

SAMPLER

American Language Course

Second Edition

Preview
two lessons inside:
Book 18 Lesson 1
(Instructor Text)
Book 9 Lesson 3
(Student Text)

Levels I—III

Defense Language Institute
English Language Center

The American Language Course

The American Language Course (ALC) is a comprehensive, multilevel language program for teaching English for vocational and professional purposes. It is designed primarily for intensive English language training in a classroom setting, but can easily be adapted for slower-paced instruction. The ALC's curriculum has been developed by the Defense Language Institute English Language Center (DLIELC), which is a US Department of Defense school under the operational control of the US Air Force. The primary focus of the ALC is to provide a language curriculum for a diverse international military population. To that end, the course includes not only general English topics, but also military topics of a general nature highlighting the typical language military personnel will encounter in their professional and vocational career fields. The ALC has, however, also been very successfully used in non-military learning environments and in US high schools with immigrant student populations.

Books 1 through 18 of the newly revised ALC 2nd edition are now available. Books 1 through 6 constitute Level I of the ALC's general English curriculum and are appropriate for elementary level students. Books 7 through 12 constitute Level II and are appropriate for high elementary level students. Books 13 through 18 constitute Level III and are appropriate for low intermediate level students.



Inquiries and orders

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The Student Text

The General English phase of the ALC consists of six progressive levels of language proficiency training (Levels I - VI). The entire program consists of 34 books that take the language learner from beginning through advanced English. This course serves to thoroughly prepare students for direct entry into their specialized career fields or further English for Specific Purposes (ESP) training. The newly revised ALC second edition has a new look, an easy-to-use format, and lots of new exercises and activities. The pages you see here are representative of the Student Text's new appearance.

About the program

In the General English phase, the student learns basic structures and vocabulary of American English by practicing the four language skills of speaking, listening, reading, and writing. The entire course is designed so that one book builds on the previous book to further language learning and acquisition. A variety of effective techniques and methodologies that are used at the DLIELC by its professionally trained ESL/EFL instructors have been incorporated into the instructional exercises and activities. The material focuses on the four components of the English language: language functions, vocabulary, grammar, and skills. The latter are designed to give the student the opportunity to develop practical academic skills universal to any learning situation.

Vocabulary

Words to show order

EXTRA!!! The Times EXTRA!!!

THE THOMASES ARE FIRST!

Four men and one woman finished in first to fifth place in yesterday's New York City Marathon. **First** was Steve Thomas. He ran twenty-six miles in two hours, two minutes, and thirty seconds. **Next** was Steve's wife, Anne. She was second with a time of 2:05:34. **Then** came Hans Anderson. He was third at 2:10:01. **After** Hans was Bill Thornton. Bill ran the race in 2:22:10. Matt Biggs was **last**. He finished the marathon in 2:25:00.



EXERCISE A Complete the chart with information from the newspaper.

NEW YORK CITY MARATHON Top Five Runners

Last name

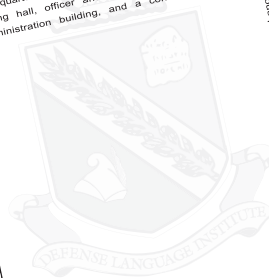
Writing Capital letters and punctuation

Look at the paragraph below. Rewrite it with capital letters, apostrophes, question marks, and periods.

bruce took a trip to new york last month the weather wasnt very good
it was cold and rainy bruce didnt have his coat he was very upset what did
bruce do he bought a nice brown raincoat then he was dry and warm

EXERCISE Address a postcard and write a message.

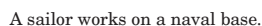
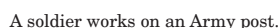
DEFENSE LANGUAGE INSTITUTE ENGLISH
LANGUAGE CENTER
The DLIELC's modern campus was inaugurated at
Lackland AFB, Texas in 1993. The campus includes
headquarters and academic facilities, a learning center,
dining hall, officer and enlisted quarters, student
administration building, and a conference center.



POST CARD

Address

22222
Litho in USA



Sports BINGO

EXERCISE

Sports BINGO

Ask your classmates the question "Can you play _____?" or "Do you go _____?" When a student plays the sport, write his or her name in the square. To win BINGO, you must have four in a row down ↓, across →, or diagonally ↗.



1. Does
2. Who
3. Where

BOOK 4 LESS

bicycling	softball	badminton	golf
volleyball	soccer	baseball	cricket
racquetball	hockey	basketball	table tennis
swimming	in-line skating	tennis	skiing

- Student Text (ST)
- Instructor Text (IT)
- Homework and Evaluation
Exercises booklet (HWEE)
- Audio recordings (CD or tape)
- Language Laboratory Activities
Student Text (LLAST)
- Language Laboratory Activities
Instructor Text with
audioscripts (LLAIT)
- Computer-delivered Interactive
Multimedia Instruction (IMI)
- Quiz kit
- Optional training aids such as
video tapes and flash cards

Student Texts, Instructor Texts, and Homework and Evaluation Exercises booklets have been completely revised and redesigned for an entirely new look. They provide more learning strategies, a strengthened reading component, and a wide variety of objective-related enrichment activities for in-class and supplementary language training. The new books are highly visual. Students will interact with graphic organizers, charts, graphs, illustrations, and photographs that enhance the instruction. The graphic material is adapted from that found in typical American publications and training manuals. It is used to introduce students to the ways in which the US media and military currently display information.

The Instructor Text

Objectives are clearly outlined in simple, everyday language. They appear on the page on which they are introduced.

Exercise headings are visually matched for easy orientation.

Texts for dictations, Q/A exercises, and narrative passages are provided next to the exercise or activity.

GRAMMAR

OBJECTIVE: Produce and respond to oral and written inquiries about means of transportation with *How* + action verb.

Grammar Asking questions with *How* + verb

Bruce is going in the Navy. How will he travel to San Diego?

FROM SAN ANTONIO TO SAN DIEGO				
	Departure	Arrival	Hours	Cost
Car	Daily	N/A	36 hrs	\$60.00/day
Bus	8:30 a.m.	3:30 p.m.	31 hrs	\$97.50
Train	4:00 a.m.	4:00 a.m.	24 hrs	\$173.00
Plane	6:00 p.m.	10:00 p.m.	4 hrs	\$317.00

He'll go by plane. He has to buy a ticket. It will cost \$317.00, and it will take 4 hours to fly from San Antonio to San Diego.

EXERCISE A

1. Tom's trip is 4 hours long. How is he traveling?
2. My trip to San Diego will cost \$97.50. How am I traveling?
3. John will leave at 3:00 in the afternoon. How will he travel?
4. Ed will get to San Diego at 4:00 in the morning. How will he get there?
5. Mary will travel for 24 hours. How will she travel?
6. Jan will depart at 6:00 in the evening. How will she get there?
7. Harry has \$100. How can he get to San Diego?
8. Sandra likes to drive and has a lot of time. How does she want to travel?

EXERCISE A Scan the chart. Listen to questions and write short answers.

1. By plane.
2. By bus.
3. By car.
4. By train.
5. By train.
6. By plane.
7. By bus.
8. By car.

30

AMERICAN LANGUAGE COURSE

Presentation

With books closed, begin a discussion about travel. If a map of the United States is available, have a student point out the locations of San Antonio and San Diego, and discuss with the class the distance between the two cities. Have them speculate about the time it would take to travel that distance via the different modes of transportation studied thus far. Then open the books, and go over the chart on this page. Explain words and terms that are new. When students understand the chart, proceed with the exercise.

NOTE: N/A stands for *not applicable* and is used whenever information given in a chart or requested on a form does not apply or is not relevant.

NOTE: Americans are fond of giving short answers. It is not at all uncommon for most Americans to answer questions with phrases or single words because the meaning is preserved in the context of the situation or conversation.

EXERCISE A

Books open
Oral and written cue
Written response
Individual

Responses should include the word *by*.

How did you get to school this morning? By car.
How are you getting home tonight? By bus.
When are you leaving? Now.

30

AMERICAN LANGUAGE COURSE

New appearance

The Instructor Text (IT) has an entirely new format. Instructor and Student Texts are fully coordinated, with each page of the Student Text (ST) conveniently incorporated into the IT by means of a reduced image. The reduced facsimile is supplemented with answers to exercises as well as step-by-step instructions for carrying out exercises and activities.

Easy to use

Easy-to-follow teaching notes make the IT simple to use. The column next to each reduced page provides information about:

- *Language objectives:* Stated in clear and simple English, these objectives are statements of what students should be able to accomplish at the end of the lesson. They are provided as a guide for the teacher and are measured on the quizzes.

- *New vocabulary:* Each new word is listed in the margin on the page on which it first occurs.
- *Exercise instructions:* Visually matched headings draw the eye from the ST to identical headings in the IT and to headings in the explanatory text below.
- *Teacher-dictated texts:* Oral drills, listening and Q/A exercises, as well as dictation texts are listed immediately adjacent to their respective exercise when possible. Longer texts are provided in an appendix.

EXERCISE B Write questions with *How + verb*.
 Number 1 is an example.

1. get downtown
 How do you get downtown? (Answers will vary.)

2. go to work last year
 How did you go to work last year?

3. get to school next week
 How will you get to school next week?

4. travel to another city
 How do you travel to another city?

5. come to class
 How do you come to class?

6. get home from here
 How will you get home from here?

EXERCISE C Ask and answer questions about travel.

I took the bus to school today.
 How did you get to work yesterday?
 I got to work by car yesterday.
 How did you go to school today?

