
				STATUS			
				OTHER INFORMATION			

Income taxes are due in a couple of weeks, and Al has been figuring out both his state and federal returns. He was making them out when his neighbor called him up last night.

Jim: Hi, Al. Would you like to go bowling tonight?

Al: I can't. I'm making out my income tax returns.

Jim: Do you need a hand?

Al: I sure do.

*

*

*

Al: Can you check over my deductions for me?

Jim: I'm not an expert, but I'll look them over.

Al: Thanks. I'd appreciate that.

Jim: You've done a good job. Don't forget to send in your
W-2 forms.

EXTENSION

A. Chain drill, using real information.

1. Are you the head of the family?
2. Do you have any dependents? If so, how many?
3. Does your employer deduct state and federal taxes from your pay checks?
4. Do you do your own income tax returns?
5. Do you fill out an itemized form, or a short form?

B. Topics for class or group discussion:

1. Did you have to pay income tax in your country?
2. Did you pay as much income tax in your country as you do here?
3. In what ways does the government use the money you pay for income tax?

C. Suggested Activities:

1. Role-playing

A person at an income tax service office asking for help with his tax returns.

2. Group activities:

Students examine samples of itemized and short income tax forms and ask each other questions about the tax forms.

PART B. VERB + PARTICLE

OBJECTIVE: In this section you will learn to use the transitive verb +
particle structure in questions and answers.

He's making		out his tax returns.
He's making	his tax returns	out.
He's making	them	out.

PRACTICE

Mini-drills

"He's making out his tax returns"

1. He's making out his tax returns.
his application
(a check, a form)
2. What's he making out?
figuring
filling
3. S-1: What's he making out?
S-2: He's making out his tax returns.

"I'll send them in"

1. I'll send them in.
bring
take
2. Will you send the forms in?
applications
notices
3. S-1: Will you send the forms in?
S-2: I'll send them in right away.

"Can someone check over this form?"

1. S-1: Can someone check over this form? S-2: I can check the form over.
S-3: I can check it over.
2. Can someone look over my deductions?

3. Will you help out your friends?
4. Did you bring in your resume?
5. Please fill in the blanks.
6. Can you read over my letter?
7. Please think over my plan.
8. Can you figure out this problem?

Mini-exchanges [Chain drill, using real information.]

1. S-1: Did you send in your income tax forms?
S-2: Yes, I sent them in last April.
 2. Do you have to make out a lot of checks?
 3. Is it difficult for you to fill out application forms?
 4. Who helped you out when you came to this country?
-

CONVERSATION

Situations for class/group discussion:

1. You went to the supermarket today. (Cues: pick up, pick out, pack up, check out, take out, wrap up)
2. You took a friend to a movie last night. (Cues: pick up, drop off, drive off, bring back, take out, talk over, look up)

Role-playing

Form groups of two and take roles of a couple doing evening chores.

(Cues: turn off lights, take out trash, throw out garbage, sweep up the dirt, straighten up the living room, put out the dog, turn down the bed)

PART C. SALARY DEDUCTIONS

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. talk about some common salary deductions.

When you get your paycheck, you may notice that your take-home pay is less than your salary. This is because your employer has taken out at least two deductions: federal income tax and Social Security.

The government taxes each person's income. If you paid the whole tax at the end of the year, it would add up to a lot of money and be difficult to pay all at once. So the government takes out a small amount from each paycheck. This is called withholding tax. The amount of taxes that your employer deducts from your check depends on how much money you make and how many dependents you have.

Many states also have a state income tax. If you work in California, for example, there is another deduction for that.

The other major deduction on your paycheck is for Social Security. It is called F.I.C.A. The money that you pay into Social Security is used to pay pensions to retired persons. It is also used to support people who are not able to work, and families without a wage earner. Social Security is very important because it guarantees an income to all retired people. They will not have to rely on charity or be a burden to their relatives.

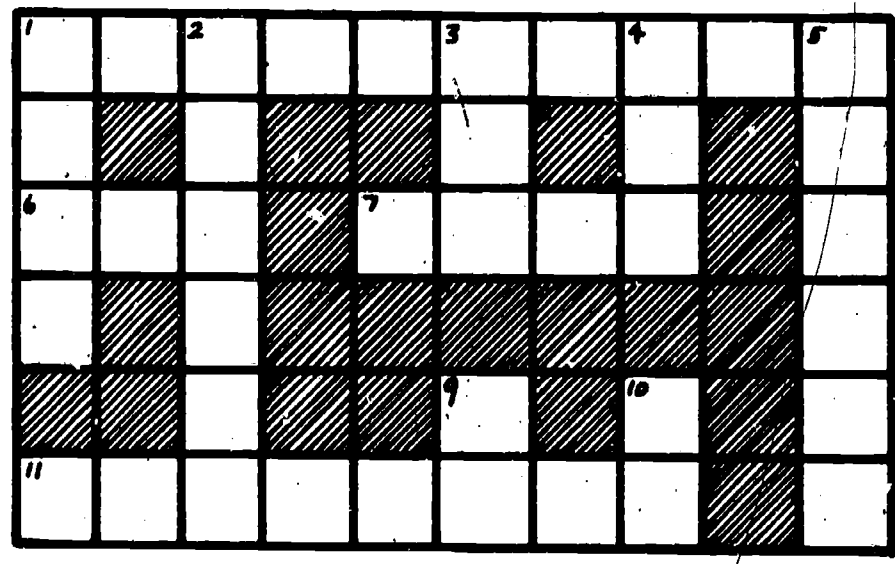
There may be other deductions from your salary. Sometimes a worker pays into a special retirement fund instead of Social Security. Sometimes he contributes to a health insurance plan. If a worker belongs to a union, the union dues are often deducted. Deductions depend on many variables, but they all make your take-home pay smaller.

A. Answer the following questions.

1. Why is income tax deducted from your check?
2. Does your country use the withholding system to collect income tax?
3. What is Social Security money used for?
4. Does your country have anything similar to Social Security?
5. How do you think the government uses the money from income tax?
6. What are some other possible deductions from a worker's check?
7. What are the deductions you see on your own or a family member's check?