BOOK 6 LESSON 2
 31

NEW VOCABULARY
 departure
 arrival
 cost

EXERCISE C	
Text Location	Item Number
Appendix J	B6L2 #1

EXERCISE B
 Books open
 Written cue
 Written response
 Individual

NOTE: The preposition *to* indicates movement toward a specific location.
 Tom's going to work now.
 I'm going to the movies tonight.
 To is not used with *downtown* and *home*.
 I'm going home after work.
 We're going downtown tonight.

EXERCISE C
 Books open
 Oral cue
 Oral response
 Group

Begin this as a guided exercise. Direct the questioning by asking students how they got to class (or to work) that morning. Then have students ask each other related questions about mode of travel to various locations. Have students first ask and answer questions in the past.
 How did you get to work yesterday?
 I got to work by car.

BOOK 6 LESSON 2
 31

and then in the present to express habitual action.

How do you get to school?
 I get to school by car.

CULTURAL NOTE
 Most American schedules show times written in the following manner: 7:00 a.m., 3:30 p.m., 11:59 p.m. Americans indicate a.m. (ante meridian) or p.m. (post meridian) if the distinction is necessary. UTC or Coordinated Universal Time (0700 hours, 1530 hours, 2359 hours) is infrequently used in civilian environment, but its use is required in the US military.

New vocabulary is listed on the individual page on which it first appears.

Recommended resources, such as transparency masters or realia, are listed in the margin.

The IT offers teaching strategies, cooperative learning techniques, cultural notes, and supplementary activities that go beyond the treatment of the objectives in the ST.

• **Additional resources:** Suggested transparency masters, realia, props, related appendices, etc., appear next to the activity.

Helpful tips at a glance

In the text below each reduced ST page, teachers will find a four-line abbreviated key that provides guidance for the presentation of the drills and exercises in the lesson. The information in the key always appears in the same

order. It indicates the conditions under which the activity is to be performed, the type of cue (visual, oral, written, etc.), the type of response (oral or written), and the student participation expected (individual, choral, paired, group, etc.). Below the key, teachers will find more detailed guidelines for exercises, pertinent ESL/EFL teaching strategies, useful cooperative learning techniques, interesting cultural notes, and challenging

supplementary activities for use in mixed-level classes. Such tips are representative of the teaching techniques developed by the well-trained, native-speaker ESL/EFL professionals who teach at DLIELC.

Scope and sequence

Teachers will find the new Scope and Sequence charts provided in the preface of each book very helpful for lesson planning. View the Book 18 chart on the next page.

ALC Book 18: Scope & Sequence, Lessons 1 – 5

Lesson	Vocabulary	Functions	Grammatical Structures	Skills
1	US Presidents ➤ Becoming president ➤ Gerald Ford ➤ The sciences	➤ Report information	It + BE + adjective + (that) ➤ <i>It's possible that</i> we'll have a test tomorrow. Correlative conjunctions ➤ Justin's studying <i>both</i> Russian <i>and</i> English. Reported questions ➤ Bob <i>asked if</i> he could go. ➤ Jan <i>asked why</i> they left.	➤ Give and receive messages ➤ Scan a graphic organizer and answer questions ➤ Read a text and organize using a visual map ➤ Write a summary ➤ Timed reading (1 minute) & answer 6 questions
2	Weather ➤ Extreme weather ➤ Weather forecasts	➤ Listen to and give warnings	Present unreal conditional ➤ <i>If I had</i> money, I <i>would</i> buy a ticket to the game. <i>Wish</i> ➤ I <i>wish I had</i> money to buy a ticket. BE <i>used to</i> ➤ Mike <i>is used to</i> waking up early for class.	➤ Listen to a text and organize using a visual map ➤ Listen to a warning and answer questions ➤ Listen and give a warning ➤ Scan a graphic organizer and answer questions
3	Employment ➤ A new job ➤ Company policies ➤ Point of view	➤ Express agreement and disagreement	Negative questions ➤ <i>Don't</i> you want to go? ➤ <i>Why didn't</i> Mike go? Logical impossibility ➤ The car <i>can't be</i> out of gas! Suffix <i>-ness</i> for adjectives Suffix <i>-ment</i> for verbs	➤ Scan a graphic organizer and answer questions ➤ Read in thought groups ➤ Use intonation patterns ➤ Read a text and organize using a visual map ➤ Write a summary
4	Memories and story telling ➤ Childhood memories ➤ Helen Keller ➤ Americans With Disabilities Act	➤ Talk about past experiences	Perfect modals ➤ We <i>should have gone</i> to the movies. Restrictive adjective clauses ➤ The car <i>that we bought</i> was blue. Verb + object + <i>to</i> -infinitive ➤ John <i>advised me to speak</i> with the boss.	➤ Listen to a text and organize using a visual map ➤ Scan a graphic organizer and answer questions ➤ Timed reading (1 minute) & answer 6 questions ➤ Give and receive messages
5	Review Lesson 5 reviews all vocabulary and structures introduced in Lessons 1–4.			

American Language Course

Second Edition



Book 18

1

US Presidents



VOCABULARY:	Can you name these world leaders?	3
	Who can be president in the US?	4
GRAMMAR:	<i>It's unlikely that</i> the boss will agree with us.	6
VOCABULARY:	The road to the White House	8
WRITING:	Sending messages by e-mail	13
GRAMMAR:	Choices with correlative conjunctions	14
READING:	Reading graphs	17
VOCABULARY:	The accidental US president	18
GRAMMAR:	<i>I asked him if we had</i> any homework.	20
DIALOG:	Reporting information	23
VOCABULARY:	Science: Examining the world around us	24
WRITING:	Organizing a text using a visual map	27
READING:	Reading faster for better comprehension	30

LESSON 1 OVERVIEW

RESOURCES: Basic classroom equipment and materials.

Additional material required for teaching this lesson is located in the appendices. Identify the following material before beginning the lesson.

APPENDIX J LESSON RESOURCES

B18L1 #1 Message role-plays p. J-3

B18L1 #2 Timed Reading p. J-5

PREPARATION: Copy and cut out the role-play cards for 18L1 #1 before the lesson. The number of copies to make depends on the number of students. Make a transparency of the timed reading for 18L1 #2.

For recommended teaching techniques, refer to the preface of this text.

Objectives

- ★ Pronounce intelligibly and use in discourse the words, phrases, and expressions listed on the preview page.
- ★ Recognize and respond suitably to vocabulary italicized on the preview page, which will not be tested, but which may appear on book quizzes.
- ★ Inquire about and report what someone has said.
- ★ Use *ask* + a past tense noun clause introduced by *if* or *whether* (with appropriate pronoun and/or possessive adjective changes) to report a present tense yes/no question with or without a modal.

- ★ Use *ask* + a past tense noun clause introduced by a question word (with appropriate pronoun and/or possessive adjective changes) to report a present tense information question with or without a modal.
- ★ Use the correlative conjunctions *both ... and* and *not only ... but also* to indicate addition, *either ... or* to indicate choice or alternative, and *neither ... nor* to indicate negative choice or addition in order to conjoin nouns, pronouns, verbs, adjectives, adverbs, or independent clauses (where applicable) in parallel structures.

- ★ Use an affirmative or negative THAT noun clause (*that* optional) as the subject of a sentence for an anticipatory-*it* construction (*it* + BE + adjective), using *true*, *clear*, *probable*, *likely*, *possible*, *unlikely*, *doubtful* to express a conclusion.
- ★ Listen to a short dialog (2-3 exchanges) and select the correct inference. (Audio)
- ★ Listen to a dialog and supply information as instructed. (Audio)

(continued on next page >>>)

VOCABULARY

OBJECTIVE: Pronounce intelligibly and use in discourse the words, phrases, and expressions listed on the preview page.

OBJECTIVE: Recognize and respond suitably to vocabulary italicized on the preview page, which will not be tested, but which may appear on book quizzes.

FACILITATIVE VOCABULARY

citizen
Democrat
to double
eliminate
to heal
magnet
party
planet
Republican
salary
sickness
someday
universe
vice

Preview

What's new in Lesson 1?

NEW VOCABULARY

Nouns

academy
anthropology
appointee
appointment
biology
campaign
candidate
chemistry
design
economics
engineer
engineering
graduate
leader
leadership
physics
president
program
qualification

science

scientist
semester
social science
sociology
strategy

Verbs

acquire
appoint
design
elect
establish
lead / led / led 
motivate
name 
qualify
reach 
vote

Other words

academic
as
both ... and
current
either ... or
eligible
ineligible
motivated
neither ... nor
not only ... but also
political
primary
qualified
social

NEW GRAMMAR STRUCTURES

Kay asked Lt Ray when the parade started.

Jody asked if Capt Johnson was in the parade.

Larry wants to attend either West Point or the Air Force Academy.

It's likely that it will rain this afternoon.

LANGUAGE FUNCTION

Inquire about what someone has said.

Did Dennis ask what time the party was?
No, he asked what day the party was.

Did Jennifer ask when we have a test?
No, she asked what was on the test.

- ★ Listen for specific information in an announcement after reading a series of questions, and select answers from 2-4 choices. (Audio)
- ★ Read silently a text approximately 200 words in length within a time of no more than 2 minutes and select the answers to 6 comprehension questions with 70% accuracy (4 questions asking for factual information and 2 for inferential or general understanding).
- ★ Scan a graphic organizer to answer a series of questions. Select answers to the questions from 2-4 choices.
- ★ Read a text on a general or semi-technical topic that is 50-250 words

- in length, and write a summary of its content.
- ★ Write information in a chart or table after extracting the necessary data from a written text. (Some data may already be entered in the form.)
 - ★ Write a message after hearing a conversation in which information is conveyed that must be relayed to a third party. (Audio)
 - ★ Role-play a dialog in which a message must be taken, and elicit sufficient information to give a written message to a third person.
 - ★ Outline information in a graphic organizer after reading a text on the topic.



Ronald Reagan

Nelson Mandela

Corazon Aquino

Emperor Akihito

Queen Elizabeth II

Hosni Mubarak

Hamid Karzai

Vladimir Putin

Indira Ghandi

PHOTOGRAPHS

1. Queen Elizabeth II, England (from 1952 to the time of printing)
2. Hamid Karzai, Afghanistan (President from 2004 to the time of printing)
3. Corazon Aquino, Philippines (President 1986-1992)
4. Hosni Mubarak, Egypt (President 1981 to the time of printing)
5. Emperor Akihito, Japan (from 1989 to the time of printing)
6. Nelson Mandela, South Africa (President from 1994-1999)
7. Indira Ghandi, India (Prime Minister from 1966-1977 and 1980-1984)
8. Ronald Reagan, United States (President 1981-1989)
9. Vladimir Putin, Russia (President of the Russian Federation from 1999 to the time of printing)

Presentation

This lesson will provide information about the election process that is followed in the US for choosing the nation's president. The presentation of new vocabulary related to this theme is divided into three segments: eligibility requirements, the campaign and elections, and Gerald Ford's unusual rise to the presidency.

① To begin, turn to the first page of this lesson. Have your students examine the photograph and identify the 4 former US presidents. From the left, they are *President Ronald Reagan (1981-1989)*, *President Gerald Ford (1974-1977)*, *President Jimmy Carter (1977-1981)*,

and *President Richard Nixon (1969-1974)*. If the students know anything about any of these men, have them briefly share that information with the class.

② Next, divide the class into pairs. Have partners examine the photographs on this page together and discuss and identify these late 20th & early 21st-century heads of state by writing the number next to the name in the gray box. (See answers and additional information in the margin above.) Ask students to identify the leaders who were elected or chosen by the country's citizens for the position they held (2, 3, 4, 6, 7, 8, 9). Ask students if they can name the position held (president or prime

minister). Also ask how the other 2 (#1 and #5) became leaders of their country (by birth because they lead monarchies).

③ Have students talk about civilian leaders in the their countries. Ask:

1. What title does your leader have?
2. What is his or her name?
3. How long will he or she serve?
4. What qualities make your leader a good head of government?

NOTE: Designations for the head of state vary from country to country. Some titles are *king*, *queen*, *prince*, *princess*, *emperor*, *empress*, *chancellor*, *prime minister*, *president*, *chief* (e.g., among Native Americans in the US), etc.

NEW VOCABULARY

to vote (v)
leader
candidate
president
eligible
qualifications
ineligible
qualified (adj)
to acquire
campaign
political

COMPREHENSION QUESTIONS

1. How old must US citizens be to vote? (18 years old)
2. How old must a US citizen be to become president? (35 years old)
3. Can someone born in Canada become the US president? (No. That person is ineligible. Candidates must be natural-born citizens.)
4. What does any candidate need to get to have a successful campaign? (The candidate needs to acquire enough money.)
5. What is the reason for a campaign? (Candidates talk about their ideas and try to make Americans believe they're the best person to be the president.)

Vocabulary

Who can be president in the US?



All US citizens who are 18 years or older have the right to **vote** and select the **leader** of the government. However, not every US citizen can be a **candidate** for the demanding job of **president**. To be **eligible**, a person must be a natural-born citizen, be 35 years of age or older, and have lived in the US for at least 14 years. People who do not have all three of these **qualifications** are **ineligible** to become president.

When there is a group of **qualified** candidates, the voters must examine who these candidates are and what each candidate would do if he or she became president. For this reason, the candidates must **acquire** enough

money to start a **campaign**. During the campaign, the candidates talk about their **political** ideas and try to get the American people to believe that they are the best person for the job. This is the time for voters to listen carefully to the candidates' ideas, make their decisions, and select the person that they believe will be best for the country.



EXERCISE A Use the bolded word(s) in the text to answer the questions.

1. Which word means a person who wants a job or office? candidate
2. What is another word that means to get or to own? acquire
3. What two words can we call a country's top person? leader & president
4. What word means not qualified or not able to do something? ineligible

Presentation

The text above discusses minimum qualifications required for US presidential candidates as well as the need for sufficient resources to finance the long campaign process to win the highest political position.

Begin by having students read the title and examine the photographs. Ask students to identify the past US president in the top photo (*Former President Bill Clinton, 1993-2001*). Also ask them to identify the building (*The White House in Washington, DC*), which is generally synonymous with the position of US president.

Instruct students to read the paragraphs

silently to themselves first. Next, review the new vocabulary with the students, especially modeling words with problematic pronunciation such as *eligible*, *ineligible*, *qualification*, *qualified*, *acquire*, and *campaign*. Clarify meaning from context as needed. Then, select 2 students to read the paragraphs aloud to the class. Follow the oral reading with the comprehension questions in the upper left margin.

If time allows, ask students about the qualifications the elected leader of their country must have, e.g.,

1. Must the candidate have been born in your country (be natural born)?
2. Is there a minimum age?

3. Must the candidate have lived in your country for a minimum amount of time (residency requirement)?

CULTURAL NOTE: Article II of the United States Constitution lists the mandatory prerequisites for those who wish to serve as US president. The constitution has amendments (or changes) and the 15th and 21st Amendments deal with voting.

EXERCISE A

Books open
Written cue
Written response
Individual

EXERCISE B Match the question with the best answer.

- | | |
|--|---|
| <u>c</u> 1. What qualifications do you have to have for the job? | a. No, I'm only 17. I'm ineligible because I'm not old enough. |
| <u>d</u> 2. What do the police do to fight drugs? | b. I'm eligible to retire in two years. |
| <u>a</u> 3. Are you going to vote this year? | c. You must have a college degree and three years of experience. |
| <u>f</u> 4. How often is a new leader chosen? | d. They have a campaign in which officers go into schools to explain the dangers of drug use. |
| <u>b</u> 5. When will you leave the military? | e. Yes, he's very qualified for the job. |
| <u>e</u> 6. Do you think Bob will get the promotion? | f. We vote for one every four years. |

EXERCISE C Complete the sentences with words from the box.

eligible	campaigns	leader	candidates
ineligible	political	qualify	

- There are six candidates for the position. Our boss should make the final selection for the job sometime next week.
- Because of John's 30 years of service, he's eligible for retirement.
- In 1968, Pierre Trudeau became Canada's leader.
- Gerald's political beliefs are very different from mine.
- Martha's ineligible for the job because she doesn't have enough work experience.
- I will qualify for my pilot's license after I finish my final flight tomorrow.
- Every four years, there are presidential campaigns in the US.

NEW VOCABULARY
to qualify (Exercise C, #6)

NOTE: This new objective term appears for the first time. It is not bolded because it is in an exercise. Students are expected to apply the reading strategies of working with word families to determine meaning. Ensure students learn this objective term as it may appear on the book quiz.

EXERCISE B

Books open
Written cue
Written response
Individual

NOTE: In #2d, *campaign* has a somewhat different meaning. Broadly, a *campaign* is a set of planned activities that are undertaken to reach a certain social, commercial, or political goal.

EXERCISE C

Books open
Written cue
Written response
Individual

Students can check answers with a partner after completing the exercise individually.

GRAMMAR

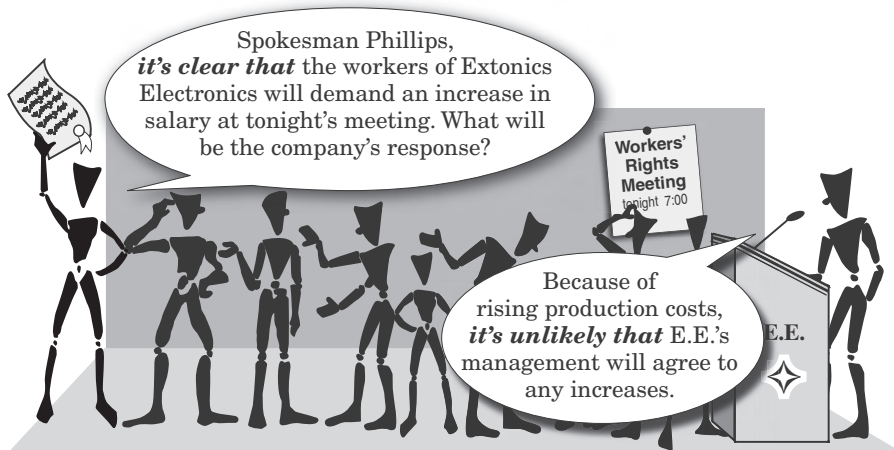
OBJECTIVE: Use an affirmative or negative **THAT** noun clause (*that* optional) as the subject of a sentence for an anticipatory-*it* construction (*it* + BE + adjective), using *true*, *clear*, *probable*, *likely*, *possible*, *unlikely*, *doubtful* to express a conclusion.

COMPREHENSION QUESTIONS

1. Who are the people in the group in front of the wall? (They're workers.)
2. Who is the man behind the microphone? (He's Spokesman Phillips, a spokesman for the electronics company.)
3. Where are they? (They're at a worker's meeting.)
4. Why are the workers unhappy? (They want an increase in salary.)
5. Will Extonics Electronics give the workers more money? (It's unlikely.)
6. Why are any increases unlikely? (Because of the rising production costs)

Grammar

It's unlikely that the boss will agree with us.