B. Do the following vocabulary exercise.

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ACROSS

DOWN

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. What they take out of your check. 6. Finish 7. A way or passage out 11. Employers _____ money from your check for income tax. | <ol style="list-style-type: none"> 1. The monthly cost of belonging to a union. 2. To take out of one's check. 3. The money people pay the government. 4. Deduct means to take _____. 5. _____ Security 9. He gave the book _____ me. 10. Small word meaning advertisement |
|---|---|

LOS ANGELES UNIFIED SCHOOL DISTRICT
Asian Project - ABE
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UNIT 26. RETIREMENT YEARS

Part A. Dialogue: "He'd been ill for just a few days"

Part B. Structure: Past perfect tense

Part C. Reading: American Funeral Customs

PART A. "HE'D BEEN ILL FOR JUST A FEW DAYS"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. discuss the life and death of a friend.

LISTENING COMPREHENSION

At the Pioneer Center

Mr. Wilson is a retired carpenter. He and Mrs. Wilson live in a neat little house in the rear of their son's home.

Mr. and Mrs. Wilson are active members of the El Solano Pioneer Center. They take a bus and go to the Center at least twice a week. The Center provides recreation and education for elderly persons.

Mrs. Wilson enjoys chatting with other ladies and taking lessons in painting and knitting. Mr. Wilson goes to the game room each day and plays chess with his friends. Once a week they hear speakers on all kinds of interesting topics. And once a month the Center charters a bus to take them on an outing.

THE DIALOGUE



The members of the Pioneer Center are sad today. They have heard about the sudden death of a member, Mr. Newton.

Mrs. Mean: Had he been ill for a long time when he went to the hospital?

Mr. Wilson: No' he hadn't. He'd been ill for just a few days.

Mrs. Mead: When did he go to the hospital?

Mr. Wilson: Last Sunday. The doctor sent him there because he had complained of chest pains.

* * *

Mrs. Mead: How old was Mr. Newton?

Mr. Wilson: He had just celebrated his 89th birthday when he became ill.

Mrs. Mead: He lived a long life, didn't he?

Mr. Wilson: Yes, he did. That's because he took good care of himself.

EXTENSION

A. Chain drill, using real information.

1. Are your parents still living? If so, where do they live?
2. Are your grandparents still living? If so, where do they live?
3. What do you want to do when you retire?

B. Suggested topics for class or group discussions:

1. a. At what age a person usually retires
b. What he does after retirement
c. His recreational activities
d. Where he usually lives
e. How his family takes care of him
2. Do you think the aged members of your family should live with their children's families or in their own apartments or houses? What usually happens in your country? In the United States?

C. Guest Speaker

Invite a specialist on gerontology (the problems of aging) to speak to to your class on how older people can live well.

PART B. PAST PERFECT TENSE

OBJECTIVES: In this section you will learn to ask and answer questions using the past perfect tense in sentences with when, after, before, and because.

He complained of chest pains on Saturday.

The doctor sent him to the hospital on Sunday.

He had had chest pains for one day.

I. Why did the doctor send him to the hospital?

Because he had complained of chest pains.

II. When did the doctor send him to the hospital?

After he had complained of chest pains.

III. How long had he had chest pains

when he went to the hospital?

He had had chest pains for one day.

PRACTICE

I. Mini-drills

"Why did the doctor send him to the hospital?"

1. The doctor sent him there because he had complained of chest pains.
stomach
back
2. Why did the doctor send him to the hospital?
clinic
(sanitarium, rest home)
3. S-1: Why did the doctor send him to the hospital?
S-2: (The doctor sent him) because he had complained of chest pains.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Why was he angry when the bus didn't pick him up?
S-2: Because he had waited for 45 minutes already.
2. Why did she turn off the TV?
3. How did you know it was Jim on the telephone?
4. Why were you so sleepy this morning?

II. Mini-drills

"When did he become ill?"

1. He became ill after he had celebrated his birthday.
2. When did he become ill?
 sick
 nauseated
 anniversary
 (retirement, promotion)
3. S-1: When did he become ill?
 S-2: (He became ill) after he had celebrated his birthday.

Mini-exchanges [Chain drill, using real information and the past perfect tense.]

1. S-1: When did you get married?
 S-2: I got married after I had come to this country.
2. When did you meet your wife/husband/friend?
3. When did you find your present job?
4. When did you decide to learn English?

III. Mini-drills

"How long had you had your car (before you traded it in)?"

1. I had had my car for three years (before I traded it in).
 driven
 (owned, used)
2. How long had you had your car before you traded it in?
 sold it
 (exchanged it, junked it, gave it away)
3. S-1: How long had you had your car before you traded it in?
 S-2: I'd had it for five years.

Mini-exchanges [Chain drill, using real information.]

1. S-1: How long had you studied English before you came here?
 S-2: I'd studied it for a couple of years.
2. How long had you known your wife/husband before you got married?
3. How long had you been here before you decided to come to English class?
4. How long had the alarm rung this morning before you turned it off?

CONVERSATION [Use the past perfect tense with when, before, after, or because.]

Situations for class and group discussion:

1. Illness that members of your group had suffered (Cues: pains, symptoms, doctor, hospital, nurse, medicine)
2. An important event in your life, and some other events preceding or following it (Cues: marriage, birth, graduation, promotion, travel, etc.)

PART C. AMERICAN FUNERAL CUSTOMS

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. discuss some American funeral customs and procedures.

American funeral customs vary because there are many different religious and ethnic groups in this country, and each follows different customs. When there is a death in the family, close friends and relatives telephone information about the funeral arrangements to other friends and relatives. Sometimes an obituary notice is placed in the local paper.

It is the custom for relatives and friends to send a card, a note, or flowers to express sympathy to the bereaved family. Instead of spending money on flowers, some people make a contribution to a charity, such as the Heart Foundation or cancer research, in memory of the deceased person.