It's	100%	true / clear	(that)	+	a conclusion that is made from an observation
	↓	likely / probable			
		possible			
	25%	unlikely / doubtful			

❖ These 6 are the adjectives most commonly used to introduce conclusions.

EXERCISE A Write the adjectives that show your own conclusions.

1. It's _____ the moon is not a place where we can live.
2. It's _____ too many cars make the air in big cities dangerous.
3. It's _____ the whole planet will become much warmer soon.
4. It's _____ people's activities cause weather problems.
5. It's _____ we'll catch or kill all the fish in the oceans someday.
6. It's _____ we are the only people in the universe.
7. It's _____ we can eliminate all sickness someday.
8. It's _____ all nations can work together to solve world problems.

6

AMERICAN LANGUAGE COURSE

Presentation

In this lesson, *it* in the subject position refers to a *that*-noun clause that states a conclusion made from an observation. *It* in the subject position of a sentence occurred in Book 10 (for temperature, weather, time, and distance) and in Book 16 to refer to a *to*-infinitive phrase, as in *It's nice to meet you*.

❶ Put students in pairs and have them read the dialog at the top of the page. If necessary, explain the meaning of *spokesman*.

❷ Ask the first question in the margin above. Tell students to discuss the answer with their partner. Call on students to answer the questions.

❸ Repeat steps 1 and 2 for the remaining questions in the margin.

❹ Go over the paradigm. Point out that the adjectives are listed in order of probability, from 100% probability at the top to 25% at the bottom. Use the paradigm to identify the different parts of the example sentences in the speech bubbles.

Explain that the conclusion which occurs after *that* (whether the word *that* is included or not) must be a noun clause, i.e., it must contain both a subject and a verb.

EXERCISE A

Books open

Written cue

Written response

Individual, then groups

Have students complete the exercise individually. Ask them where *that* could go in the sentences. Then put them in groups of 3 to compare answers. Ask students to give reasons to support the answers they chose.

NOTE: The statements in this exercise can be used to initiate in-depth discussions on a variety of topics.

EXERCISE B Complete the sentences with your own conclusions.

1 Summer Vacations

Location Number of Vacationers



|||||



|||||

CONCLUSION: It's clear that ...

2 Coach Who?

So far this season our local high school football team, the Fighting Flyers, has played 8 games, of which they won only one. The team has had the same coach, Walter Gibbons, for 6 years and in those 6 years, he has led the Flyers to only 7 wins. That's an awful record! So it's doubtful that ...

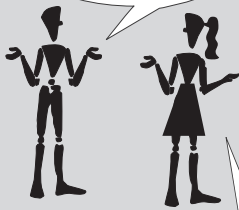
3



I have a lot of tournaments this year, so it's probable that I ...

4

Mr. Halston's new secretary just quit. That's the third new secretary of his to quit in a month.



Well, he's terribly rude. It's possible that ...

5

School News

For the past week, our principal, Ms. West, has been arriving earlier and earlier at the school. Why? She's trying to catch the person who is responsible for throwing garbage all over the playground and sports field every night. She is now asking the police to watch the school at night. Patrolman Peter Evans isn't worried. He says, "It's likely that ..."

EXERCISE B

SAMPLE CONCLUSIONS

1. *It's clear (that) vacationers prefer the beach to the mountains.*
2. *It's doubtful (that) the Flyers will win the next game.*
3. *It's probable (that) I'll be the next golf champion.*
4. *It's possible that they became very upset with him.*
5. *It's likely that an animal is throwing the garbage around as it looks for food.*

EXERCISE B

Books open

Written and visual cue

Oral response

Pairs

In this exercise, students will draw conclusions after looking at different kinds of information.

After the pairs have discussed the information and drawn their conclusions, ask volunteers to share their conclusions with the class. Require them to give reasons to support the conclusions they made.

Additional activity

Have pairs try using different adjectives and draw new conclusions based on the adjectives' meaning.

NEW VOCABULARY

strategy
to elect
to design
to reach (to accomplish)
primary
either ... or
to lead
leadership
establish
to reach (to arrive at)
to appoint
appointee
to motivate

COMPREHENSION QUESTIONS

1. *In order to collect a lot of money, what do candidates have to do?* (They have to design a plan.)
2. *To which two political parties have most US presidents belonged?* (They've been either Democrats or Republicans.)
3. *What happens on the 20th of January after an election year?* (The new president begins to lead the country.)
4. *What does the president do when he reaches the White House?* (He appoints people to positions in his new government.)

Vocabulary

The road to the White House

*The road to becoming president of the United States is not an easy one. The candidates must have good **strategies** for their campaigns and for the country if they want to be **elected** president. There are several major steps that each candidate must complete.*

ON THE ROAD: Presidential campaigns usually start one year before the national election because there are often a lot of candidates. During this first step, each candidate must show the American people what makes him or her different from the others and why his or her ideas are the best ones for the country. The candidates also have to **design** a plan to **reach** the goal of collecting millions of dollars for their campaigns. Traveling to all the states and advertising can cost millions of dollars, so collecting money is a **primary** goal in the beginning.

HALFWAY THERE: Primary elections in the individual US states are the second step in the race for president. Each political party's members vote in the primary elections. The purpose is to reduce the number of candidates a party has and decide which one will be the party's official candidate for president. After the people in the states vote

on who they think will be the best person for their political party, a special gathering, called a convention, is organized. At the convention, the winner of the primary elec-



tion is officially nominated, or named, the party's candidate for president. These official nominees then continue to campaign and prepare for the general election, which is held in early November.

END OF THE ROAD: The final step is the general election which is held only once every four years. The general election includes each of the

candidates from the different political parties. Its purpose is to elect the next US president. Even though there may be candidates from several political parties, the new president usually comes from one of two parties. Since 1853, all US presidents have been **either** Democrats **or** Republicans.

The winner of the election doesn't start the job right away. It isn't until January 20th of the next year that the new president begins to **lead** the country. Under his **leadership**, the government will **establish** the political direction of the country for the next four years.

When the president finally **reaches** the White House, his hardest work begins. He has to **appoint** people to positions in his government. These **appointees** will usually be people from his own political party. They will help him accomplish the goals he described during his campaign. The president must **motivate** his senior staff to help him reach these goals and keep the support of the US public. ■

Presentation

This section focuses on the presidential election process. It can take more than a year before the eventual winner takes office. Candidates have to spend time, money, and energy campaigning. The process of running for US president is often called a long road or difficult campaign trail as in the text above.

① Have students open their books, read the title and examine the photograph. Read the introduction to them; then, ask them to guess the relationship between the title and the photograph. (*The building represents the end of a successful presidential campaign. It shows the inauguration of Former*

President Bill Clinton in front of the Capitol Building in Washington, DC, on Jan 20, 1993 while he was being sworn in as the 42nd US president.)

② Have your students prepare the reading as a jigsaw activity. Divide the class into 3 groups. Point out that the text has 3 parts (*On the Road; Halfway There; End of the Road*). State that each group will prepare a section and present it to the class.

To prepare the class for the task, briefly summarize the content of each section as a preview and to orient the students to the content. Then, assign the sections.

Next, have members of each group read silently to themselves, discuss with their

group, and select a speaker to present the content. Give students 5 minutes to prepare. Clarify vocabulary as needed. Then, have them give their presentation to the class. Follow their presentations with the questions in the margin above and Exercise A on the following page.

Additional activity

Have students talk about their country's election campaigns. Use a chart as shown below to record student responses on the board:

Country	Campaign length	Cost	Political parties
US	+1 year	\$\$\$\$	often just 2

EXERCISE A With a partner, discuss these sentences.

1. There are three steps on the road to becoming president. Name two things that happen in each of the steps.
2. Why is collecting money a primary goal in the first step?
3. What is the purpose of the primary elections?
4. What is the purpose of the general election?
5. What happens on the 20th of January after an election year?
6. Why is it important that the new president motivate his senior staff?

EXERCISE B Select the best answer.

1. At halftime the team was behind by 20 points, so the coach talked to all the players and _____ them to play their best.
☒ a. motivated
b. reached
c. elected
2. Follow the tour leader. He will _____ you through the museum.
a. appoint
b. design
☒ c. lead
3. Sara needs to _____ a fitness routine so she can lose weight.
a. vote
☒ b. establish
c. qualify
4. Bob is a good worker, but he doesn't have any of the _____ qualities that are necessary to be the boss.
☒ a. leadership
b. candidate
c. campaign
5. The company _____ its goal by finishing the job on time.
a. led
☒ b. reached
c. designed

(continued on next page)

EXERCISE A

1. *On the road – design a plan, travel to all the states, & collect money*
Halfway there – people in each state vote, have a convention, nominate official candidate
End of the road – vote in the general election, establish the country's political direction, appoint people to government positions, motivate senior staff
2. *Traveling to all the states and advertising costs millions of dollars.*
3. *Reduce the number of candidates*
4. *Elect the new president or re-elect the current president for a second term*
5. *The new president begins to lead the country.*
6. *Because they must help him reach the goals he described during his campaign.*

EXERCISE A

Books open
Written cue
Oral response
Pairs

Circulate and monitor the pairs' discussions. Facilitate as needed. Select pairs to share their answers with the class.