Sometimes family and friends view the body before the funeral to pay their last respects. At the funeral a minister usually gives the religious service and speaks about the life of the person. Then there is a graveside ceremony before the person is buried. Instead of a funeral, some people choose to have only a memorial service without the body present. And many people now choose cremation instead of burial.

The costs of these services vary as much as the customs. Mortuary services include preparation of the body, a casket, the funeral, and transportation to the cemetery. The cemetery costs, including burial plot and burial, is another consideration. The cost of cremation without funeral services is much less.

To fight the high cost of the mortuary and cemetery, many areas have "funeral societies." These arrange for the services more cheaply and simply. These societies urge people to make arrangements before the time of need. It is difficult to think clearly and make decisions on such matters when one is deeply saddened by the death of a loved one.

A. Answer the following questions.

1. How are family and friends usually notified of a death of a loved one?
2. What is the customary way of expressing sympathy to the family?
3. How do some people choose to express their sympathy?
4. What are some of the different services a mortuary offers?
5. How do funeral societies try to fight high costs?
6. What are funeral and burial customs in your country?

B. Choose the correct phrase to complete each of the following sentences.

1. Instead of sending flowers, some people make contributions to (a) a charity (b) a cemetery (c) a mortuary
2. Sometimes, instead of a funeral, there is (a) a burial (b) a mortuary (c) a memorial service
3. Mortuary services don't include (a) preparation of the body (b) a burial plot (c) the funeral
4. (a) Mortuary services (b) Cemetery services without mortuary services (c) Cremations without a funeral cost the least
5. The purpose of the funeral societies is to (a) provide less expensive services (b) support a charity (c) charge high prices
6. People are (a) more likely (b) less likely (c) not likely to pay unnecessarily high prices in time of great sorrow

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UNIT 27. EMERGENCY SITUATIONS

Part A. Dialogue: "Didn't you see a fire?"

Part B. Structure: Negative questions and answers

Part C. Reading: Getting Emergency Help

PART A. "DIDN'T YOU SEE A FIRE?"

OBJECTIVES: In this section you will learn: 1. to answer questions about the Listening Comprehension story and 2. what to do in case of fire.

LISTENING COMPREHENSION

Awake or Asleep?

The Wilsons were driving home from a party early Sunday morning. The party had been a great success, and they were both tired and sleepy. Carol tried hard to stay awake and keep Tom company, but she kept dozing off

As they were driving past a small shopping center, something bright caught her eye. Was that a fire in one of the stores? Suddenly she was wide awake.

THE DIALOGUE



Tom Wilson was driving home from the party, struggling to stay awake. All of a sudden Carol grabbed his arm and shouted.

Carol: Stop the car, Tom! Didn't you see the fire back there?

Tom: No, I didn't. Weren't you dreaming?

Carol: No, I wasn't. Can't we go back there and look?

Tom: All right. I'll turn the car around.

*

*

*

Carol: It's a fire in that store! It wasn't a dream,
was it?

Tom: No, it wasn't. Let's turn in the alarm.

Carol: There's a fire alarm box! How does it work?

Tom: Just open the door and pull the lever.

EXTENSION

A. Chain drill, using real information.

1. Have you ever been in a fire before?
2. Have you ever seen a burglary? Where did it happen?

B. Topics for class or group discussion:

1. What department should you contact for the following emergencies:
 - a. A fire breaks out in your house
 - b. There's a gas leak in your stove
 - c. You discover a lost child
 - d. There's a car accident in front of your house
 - e. A dog is hit by a speeding car
 - f. A burglar has broken into your house
 - g. A neighbor is having a heart attack and needs a doctor
2. Tell of an emergency you have been in or seen. Afterward let the other members of the group ask questions about it.

C. Role-playing

Call one of the following to report an emergency.

- | | |
|-----------------------|------------------------------|
| a. Fire Department | d. Police Department |
| b. Gas company | e. Animal Control Department |
| c. Hospital Emergency | f. Telephone operator |

PART B. NEGATIVE QUESTIONS AND ANSWERS

OBJECTIVE: In this section you will learn to ask and answer negative questions.

Carol thinks she saw a fire.

She thinks Tom saw it, too.

But Tom thinks Carol was just dreaming.

- | | | |
|------|---------------------------------|------------------------------|
| I. | Weren't you dreaming, Carol? | No, I wasn't. |
| II. | Didn't you see the fire, Tom? | No, I didn't. |
| III. | Can't we go back and look, Tom? | All right.
(Yes, we can.) |

PRACTICE

I. Mini-drills

"Weren't you dreaming?"

- | | |
|--|---|
| 1. Weren't you <u>dreaming?</u>
imagining
having a nightmare | 2. S-1: Weren't <u>you dreaming?</u>
S-2: No, I wasn't/Yes, I was. |
|--|---|

Mini-exchanges [Chain drill, using real information.]

- S-1: Weren't you afraid when you first came to school?
S-2: Yes, I was/No, I wasn't.
- Isn't English difficult to learn?
- Wasn't it difficult to leave your country?
- Weren't you tired last night?

II. Mini-drills

"Didn't you see the fire?"

- | | |
|---|--|
| 1. Didn't you see the <u>fire?</u>
accident
(robbery, kidnapping) | 2. S-1: Didn't you see the <u>fire?</u>
S-2: Yes, I did/No, I didn't. |
|---|--|

Mini-exchanges [Chain drill, using real information.]

1. S-1: Didn't you bring your dictionary today?
S-2: Yes, I did/No, I didn't.
2. Don't you like to speak English?
3. Didn't you get married in your country?
4. Doesn't it look like rain today?

III. Mini-drills

"Can't we go back and look?"

- | | |
|---|---|
| 1. Can't we go back and <u>look</u> ?
see
make sure | 2. S-1: Can't we go back and <u>look</u> ?
S-2: All right/Yes, we can/No,
we can't. |
|---|---|

Mini-exchanges [Chain drill, using real information.]

1. S-1: Can't we practice in groups?
S-2: All right/Yes, you can/No, you can't.
2. Can't he take his children into the cocktail lounge?
3. Can't we leave a little early today?
4. Can't I take a trip to Mexico?

CONVERSATION [Use negative questions and tag questions.]

Situations for role-playing:

1. Jane and Emma are talking about a TV program.

Example: Jane: That was a good movie, wasn't it?

Emma: Yes, it certainly was.

Jane: Wasn't it exciting?

Emma: It really was.

2. Sue is trying to persuade her husband, who loves Chinese food, to take her to a French restaurant.
3. Jane is trying to persuade her neighbor to go to English class with her.
4. Ben and Joe are talking about some old classmates.

PART C. GETTING EMERGENCY HELP

OBJECTIVES: In this section you will learn: 1. to ask and answer questions
about the story and 2. what to do in an emergency.

Nobody knows when he will face an emergency situation. It is a good idea to know what to do, just in case. Usually you can dial 0 for operator on the phone and explain the problem to her. Then she can connect you with the police, or the fire department, or ambulance service as needed. You must stay calm, so you can give the exact location and describe the problem precisely. This is very important.

In case of fire check to see if there is an alarm box nearby. This box will have specific instructions on how to use it. It is probably the fastest way to report a fire. Otherwise, use the telephone.

If someone becomes sick, has a heart attack or stops breathing you can call an ambulance, or you can also call the fire department. There is a charge for this emergency service, but it is cheaper than calling a private ambulance, if anyone has been hurt. You should also stay there until the police arrive, so you can explain what happened.

If you have trouble on the freeway, there are special phones to use. When you call from a call box, an operator will answer; you do not even need to use a dime. This operator will take the information and send help. She will also ask you for the letters and numbers on the Call Box as these will tell her your location.

Remember that the most important thing to do in an emergency situation is to stay calm, so that you can get help quickly and give the information that is needed.

A. Answer the following questions.

1. If you call the operator to report an emergency, what will she probably do?
2. How can you report a fire?
3. For what reason other than a fire can you call the fire department?
4. What should you do if you witness an accident?
5. What do you do if you have trouble on the freeway?
6. What's the most important thing to do in any emergency?

B. Circle the word at the right that best defines the word at the left.

Follow the example.

Example: DIME a. 5¢ b. 10¢ c. 25¢

- | | | | |
|--------------|-------------|---------------|-----------------|
| 1. CALM | a. excited | b. special | c. tranquil |
| 2. CONNECT | a. join | b. cost | c. divide |
| 3. PRECISELY | a. exactly | b. quickly | c. necessary |
| 4. INJURED | a. healthy | b. hurt | c. in jail |
| 5. ALARM | a. accident | b. music bell | c. warning bell |
| 6. WITNESS | a. wish | b. see | c. answer |

LOS ANGELES UNIFIED SCHOOL DISTRICT
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UNIT 28. PARENTS AND SCHOOLS

Part A. Dialogue: "He says (that) he
can't understand her"

Part B. Structure: Say vs. tell; reported
speech in present/past

Part C. Reading: Working Together

PART A. "HE SAYS (THAT) HE CAN'T UNDERSTAND HER"

OBJECTIVES: In this section you will learn to: 1. answer questions about
the Listening Comprehension story and 2. discuss a student's
schoolwork with a school counselor.

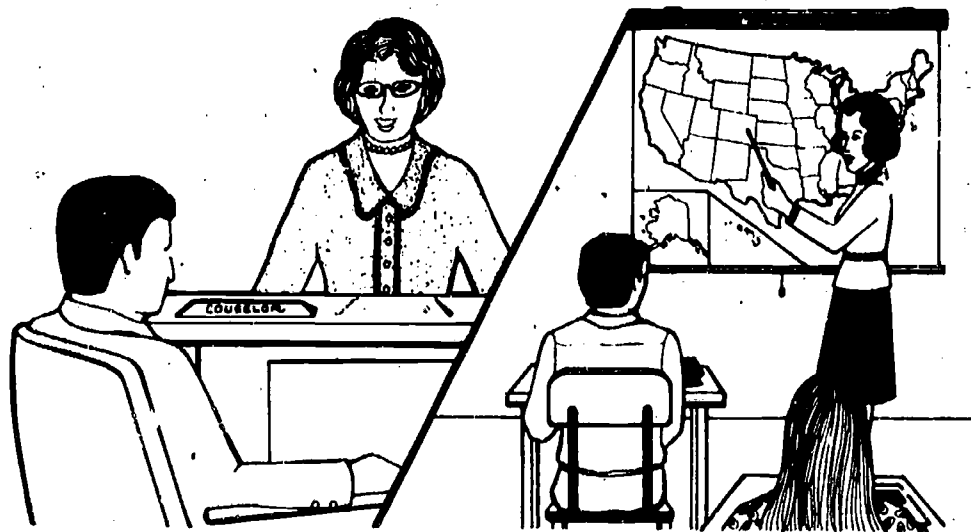
LISTENING COMPREHENSION

A High School Student

Paul Kim is a tenth grade student at Adams High School. When he was
in his country, he learned to read and write a little English, but he
never had the opportunity to use it in conversation.

Paul is doing fairly well in science and is the top student in his
math class. However, he is doing poorly in history and in English.
Paul is unhappy because he has always done well in school, and he
doesn't want to be a poor student.

THE DIALOGUE



Mr. and Mrs. Kim are in the counselor's office at the high school,
discussing Paul's problems.

Counselor: Paul's history teacher says Paul's having problems in class.

Mr. Kim: Paul says that he can't understand her.

Counselor: We'll have to put him in a special English class.

Mr. Kim: But he knows his grammar. He studied English in Korea.

* * *

Mr. Kim: We don't want Paul to fall behind his classmates.

Counselor: He won't. He'll be in the special class only two periods a day.

Mr. Kim: He said he was doing fine in math.

Counselor: That's true. This morning his math teacher said Paul was his top student.