EXERCISE B

Books open
Written cue
Written response
Individual

6. The coach used a good _____ to win the basketball game.
- a. strategy
 - b. leadership
 - c. qualification
7. At the next town meeting, the people will _____ a new chief of police.
- a. elect
 - b. design
 - c. lead
8. It is necessary to complete all of the steps in the application process to become _____ to the US Air Force Academy.
- a. a leadership
 - b. an appointee
 - c. a qualification
9. Sally _____ her own wedding dress because she couldn't find one she liked in the stores.
- a. led
 - b. qualified
 - c. designed

EXERCISE C Write the definitions of the words in bold.

Write the meaning in your own words. Answers may vary.

1. a. They wanted to **design** a machine that was attractive and useful.
b. John got a pen and paper, and he **designed** the house he's always wanted.
to design: to make plans
2. a. Not studying was the **primary** reason Joshua didn't pass the test.
b. Brenda's **primary** job was typing letters, but she also took notes at meetings.
primary: first / number one / most important
3. a. The group of students **appointed** Brian the leader.
b. The president **appoints** the people who'll work with him while he's in office.
to appoint: to select or choose for a job
4. a. Brad **reached** the airport on time for his flight.
b. We didn't **reach** the gas station before we ran out of gas.
to reach: to arrive (at)

EXERCISE C

Books open
Written cue
Written response
Individual

Have students compare their answers with a partner when they finish.

EXERCISE D Write the word from the gray box that goes with each phrase.

Number 1 is an example.

strategy	acquire	reach
lead	establish	name

① strategy

an exit ____

a good ____

a winning ____

② reach

____ a decision

____ our goals

____ someone by phone

③ establish

____ himself

____ a school

____ the rules

④ lead

____ by example

____ a conversation

____ a group of people

⑤ name

____ the baby

____ the winner

____ the new president

⑥ acquire

____ a taste

____ a skill

____ some money

EXERCISE E Complete the sentences with the phrases from Exercise D.

Use only the first phrase from each box in the sentences below. Number 1 is an example.

- General Howard developed an exit strategy before he sent the soldiers overseas.
- Sally must reach a decision about accepting the job by tomorrow.
- A good officer should lead by example.
- John decided to name the baby after his father.
- Robert's begun to establish himself as a news reporter.
- Michael has started to acquire a taste for German beer since he moved to Berlin.

EXERCISE D

Books open
Written cue
Written response
Pairs

EXERCISE E

Books open
Written cue
Written response
Pairs

Be sure to tell students that only the first phrase of each item in Exercise D is used.

NOTE: Some of the collocations are idiomatic expressions.

- *acquire a taste* – to develop a liking or to learn to like, especially in reference to food and drink
- *establish oneself* – to make people accept that you can do something or to become known, often used in reference to a job or business

WRITING SKILL

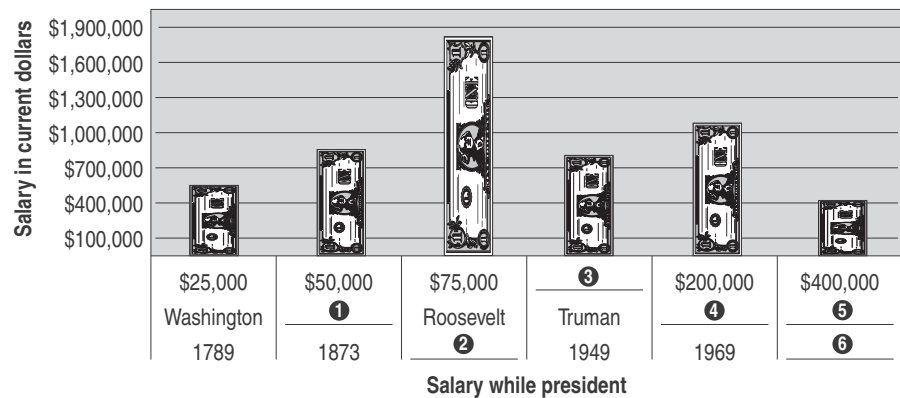
OBJECTIVE: Write information in a chart or table after extracting the necessary data from a written text. (Some data may already be entered in the form.)

NEW VOCABULARY

current

EXERCISE F Complete the bar graph with information from the text.

PRESIDENTIAL SALARY TIME LINE



- | | |
|--------------------------|----------------------|
| 1. _____ Grant _____ | 4. _____ Nixon _____ |
| 2. _____ 1901 _____ | 5. _____ Bush _____ |
| 3. _____ \$100,000 _____ | 6. _____ 2001 _____ |

The money that a person is paid for doing a job is called a salary. Some business owners and famous actors in the US have yearly salaries of more than one million dollars; compared to these high salaries, the president of the US makes very little.

The president's salary depends on the **current** cost of living in the US during the time that he's president. Every year the prices of things people need increase, and most salaries also adjust with the prices.

George Washington was the first US president. His salary was set at \$25,000 in 1789. This was a very high salary for that time. If Washington's salary is compared to and adjusted for the cost of living now, it equals about \$550,000.

Since 1789, the government has increased the president's salary only five times. In 1873 it was doubled for President Ulysses S. Grant. It stayed at \$50,000 for 28 years. Then it was changed to \$75,000 when Theodore Roosevelt became the 25th president of the US in 1901. The third increase was in 1949 when the government raised the presidential salary by \$25,000 for President Harry Truman.

When the 37th president, Richard Nixon, entered office, the presidential salary was doubled to \$200,000. The last increase was in 2001 when George W. Bush became president. He was paid \$400,000 annually as president from 2001-2008.

12

AMERICAN LANGUAGE COURSE

EXERCISE F

Books open

Written cue

Written response

Individual

This scanning activity is intended to help improve students' reading fluency. Scanning activities have appeared in previous ALC books, most recently in Book 16. The focus of this scanning exercise is to complete missing information in the bar graph.

① Ask students what is meant by scanning. Remind students that scanning is a necessary skill when looking for key information quickly.

Scanning is a reading strategy which requires readers to move their eyes very quickly across a text to look for specific information. When scanning, readers don't read every word or stop reading when they see a word they don't understand.

② Ask students what types of texts people usually scan. Some examples are:

a table of contents
a train schedule
a telephone book
dictionary pages
an index
classified ads

③ Ask students to examine the bar graph and tell you what type of

information they will be looking for in the text to complete the graph (dollar amounts, names, and years). Ensure that students understand they should not read every word in the text when scanning it.

④ Have students scan the text to complete the missing information in the chart. You may want to make this a timed reading. It should take only a few minutes.

Additional Activity

Have the students read the paragraph for comprehension. Then let them discuss the topic as a class or in small groups.

Writing

Sending messages by e-mail

With a partner, role-play two dialogs. Take turns being the note taker. Below is an example.

A	Commandant Ask your secretary to send an e-mail to Mr. Martins, the new teacher, to welcome him. Tell him to report at 0645 on Monday to Room G120.	Secretary The Commandant will ask you to send an e-mail. Ask questions to find out the information you need to put in the e-mail.	B
----------	---	---	----------

Notes

Who: Mr. Martins

What: Meet with Commandant

Where: Room G120

When: Monday at 0645

Why: Welcome

Use your notes to write an e-mail.

To: Mr. Martins

Subject: Welcome

Sir,

The Commandant welcomes you to our school. He expects to see you in Room G120 on Monday at 0645 for your first day of work.

BOOK 18 LESSON 1

13

WRITING SKILL

OBJECTIVE: Role-play a dialog in which a message must be taken, and elicit sufficient information to give a written message to a third person.

Text Location	Item Number
Appendix J	18L1 #1 p. J-3 Message role-plays

PREPARATION: Before class, copy and cut out enough role-play cards from Appendix J so each pair of students can complete 2 role-plays.

Presentation

This activity previously occurred in Book 17.

In this activity students will receive information, take notes, and pass that information on in the form of an e-mail.

❶ Tell students that they are going to write an e-mail, but before they write, they need to obtain information to include in it. They will do this through 2 role-plays with their partners.

❷ Model a role-play by using the example role-play card at the top of the page. Take the role of Student B and have the class take the role of Student A. Copy the information questions from the

notes section on the board and ask the class questions to fill in the information.

❸ Divide the class into pairs and assign each student a role, A or B. Pass out the role-play cards and explain that Student B needs to ask questions to get information and take notes on the note pad. Student A should not read the role-play card directly to his partner; instead, he should lead the conversation and not just wait for questions from his partner.

❹ Hand out a second set of role-play cards. Tell students to repeat the activity, switching roles. This time Student A will take the role of Student B and vice versa.

❺ Once all students have played Role B (the note taker), tell them to use only their notes on the note pad to write an e-mail. Tell students to focus on the facts in the message and not worry about grammar when writing. Circulate and assist as needed.

❻ Have partners exchange e-mails and check to see if the information in it is correct. Ask student volunteers to read their e-mails to the class.

GRAMMAR

OBJECTIVE: Use the correlative conjunctions *both ... and* and *not only ... but also* to indicate addition, *either ... or* to indicate choice or alternative, and *neither ... nor* to indicate negative choice or addition in order to conjoin nouns, pronouns, verbs, adjectives, adverbs, or independent clauses (where applicable) in parallel structures.

DIALOG 1 QUESTIONS

1. *Where will the Hills go on vacation?*
(They'll go to both Italy and India.)
2. *What does Mrs. Hill want to see?*
(She wants to see not only the Roman Coliseum but also the Taj Mahal.)

DIALOG 2 QUESTIONS

1. *What did Steve win?*
(He won a free trip.)
2. *What are his choices?*
(He can go to either Italy or India.)
3. *Where does he choose to go?*
(He'll go to India.)