EXTENSION

A. Chain drill, using real information.

1. Do you have any children in school in this country?
2. Have you ever visited your children's/brother's school?

B. Topics for class or group discussion.

1. What are some of the problems children have in adjusting to a school if they are from another country?
2. How can parents and the school help children with these problems?
3. Do you think it's a good idea for parents and teachers to meet once in a while to discuss their children's problems in school?
4. What do you think about the idea of teachers and counselors visiting the homes of their students?

C. Role-playing

1. Parent and counselor

Mrs. Tang's son Ben hasn't been going to school for a week now. Ben was having problems with his science and math, so he decided to drop out of school. Mrs. Tang and the counselor are discussing ways of helping Ben.

2. Mr. Gomez and his son Ramon

Mr. Gomez has received a note from Ramon's counselor, asking him to come to school to discuss his son's schoolwork. Ramon has not been doing his English homework. Mr. Gomez is talking with his son.

3. Mrs. Ito and counselor

Lily Ito has had many absences. The attendance office has called her parents to come in and discuss the problem. Mrs. Ito is talking to the counselor.

PART B. SAY vs. TELL; REPORTED SPEECH
IN PAST AND PRESENT

OBJECTIVES: In this section you will learn to: 1. use say and tell correctly and 2. report on what someone said or told you.

I.	Paul often says,	"I can't understand my teacher."
	Paul often says (that)	he can't understand his teacher.
II.	Jane tells me,	"I am always tired."
	Jane tells me (that)	she is always tired.
III.	Mr. Adams said,	"John is doing fine in math."
	Mr. Adams said (that)	John was doing fine in math.
IV.	Ms. Jones told us,	"John will be late tonight."
	Ms. Jones told us (that)	John would be late tonight.

PRACTICE

I. Mini-drills

"He says he's having problems in history"

Paul often says, "I'm having problems in history."

S-1: What does Paul say (about history)?

S-2: He often says (that) he's having problems in history.

Mini-exchanges [Chain drill, using real information.]

1 S-1: What do you say when you do something wrong?

S-2: I usually say that I'm sorry.

2. What do you say when you can't answer the teacher's question?

3. What does your wife/husband/friend say when she/he is angry with you?

4. What do you say when you have trouble expressing yourself in English?

II. Mini-drills

"He tells me he likes school"

Frank tells me, "I like school."

S-1: What does Frank tell you (about school)?

S-2: Frank tells me (that) he likes school.

Mini-exchanges [Chain drill, using real information.]

1. S-1: What do you usually tell your friends at the end of class?

S-2: I usually tell them I'm tired!

2. What does your wife/husband/friend tell your friends about you?
3. What do foreign students tell each other about the United States?
4. What do foreign students tell Americans about the United States?

III. Mini-drills

"He said Paul was his top student"

He said, "Paul is my top student."

S-1: What did he say?

S-2: He said (that) Paul was his top student.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Is this lesson difficult for you?

S-2: Yes, it is.

S-3: What did he/she say?

S-1: He said (that) this lesson was difficult for him.

2. Do you understand this grammar?

3. What is your native language?

IV. Mini-drills

"He told us he wanted to be a good student"

1. Paul told us, "I want to be a good student."

S-1: What did Paul tell you?

S-2: He told us (that) he wanted to be a good student.

2. The counselor told John's parents, "I'll put him in a special class."

S-1: What did the counselor tell John's parents?

S-2: He told them (that) he would put him in a special class.

3. His parents told the counselor, "We don't want John to fall behind."

S-1: What did his parents tell the counselor?

S-2: They told him (that) they didn't want John to fall behind.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Do you know how to ski?

S-2: Yes, I used to ski every winter.

S-3: What did he/she tell you?

S-1: He told me (that) he used to ski every winter.

2. Will you be here tomorrow?

3. Can you cook American food?

CONVERSATION

For class/group discussion. [Use say/said and tell/told.]

1. Discuss what certain teachers and classmates always say or tell you.

2. Discuss what certain people in the news said recently.

3. Discuss what parents always say to their children, at various ages.

PART C. WORKING TOGETHER

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. discuss how parents can be informed about their children's schools and schoolwork.

Parents often feel shy about calling or visiting their children's school. However, most people in education are delighted when the parents show an interest in their children's school and schoolwork.

Most schools have an "open house" once or twice a year. At this time parents are invited to go "back to school" and visit their children's classrooms. They can meet informally with the teachers, along with other parents, and learn about the class activities.

Most schools have a Parent-Teacher Association (PTA) that supports the school in many of its activities. All the parents are invited to join this organization and become acquainted with teachers as well as with other parents. Parents are often encouraged to help when classes go on field trips or have other special activities.

In junior high and high schools there are counselors in addition to the teachers, vice-principals, and principal. The parents can call a counselor if their child is having trouble in a particular subject. Sometimes one of the counselors will call the parents if the student's grades are low or if he is having other problems. The counselor can change the student's class or arrange a meeting between the parents and the teacher.

It is important for the parents to take an active interest in their children's life at school. Then at home they can encourage them to do their homework, complete their assignments on time, and to seek help when they need

it. Parents and schools working together can provide a beneficial learning environment for children.

A. Use the following words to fill in the blanks.

- | | | |
|----------------------------|---|---|
| show an interest in | - | act in an interest way, appear to be interested |
| encourage | - | to inspire with courage or confidence, support |
| take part in | - | participate in, be involved with |
| field trips | - | visiting places outside the school with the whole class |
| take an active interest in | - | become involved in something |

1. Most students enjoy going on _____ to different places.
2. I _____ church activities as often as I can.
3. My brother is only ten, but he _____ playing the piano.
4. When students _____ their schoolwork by asking questions and doing the homework, they do better.
5. It is very important for parents and teachers to _____ their children to do well in school.

B. Answer these questions.

1. How do most people in education (teachers, counselors, and principals) feel when parents show an interest in their children's work?
2. What happens during "open house" at a school?
3. What is the PTA?
4. How can high school counselors help students?
5. How can parents help their children at home?
6. What is the usual relationship between parents and their children's schools in your country?

BEST COPY AVAILABLE

- Part A. Dialogue: "Can you tell us where the White House is?"
Part B. Structure: Can you tell us where . . . ; I don't know where . . .
Part C. Reading: Seeing the U.S.A.

PART A. "CAN YOU TELL US WHERE THE WHITE HOUSE IS?"

OBJECTIVES: In this section you will learn to: 1. answer questions about the Listening Comprehension story and 2. ask and give street directions.

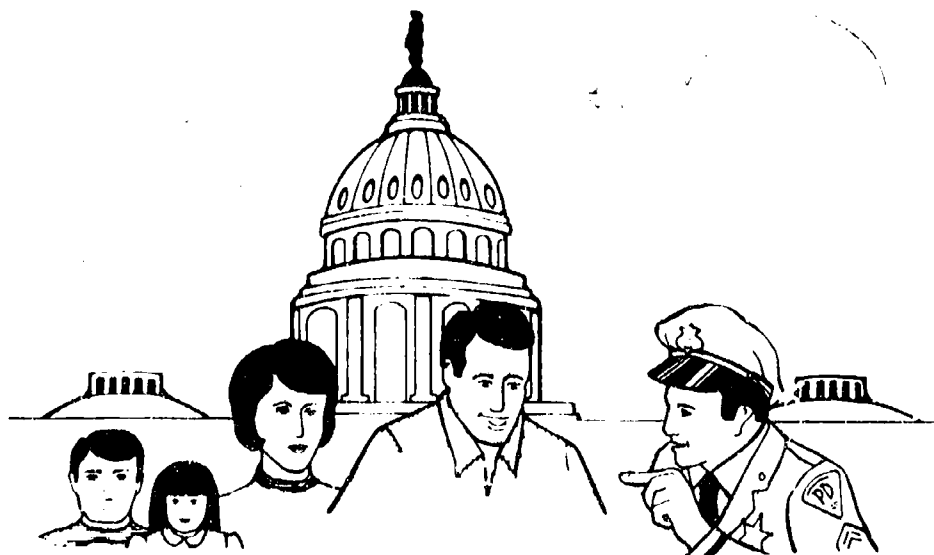
LISTENING COMPREHENSION

Springtime in Washington, D.C.

It's springtime in Washington, D.C., and the cherry trees are in full bloom. Henry and Linda Sato and their children have arrived in the nation's capitol to visit Mrs. Sato's brother and to see the historical sights of the city.

The Satos have a list of all the important spots to visit, such as the White House, the Capitol, the Washington Monument, and the Lincoln Memorial. Henry has made out an itinerary for each day. They are planning to go sightseeing by bus and on foot.

THE DIALOGUE



The Satos have just toured the Capitol and now want to visit the White House. Henry is lost, so he's asking a policeman for directions to the White House.

Henry: Excuse me. Can you tell us where the White House is?

Officer: Take Pennsylvania Avenue to 15th Street.

Henry: All right. And then?

Officer: Then go west on Hamilton Place for one short block. You can't miss it.

* * *

Henry: How far is it from here?

Officer: I'm not sure how far it is. Maybe a mile and a half (1 1/2 miles).

Henry: Do you know where we can catch a bus? The children are getting tired.

Officer: You can get a bus right on this corner.

Henry: Thanks, Officer.

EXTENSION

A. Chain drill, using real information.

1. What interesting places in the United States have you been to?
2. Have you been to San Francisco? What did you enjoy seeing there?

B. Topics for class or group discussion.

1. What are some places in this country that you would like to visit? Why?
2. Have you been anyplace in this country that has reminded you of a place back home?
3. What do you like about your present city?
4. What do you dislike about it?

C. Role-playing

1. You've gone home for a visit. A friend who's planning to come to this country is asking you questions about the United States. You're showing him a map of the United States and describing places of interest.
2. A travel agent is giving you information about different places in the United States where you might want to spend your vacation.

D. Suggested group activities:

1. Students bring pictures, slides, or postcards of places they've been to in the United States and talk about them.
2. Students bring pictures, slides, postcards, or travel posters of their own country and talk about places of interest there.

PART B. CAN YOU TELL ME WHERE . . . ;
I DON'T KNOW WHERE . . .

OBJECTIVES: In this section you will learn to make questions and answers beginning with phrases such as Can you tell me and I don't know, using various tenses and question words.

I.	Where is the White House?
	Can you tell us where the White House is?
II.	Where can we catch the bus?
	Do you know where we can catch the bus?
III.	How far is it?
	I'm not sure how far it is.

PRACTICE

I. Preliminary Drills

- | | |
|-------------------------------|--|
| Where's the White House? | Can you tell us where the White House is? |
| Where's the Capitol Building? | Can you tell us where the Capitol Building is? |
| Where's the Supreme Court? | Can you tell us where the Supreme Court is? |
| Where's Mr. Sato? | Can you tell us where Mr. Sato is? |

Mini-drills

"Can you tell us where the White House is?"

1. It's on Executive Avenue. 2. Can you tell us where the White House is?
 Pennsylvania Avenue Do you know
 over there Do you remember
3. S-1: Can you tell us where the Supreme Court is?
 S-2: It's over there.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Can you tell me where the office is?
 S-2: Yes, it's the red building over there.
2. Can you tell me where the rest room is?
3. Do you know where a gas station is?
4. Do you remember where my purse is?

II. Preliminary Drills

- | | |
|----------------------------------|--|
| Where can we can catch a bus? | Do you know where we can catch a bus? |
| When will they arrive? | Do you know when they'll arrive? |
| Why do people go there? | Do you know why people go there? |
| How long has she been a Senator? | Do you know how long she's been a Senator? |

Mini-drills

"Do you know where we can catch a bus?"

1. S-1: Do you know where we can catch a bus?
S-2: Right on this corner.
2. S-1: Do you know when they'll arrive?
S-2: In about fifteen minutes.
3. S-1: Do you know why people go there?
S-2: Yes, because it's a beautiful city.
4. S-1: Do you know how long she's been a Senator?
S-2: Since 1972.