DIALOG 3 QUESTIONS

1. *What does Ben want to do?*
(He wants to visit Italy or India.)
2. *Will Ben go to Italy?*
(No.)
3. *Will he go to India?*
(No.)
4. *Why not?*
(He's broke.)

Grammar

Choices with correlative conjunctions

Mrs. Hill: Let's talk about our vacation plans, Mike.
I'd like to go to Italy or India if possible.

Mr. Hill: That sounds like a great idea. Why don't we go to both Italy and India?

Mrs. Hill: Really? I'd love to see not only the Roman Coliseum but also the Taj Mahal.

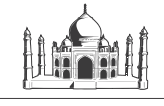
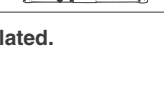
Game Show Host: Congratulations! You've just won a free trip to either Italy or India. Which one will you choose?

Winner: Well, I've already been to Rome, so I'll pick India because I want to see the Taj Mahal.

Ben: It'll soon be time for my vacation. I want to visit Italy to see the Coliseum or India to see the Taj Mahal, but I'm completely broke.

Julia: Hmm, too bad. I guess neither Italy nor India is in your future.

Ben: I guess not. I'll just have to stay home this year.

Italy	correlative conjunctions	India
	both ... and ... (ADD 2 THINGS TOGETHER)	
	not only ... but also ... (ADD 2 THINGS TOGETHER)	
	either ... or (ONLY ONE CAN BE CHOSEN)	
	neither ... nor (NO CHOICES ARE AVAILABLE)	

❖ These conjunctions are used to combine ideas that are related.

Presentation

This presentation introduces correlative conjunctions. These conjunctions emphasize the coordinated status of the items joined.

- 1 With books closed, elicit and list on the board places the students would like to visit. Choose a place that multiple students want to visit and write 2 sentences on the board, e.g.,

Karl wants to visit New York.
Sam wants to visit New York.

- 2 Ask the class to join the 2 sentences using the conjunction *and*. Write the new sentence on the board:

Karl and Sam want to visit New York.

- 3 Ask students if they know other ways to join the sentences. Elicit *both* and write it at the head of the sentence: *Both Karl and Sam want to visit New York*. Ask if *both* changes the meaning (*no*). Explain that the use of *both ... and* emphasizes the idea of addition and is stronger than using just *and*.

- 4 Open books and pick 2 students to read the first dialog. Ask the questions in the margin above to check for comprehension based on the target structure. Repeat this process for the second and third dialogs. Use the pictures in the chart to reinforce the meaning of each conjunction.

- 5 Go over the paradigm. Explain that words joined by the conjunctions must be the same part of speech, e.g., nouns, verbs, adjectives, etc. Direct students to return to the 3 dialogs and underline the correlative conjunctions.

- 6 Have the class go back to the sentence in Step 2 and transform it by using *not only/but also*, *either/or* and *neither/nor*. Stress the way *either/or* and *neither/nor* change the meaning of the sentence.

EXERCISE A Use the chart to help you fill in the blanks.

- Lee is both tall _____ and _____ strong for his age.
- Bill has neither written _____ nor _____ spoken to his mother in a year.
- Not only Meagan _____ but also _____ Rita got sick from eating bad seafood.
- Either study for the test _____ or _____ receive a low score.
- The weather in San Antonio is not only really hot _____ but also _____ terribly humid.
- We both ran _____ and _____ swam every day for months.
- Erin has written the report neither quickly _____ nor _____ neatly.
- We can afford to buy either a sofa _____ or _____ a TV, but not both.

EXERCISE B Complete the sentences with words from the box.

The answer must match the part of speech of the word in *italics*.

generous	my sister	cautiously	go fishing
basketball	Australia	boring	watches

- Long airplane flights can be either *interesting* or _____ boring _____.
- Ron plays both _____ basketball _____ and *football*.
- Neither _____ my sister _____ nor *my brother* remembered my birthday.
- Bill drives not only *slowly* but also _____ cautiously _____.
- Mark neither _____ watches _____ the news on TV nor *reads* the paper.
- I've been to both *Africa* and _____ Australia _____ several times.
- I like to either *spend* time with my family or _____ go fishing _____ with friends.
- My friend Karen is not only *intelligent* but also _____ generous _____.

EXERCISE A

- tall* – *strong* (adjectives)
- written* – *spoken* (past participle verbs)
- Meagan* – *Rita* (proper nouns)
- study* – *receive* (imperative verbs)
- hot* – *humid* (adjectives)
- ran* – *swam* (simple past verbs)
- quickly* – *neatly* (adverbs)
- sofa* – *TV* (nouns)

EXERCISE B**PARTS OF SPEECH**

- adjective
- noun
- noun
- adverb
- verb
- proper noun
- verb
- adjective

EXERCISE A

Books open
Written cue
Written response
Individual

When the students have finished, remind them that the words joined by the conjunctions are the same part of speech. Have them underline these parallel structures in each sentence and name the part of speech. (Answers are in the upper margin.)

EXERCISE B

Books open
Written cue
Written response
Individual

Elicit the parts of speech of the words in italics before letting students begin. (Answers are in the upper margin.)

	subject 1		subject 2	verb	
Not only	John	but also	Mike	is	tired.
Either		or	his friends	are	
Neither		nor			

- ❖ When these conjunctions join 2 subjects, the verb must match the subject nearest to it (subject 2 in the chart above).

Both	John	and	Mike	are	tired.
------	------	-----	------	-----	--------

- ❖ Both ... and ... are always followed by a plural verb.

EXERCISE C Circle the verbs that match the nearest subject.

- Not only the students but also the teacher is / are going to the theater.
- Neither Pvt. Smith nor Pvt. Wheeler was / were late today.
- Either a cake or flowers makes / make a nice gift.
- Neither rainy nor windy weather is / are common in the summer.
- Both Sam and Jim is / are playing in tonight's soccer game.

EXERCISE D Combine the sentences using the words in parentheses.

Number 1 is an example.

- The driver was injured. The passenger was injured. (Both ... and)
Both the driver and the passenger were injured.
- Potato chips aren't healthy. Soda isn't healthy. (Neither ... nor)
Neither potato chips nor soda is healthy.
- My neighbor helps me every day. The Trents help me every day. (Either ... or)
Either my neighbor or the Trents help me every day.
- Wheat is grown in Kansas. Corn is grown in Kansas. (Not only ... but also)
Not only wheat but also corn is grown in Kansas.

Presentation continued

These paradigms show how the verb of parallel subjects joined by correlative conjunctions is conjugated.

In the first paradigm with 3 of the correlative conjunctions, the second subject (*subject 2*, the one nearest the verb) determines if the verb is singular or plural. Whether the first subject (*subject 1*) is singular or plural does not affect the verb.

The second paradigm shows that parallel **subjects** which are joined by *both ... and* always require a plural verb.

EXERCISE C

Books open
Written cue
Written response
Individual

EXERCISE D

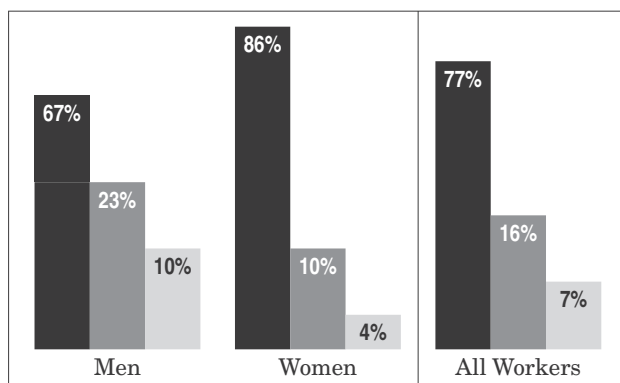
Books open
Written cue
Written response
Individual

When finished, volunteers can write their sentences on the board. Direct other students to come up and circle the correlative conjunctions, underline the parallel parts of speech, and check for subject-verb agreement.

NOTE: Only sentences with parallel subjects are practiced in this exercise in order to focus on just one of the many grammatical aspects of correlative conjunctions.

Carefully study the bar graph. Then answer the questions.

In 2006, how many hours did men and women work in the US?*



*Number of hours worked per week
 ■ 35-44 ■ 45-54 ■ 55-99

Adapted from the US Dept of Labor, Bureau of Labor Statistics

- What percentage of women worked 45-54 hours per week?
 - 3%
 - 10%
 - 86%
- In which category did women work more than men?
 - 35-44 hours
 - 45-54 hours
 - 55-99 hours
- What percentage of men and women worked 55-99 hours per week?
 - 4%
 - 7%
 - 10%
- In the US, a normal work week is around 40 hours. What percentage of men and women work a normal work week?
 - 16%
 - 85%
 - 77%
- Who worked more hours in a week?
 - men
 - women

BONUS QUESTION

- Where does this information come from and what year is it about?

US Dept. of Labor, 2006

READING SKILL

OBJECTIVE: Scan a graphic organizer to answer a series of questions. Select answers to the questions from 2-4 choices.

COMPREHENSION QUESTIONS

- What is the title of the bar graph? (In 2006, how many hours did men and women work in the US?)
- What are the 3 groups of people represented in the chart? (men, women, and all workers)
- Why are there three different colors? (They show the number of hours worked per week.)
- What color is used for each group of hours worked per week? (black – 35-44 hours; dark gray – 45-54 hours; light gray – 55-99 hours)

Presentation

Graphs, charts, maps, and other kinds of graphic organizers appear throughout this book. The ability to understand non-prose information (information which is not text-intensive) will help students improve their comprehension of technical and semi-technical materials. Refer to the preface for additional information on different kinds of graphic organizers.