Mini-exchanges [Chain drill, using real information.]

1. S-1: Do you know where you're going to be next year?
S-1: Maybe in Los Angeles.
2. Do you know when you can get your citizenship?
3. Do you know how long you're going to stay in this country?

III. Mini-drills

"I'm not sure how far it is"

1. I'm not sure how far it is.
I don't know
I have no idea
2. S-1: How far is it to New York?
S-2: I'm not sure how far it is.

Mini-exchanges [Chain drill, using real information.]

1. S-1: What did you do last Saturday?
S-2: I don't remember what I did.
2. When do you plan to visit your country?
3. Where does (a classmate) work?
4. How far is it to Mexico City?

CONVERSATION

Discuss the following: [Use questions with: Can you tell me . . .; Do you know/remember . . .]

1. A mutual friend/classmate (Cues: his/her whereabouts, present activities, profession, hobbies, social life, achievements, family)
2. A famous movie star/theatrical personality (Cues: see #1)
3. A well-known government official in this country/in another country

PART C. SEEING THE U.S.A.

OBJECTIVES: In this section you will learn: 1. to ask and answer questions
about the story and 2. the various types of places to visit in
the U.S.A.

Many people who visit the United States are surprised that it is so big and that there are so many places to visit. Of course, the nation's capitol, Washington, D.C. is a very popular place to visit. It is a beautiful city full of historical buildings and beautiful monuments. The White House, the Capitol Buildings, Washington's and Lincoln's monuments all attract many tourists.

New York is an exciting city. There are many famous theatres as well as restaurants and shops. It is known for the Metropolitan Museum of Art, Central Park, and the Statue of Liberty. You can also visit the United Nations building there.

On the West Coast, San Francisco is a favorite city to visit. It is well known for the Golden Gate Bridge, the cable cars, Fisherman's Wharf, beautiful parks, and excellent restaurants.

But cities aren't all that the U.S.A. has to offer a visitor. It has beautiful mountain ranges with resort and ski areas in the Sierra, Rocky, Smoky, and Catskill Mountains. Much of the land in and near the mountains has beautiful forests. The Black Hills have lovely forests in South Dakota which you see on your way to Mt. Rushmore. There you can find the heads of four Presidents carved in the mountainside high above you.

A favorite place of all visitors is the Grand Canyon. This amazing place in Arizona was carved by the winding Colorado River. The Canyon is more than 200 miles long and one mile deep.

The U.S. has some wonderful beach resorts, especially in Hawaii, California, and Florida. And for the people inland there are many rivers and lakes for water sports. For those who like quiet beauty and dry heat, there are the western deserts.

Whether it be mountains or oceans, deserts or plains, cities or rural areas, the United States has much to see.

A. Answer the following questions.

1. Where is Lincoln's monument?
2. What is San Francisco well known for?
3. What kinds of areas can you find in the mountains?
4. Where is Mt. Rushmore?
5. Where are the best beach resorts in the United States?
6. What would you like most to see in the United States?

B. Match the popular tourist sites with their locations

- | | | |
|----------------------|-------|---------------------|
| 1. Mt. Rushmore | _____ | a. California |
| 2. The White House | _____ | b. Arizona |
| 3. Central Park | _____ | c. Hawaii |
| 4. Las Vegas | _____ | d. Washington, D.C. |
| 5. Fisherman's Wharf | _____ | e. South Dakota |
| 6. Waikiki | _____ | f. Nevada |
| 7. Yosemite | _____ | g. San Francisco |
| 8. Grand Canyon | _____ | h. New York City |

LOS ANGELES UNIFIED SCHOOL DISTRICT
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UNIT 30. AMERICAN SOCIAL FUNCTIONS
Part A. Dialogue: "They've prepared dishes
from their native countries"
Part B. Structure: Adjective phrases
and clauses
Part C. Reading: American Parties

PART A. "THEY'VE PREPARED DISHES FROM THEIR NATIVE COUNTRIES"

OBJECTIVES: In this section you will learn to: 1. answer questions about the
Listening Comprehension story and 2. talk with friends at a class
party.

LISTENING COMPREHENSION

Kenji's Last Day

Kenji Takeda is going to his English class today with mixed feelings. It has been three months since he first entered the class, and he can still remember how shy he felt then. Now this is his last day of school. His visitor's visa is expiring, and he must return to Japan.

Kenji's classmates are from various parts of the world, including Asia, Mexico, Central and South America, Europe, and the Middle East. He has had to use English in order to communicate with them and with his English teacher. It has been a great experience for him, and he has made many good friends.

THE DIALOGUE



When Kenji opened his classroom door, all his classmates stood up and clapped. He saw a big sign that read, "Good-bye, Kenji." He saw a long table with all kind of food on it. Mrs. Friedman, his teacher, went up to him.

Mrs. Friedman: Your classmates wanted to say, "Good-bye," with a little party.

Kenji: This is such a surprise!

Mrs. Friedman: They've prepared dishes from their native countries.

Kenji: I feel very honored. I don't know what to say.

Mrs. Friedman: Our lesson for today is going to be "American parties."

Kenji: What a good idea!

Sita: We're going to learn some games that are popular with Americans.

Mario: And then we'll sing some songs that everyone knows.

EXTENSION

A. Chain drill, using real information.

1. Have you ever been honored with a surprise party? What was the occasion?
2. Did your family and friends give you a going-away party when you left your country?
3. What's the best party you have attended in this country?

B. Topics for class or group discussion:

1. What special occasions often call for a celebration?
2. Do you have cocktail parties in your country? Do many women join in social drinking?
3. How do you celebrate the following occasions in this country/in your country? Who usually gives the party?

birth of the first child
birthdays

job promotion
engagements

4. Do men and women in your country normally mix at parties in your country?
5. Do you think social functions in your country differ much from those in the United States?

C. Role-playing

1. You and several friends are planning a surprise birthday party for a person who's going to turn twenty-one.
2. You are at a welcome home party for Bill, who has just arrived home after working two years in the Far East. A very surprised Bill has just walked into the house.

PART B. ADJECTIVE PHRASES AND CLAUSES

OBJECTIVES: In this section you will learn to use adjective phrases and clauses in describing persons and things.

- | | |
|------|--|
| I. | They've prepared dishes. The dishes are from their native countries. |
| | They've prepared dishes from their native countries. |
| II. | We're going to learn some games. They're popular with Americans. |
| | We're going to learn some games that are popular with Americans. |
| III. | We'll sing songs. Everyone knows the songs. |
| | We'll sing songs that everyone knows. |

PRACTICE

1. Preliminary Drills

Kenji's a student.	He's from Japan.	Kenji's a student from Japan.
Seoul is a city.	It's in Korea.	Seoul is a city in Korea.
Jim's a man.	He has many friends.	Jim's a man with many friends.
Sue baked a cake.	It's for the party.	Sue baked a cake for the party.
He gave a talk.	It was on Alaska.	He gave a talk on Alaska.

Mini-drills

"They've prepared dishes from their native countries"

1. They're prepared dishes from their native countries.
of great variety
(from scratch, with native ingredients)
2. What kind of dishes have they prepared?
brought
cooked
3. S-1: What kind of dishes have they prepared?
S-2: They've prepared dishes from their native countries.

Mini-exchanges [Chain drill with real information.]

1. S-1: What kind of cars do you like? 2. S-1: Who's Sita?
S-2: I like cars with lots of power. S-2: She's the student from Iran.
3. How do you like your coffee? (with/without)
4. What kind of sandwiches do you like? (with)
5. What's a kindergarten class? (for)

II. Preliminary Drills

I have some homework. It's very difficult. I have some homework that's very difficult.
He saw a sign. It said, "Help yourself." He saw a sign that said, "Help yourself."

Mini-drills

"We're going to learn some games that are popular with Americans"

1. We're going to learn some games that are popular with Americans.
lots of fun
for adults

2. What kind of games are you going to learn?
songs
dances

3. S-1: What kind of games are you going to learn?
S-2: We're going to learn some games that are popular with Americans.

Mini-exchanges [Chain drill, using real information.]

1. S-1: What kind of a weekend did you have?
S-2: I had a weekend that was very exciting.

2. S-1: What kind of a job would you like?
S-2: I'd like a job that has a good future.

III. Preliminary Drills

That's candy. I brought it. That's the candy that I brought.
Have you heard the record? I bought it yesterday. Have you heard the record that I bought yesterday?

Mini-drills

"We'll sing songs that everyone knows"

1. We'll sing songs that everyone knows. 2. What kind of songs will we sing?
play games games play
eat food food eat

3. S-1: What kind of songs will we sing?
S-2: We'll sing songs that everyone knows.

Mini-exchanges [Chain drill, using real information.]

1. S-1: What kind of food does your husband/friend enjoy?
S-2: He enjoys everything that he eats.

2. S-1: Do you like big cars?
S-2: No, compacts are the ones that I like/Yes, they're the ones that I like.

CONVERSATION

Guessing game [Use adjective phrases and clauses]

1. Describe a student, and have your group guess his/her identity.
2. Describe a familiar spot in your city and have your group guess the identity.

PART C. AMERICAN PARTIES

OBJECTIVES: In this section you will learn to: 1. ask and answer questions about the story and 2. discuss various types of American parties, both formal and informal.

What would you say was the most important ingredient of any social function? No matter who you are, how old you are, or where you live in this wide, wide world, the answer to your question would no doubt be--food--and possibly, drink.

Whether it's for the celebration of important milestones in a person's life, such as birthdays, marriage, and anniversaries; or whether it's for the observance of a national or religious holiday; or whether it's for family or school reunions, club or church functions, office or plant parties--whenever two or more people get together for some special occasion, you can be sure that it's going to be over food and drink.

Formal social functions in the United States include receptions, dinners, and banquets, often in honor of some individual. Weddings fall into this category. Dinners and the more lavish banquets are "sit-down" affairs, where guests are seated at tables and served formal meals. Receptions can be a tea or a cocktail party, where guests can stand or walk around freely after passing through the receiving line and paying respects to the guest of honor.

Informal social functions range from picnics at the beach or park to buffet dinners in the home. Picnics and barbecue cook-outs are seasonal parties which depend on good weather. For city and town dwellers, nothing is quite as delightful as filling up a picnic basket with fried chicken, potato salad, potato chips and cold drinks, and heading for a park or the beach.

Barbecues in the backyard or at a recreation spot are also popular, and nothing whets the appetite as much as being outdoors.

Year-round parties for families and friends are generally potluck buffet affairs. These are parties where everyone brings a favorite dish and sets it out on the buffet table for people to enjoy. Guests pass along the table, helping themselves to the various delicacies.

No business meeting is complete without food and drink, either. Organizations try to encourage attendance at their meetings by informing their members that "Refreshments will be served."

It seems as though food is a universal language.

A. Answer the following questions.

1. According to this story, what's the most important ingredient of any social function?
2. What are some of the special occasions that are almost always celebrated with a lot of food and drink?
3. What are some formal social functions in this country?
4. What are some informal gatherings that are held out-of-doors?

B. Match the definitions with the names of the social functions.

- | | |
|----------------------------|--|
| ___ 1. a banquet | a. a seasonal party |
| ___ 2. a picnic | b. a "sit-down" affair |
| ___ 3. a potluck buffet | c. an open-air country party |
| ___ 4. a cocktail party | d. everyone brings a dish |
| ___ 5. a barbecue cook-out | e. a stand-up, drinking, and talking party |

C. Class or group discussion

1. Which do you prefer, formal social functions or informal outdoor type functions? Why?
2. Do people in your country enjoy outdoor parties? On what occasions?
3. Do you know anybody who doesn't like parties?