In this activity, students will scan a bar graph and answer questions.

- Tell students to look at the graph and the title. Ask them the general comprehension questions in the right margin.

- Have students answer the questions individually. Let them check their answers with a partner before checking as a class.

Additional activity

Lead a discussion about the information in the graph and compare it to labor practices in students' countries. Encourage students to make comments, give opinions and ask questions. The following questions can be used as prompts:

- How many hours do you work per week?
- How many hours does your husband or wife work?

- Why do you think men in the US work longer hours than women?
- Do you think that the amount of hours men and women work is different in your country?

NEW VOCABULARY

not only ... but also
to name (to appoint or select)
neither ... nor
appointment
both ... and
to name (to give a name to)
as
to reach (to get a message to)

COMPREHENSION QUESTIONS

1. *Did Ford know that an even bigger change was going to happen after he became vice president?* (No. Neither Ford nor the American people were aware.)
2. *What happened after President Nixon had to leave office?* (Ford's appointment to President)
3. *After becoming President, what did Ford work hard to do?* (He worked hard to reach all Americans and help them understand the changes in the government.)
4. *Who was president after Ford?* (President Jimmy Carter)

Vocabulary *The accidental US president*

*Most US presidents come to office through public elections, but Gerald Ford took a very different road when he became the 37th president of the US. Ford was **not only** vice president **but also** president without ever being elected by the people of the US.*



In 1973, President Richard Nixon **named** Ford to replace Vice President Agnew because Agnew was having problems with the law and had to leave office. **Neither** Ford **nor** the American people were aware that an even bigger change was about to happen. Ford's **appointment** to president occurred less than a year later when President Nixon also had to leave office. It was a very difficult time for the country because the nation had lost **both** an elected president **and** an elected vice president in a period of only one year. Some newspapers **named** Ford the "Accidental President" because he got the job without being elected.

In his first speech **as** president on August 9, 1974, Ford famously said, "This is an hour of history that troubles our minds and hurts our hearts." He worked hard to **reach** all Americans and help them understand the changes in the government. He served as president until 1977 when he lost the next presidential election to Jimmy Carter. President Carter began his first presidential speech to the nation by saying: "For myself and for our nation, I want to thank [Ford] for all he has done to heal our land."

EXERCISE A Answer the following questions in complete sentences.

1. Why was Gerald Ford one of the most unusual US presidents?
He was not only president but also vice president without ever being elected.
2. Who chose Ford for the office of the vice president?
President Richard Nixon named Ford to replace Vice President Agnew.
3. What did some newspapers call President Ford?
Some newspapers named Ford the "Accidental President."
4. Who did the country lose in the period of only a year?
The nation lost both its president and its vice president in this period.

18

AMERICAN LANGUAGE COURSE

Presentation

This is the fourth and last section on the theme of the US presidency.

❶ With books closed, encourage partners to think of and talk about an unusual civilian or military leader of the past. Students should discuss what qualities made the leader unusual and/or what was unusual about the way the leader reached his or her high position. After talking, pairs can share their ideas with the rest of the class.

❷ Have students open their books. Draw attention to the title and introduction at the top of the page. Ask for a few predictions of how Gerald Ford became the US President.

- ❸ Allow the students to read the text silently.
- ❹ Ask the comprehension questions in the left margin.
- ❺ Review each vocabulary term for meaning in context and pronunciation. Give or elicit other examples of the terms by relating them to the students' own lives.

NOTE: Even though *both ... and*, *not only ... but also*, and *neither ... nor* are practiced in the previous grammar presentation, they're bolded here because it's the first time that they appear within context in the vocabulary presentations.

EXERCISE A

Books open
Written cue
Written response
Individual

EXERCISE B Write the underlined words in the correct category below.

1. Andrew and Teresa design internet pages for their company.
2. Mary is eligible to work as a nurse; she has all the necessary qualifications for the job.
3. Robert primarily works half days at his current job. He's motivated to find another one because he wants to earn more money. Money motivates many people.
4. There is only one candidate. If he is qualified, the president will appoint him.
5. Since TSgt Johnson speaks Chinese and Arabic, she qualifies for extra money. The military has a great need for speakers of these languages, so it rewards people who speak them.
6. The president will announce the appointment of his Secretary of Defense today.
7. Stephen is currently writing his first book. He expects to be done next year.

NOUN	VERB	ADJECTIVE	ADVERB
qualifications	design	eligible	primarily
candidate	appoint	qualified	currently
appointment	motivates	current	
	qualifies	motivated	

NEW VOCABULARY

motivated (adj) (#3)

NOTE: This new objective term appears for the first time. It is not bolded because it is in an exercise. Students are expected to apply the reading strategies of working with word families to determine meaning. Ensure students learn this objective term as it may appear on the book quiz.

EXERCISE B**Books open****Written cue****Written response****Pairs**

Encourage pairs to explain to each other why a given underlined word is a particular part of speech.

Point out the word families: i.e., *qualifications – qualifies – qualified*, etc.

NOTE: The determination of part of speech is practiced again in later lessons. This exercise is intended to serve as a build-up to those later and more difficult exercises in which students will be required to write the transformations of the various parts of speech. If needed, review the function of each part of speech in the chart.

- *noun – person, place, or thing/idea*
- *verb – shows a condition or action*
- *adjective – describes a noun*
- *adverb – describes a verb, adjective, or another adverb*

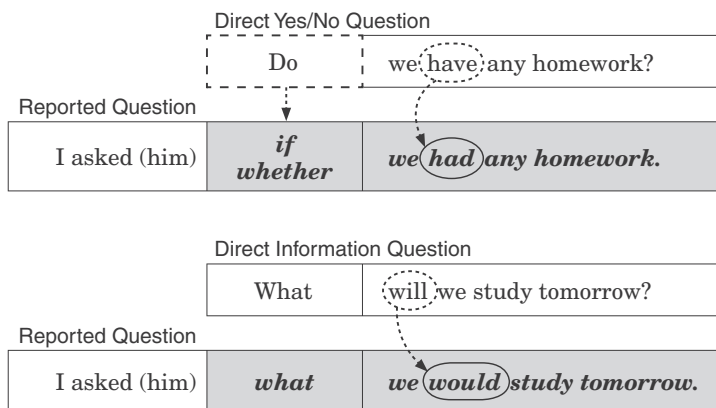
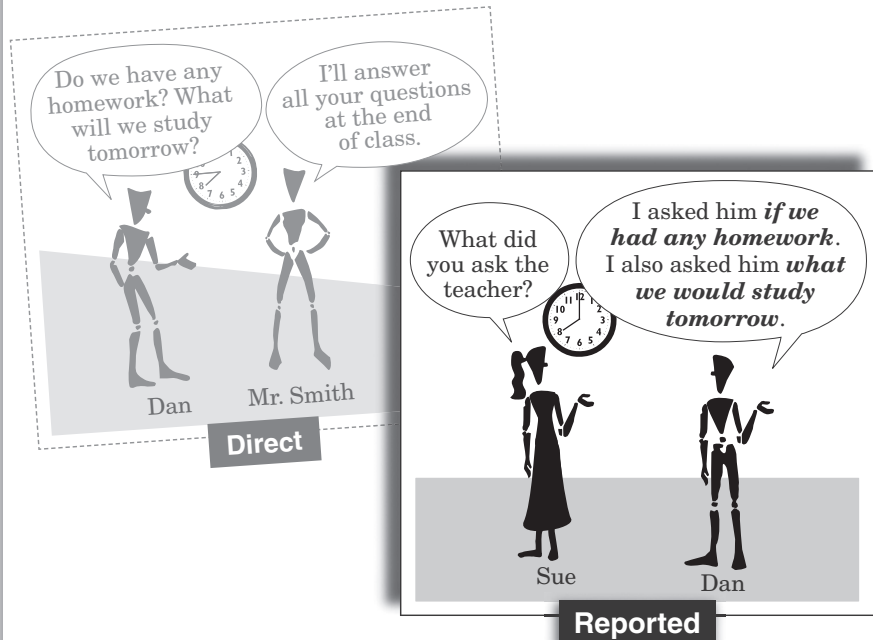
GRAMMAR

OBJECTIVE: Use *ask* + a past tense noun clause introduced by *if* or *whether* (with appropriate pronoun and/or possessive adjective changes) to report a present tense yes/no question with or without a modal.

OBJECTIVE: Use *ask* + a past tense noun clause introduced by a question word (with appropriate pronoun and/or possessive adjective changes) to report a present tense information question with or without a modal.

Grammar

I asked him if we had any homework.



❖ Remember to change verbs and pronouns in reported speech.

20

AMERICAN LANGUAGE COURSE

Presentation

Reported speech is covered in ALC Books 9-14. Present tense reported questions are introduced here.

- With books open, select 2 students to stand up and read Dan and Mr. Smith. Point out the time on the clock (0745). Then ask “Mr. Smith” to sit down. Ask a 3rd student stand up to read Sue’s role. Ask what time the clock shows (0800). Point out that Sue did not hear the original exchange, so she needed to have Dan report what he asked.
- Write on the board: *Questions that students ask teachers*. Elicit and write several yes/no questions that match the title.

- Ask the students to examine the yes/no paradigm in the book and use it—individually or in small groups—to figure out how to change the first direct yes/no question to a reported question. Write their final wording on the board. Elicit peer correction if necessary.
- Review the yes/no paradigm. Emphasize the changes in tense and word order, as well as the addition of *if* or *whether*.
- Pair up students to help each other transform the remaining direct questions. Choose students to read each transformation to the class.

- Elicit an information question. Repeat steps 3 through 5.

NOTE: Native speakers commonly do not backshift the verb when reporting general truths or information that is still true at the time of reporting. For example, if someone says, *It’s a beautiful day*, that statement can be reported as:

He said it is a beautiful day.
He said it was a beautiful day.

Both forms are acceptable. However, for ALC purposes, insist that students practice the verb transformations.

EXERCISE A Put the words in the correct order to complete the sentences.

1. *Mike, do you want some help?* (Mike / wanted / if / some help / he)
Lance asked Mike if he wanted some help.
2. *Do you need a ride?* (if / me / I / a ride / needed)
Pauline asked me if I needed a ride.
3. *Are the barracks clean?* (us / the barracks / were / whether / clean)
SGT Green asked us whether the barracks were clean.
4. *Can we smoke on the patio?* (on the patio / we / Mrs. Potter / smoke / could / if)
We asked Mrs. Potter if we could smoke on the patio.
5. *Which courses should I take?* (courses / which / should take / he / the advisor)
William asked the advisor which courses he should take.
6. *When will the cafeteria serve lunch?* (would / when / serve lunch / the cafeteria)
Stacy asked when the cafeteria would serve lunch.
7. *How do the students get to school?* (got / the students / how / to school)
The new teacher asked how the students got to school.
8. *Who's coming over for dinner?* (was / for / who / dinner / coming over)
Kate asked who was coming over for dinner.

EXERCISE B Select the best answer.

1. *Do you know Mike Smith?*
Bob asked me ____ Mike Smith.
☒ a. if I knew
b. do I know
2. *Can you help me move?*
I asked Ann ____ help me move.
☒ a. can she
☐ b. if she could
3. *When does the bank open?*
She asked when ____.
☒ a. did the bank open
☐ b. the bank opened
4. *Are you from Texas?*
Lee asked me ____ from Texas.
☐ a. am I
☒ b. if I was
5. *Where does Bus 55 stop?*
The man asked me where ____.
☒ a. Bus 55 stopped
b. does Bus 55 stop
6. *Who will win the gold medal?*
Kris asked who ____ the gold medal.
☒ a. would win
b. won

EXERCISE A

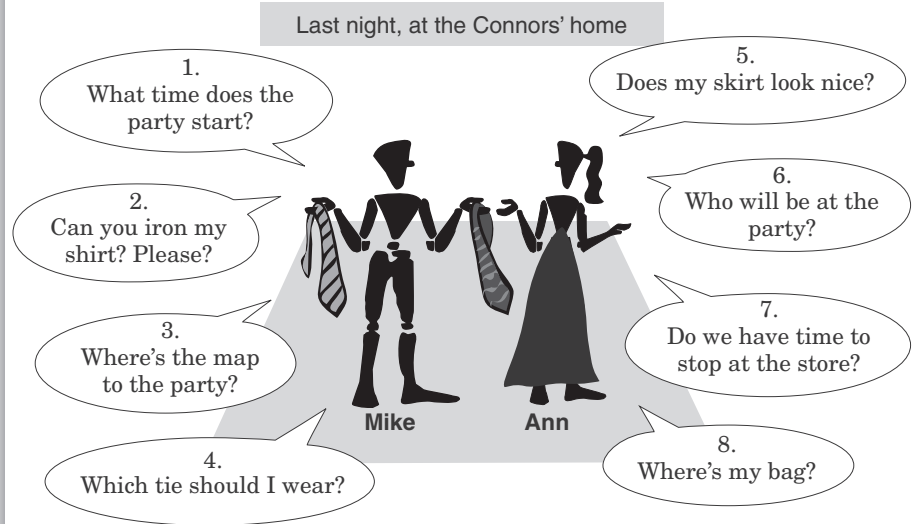
Books open
Written cue
Written response
Individual

EXERCISE B

Books open
Written cue
Written response
Individual

EXERCISE C Change the questions to reported speech. Write them below.

Number 1 is an example.



Mike asked her ...

1. what time the party started.
2. if/whether she could iron his shirt.
3. where the map to the party was.
4. which tie he should wear.

Ann asked him ...

5. if/whether her skirt looked nice.
6. who would be at the party.
7. if/whether they had time to stop at the store.
8. where her bag was.

EXERCISE C

Books open

Written cue

Oral, then written response

Pairs, then individual

❶ Before beginning the activity, ask students what people usually do when getting ready to go to a party, e.g., *buy a gift, fix hair carefully*, etc. Make a list of students' answers on the board.

❷ Have students review the illustration and the questions in the book. Elicit what the relationship between the

2 figures is (*husband and wife*) and what they are doing (*getting ready to go to a party*). Ask students when this conversation took place (*last night*).

❸ Pair up students. One student in each pair reads aloud the first 4 questions to the partner, who then changes each question to reported speech. Have students switch roles for questions 5 through 8.

❹ Tell students to go back and write the answers on the lines provided.

Dialog

Reporting information

Choose a topic. Ask your partner questions about it. Use the ideas in the boxes.

Current job

- Position
- Duties
- Schedule
- Training

Food

- Favorite meal
- Cooking
- Eating out
- National food

Housing

- House / apartment
- Neighborhood
- Rooms
- Security



Hometown

- Size
- Transportation
- Sightseeing
- Climate

Your best friend

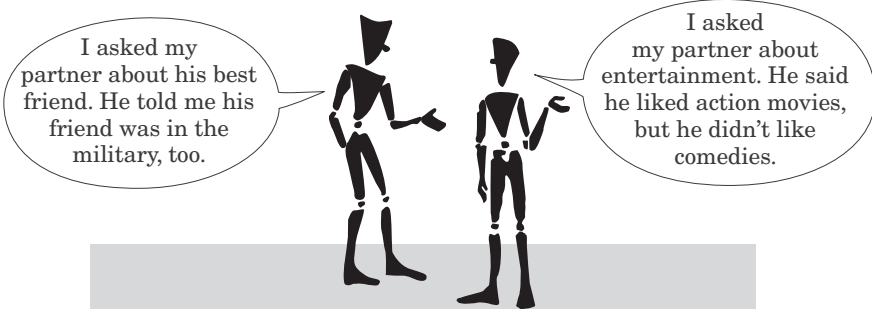
- Likes and dislikes
- Personality
- Physical characteristics

Entertainment

- Favorite movies
- Music you like
- Favorite books
- Sports you play

EXERCISE

Find a new partner and report the conversation you had.



FUNCTION

OBJECTIVE: Inquire about and report what someone has said.

Presentation

In this activity, students inquire about and report what someone else has said.

To begin, pair students and have each one choose a topic to ask the other about. They can choose from the suggested topics or make up one of their own. Specify that the bulleted points under each topic are only suggestions and that students should expand on the topics with their own questions. (The 2 students in the pair do not need to choose the same topic.)

NOTE 1: Up to this point in the ALC, students have studied reported speech only for present and future statements and questions. Encourage students to

keep their conversations in the present and future. The reporting of past tense statements is introduced in Book 20.

EXERCISE

Books open
Oral cue
Oral response
Pairs

Have students change partners and ask and answer questions about their previous conversations in order to report what was said. Circulate and correct common errors that interfere with communication. Allow volunteers to report their conversations to the class.

NOTE 2: As stated in the note in the previous grammar presentation, native speakers do not always backshift verbs when reporting. However, remember to focus on the book quiz needs and target grammar from this lesson. Guide students to make present to past verb transformations when reporting information.

NEW VOCABULARY

science
academy
academic
program
graduate (n) [gra jə wət]
scientist
to lead (to be ahead)
semester
social science
anthropology
economics
sociology
social
physics
design (n)
engineer
engineering
chemistry
biology

Vocabulary Science: Examining the world around us

New Possibilities Science Academy

New Possibilities **Science Academy** is helping students make **academic** choices to create the right educational **programs** for their professional careers. Our **graduates** are among the top **scientists** in the US. They **lead** the country in both job opportunities and money. Start your future by taking courses this **semester**.

Social Sciences	Natural & Physical Sciences
If you're interested in how people organize their lives and behave in groups, sign up for classes in the social sciences .	Sign up for classes in the natural or physical sciences to study the basic parts of life and materials.
Anthropology 201 Study how people lived hundreds of years ago, how they solved common problems, and how they organized governments and families.	Physics 100 Examine the basics of heat energy, wave motion, and magnets. The design of the course is primarily for students interested in becoming engineers. Prepares students for Engineering 201.
Economics 101 Introduction to money, pricing of items, and buyer behaviors.	Chemistry 202 Learn the basics of working in a laboratory. Study what different materials are made of and their characteristics.
Sociology 200 Study how people behave in groups and how they organize their lives. Topics include the family, government, and other social organizations.	Biology 102 Introduction to life in the earth's oceans. Special attention to the plants and animals around Hawaii.

EXERCISE A Write each course title next to its description above.

Economics 101	Anthropology 201	Physics 100
Chemistry 202	Sociology 200	Biology 102

Presentation

- 1 With books closed, tell students to think about the academies and schools they have attended in their countries. Ask them to choose one academy or school and describe what kind of programs were available there. They can also talk about particular classes that were offered and what topics were covered in those classes. Note the programs, classes, and topics students named on the board.
- 2 If the topic of sciences hasn't been mentioned yet, bring up the difference between social sciences and natural and physical sciences. Name one course that would be included in each of these

- areas. If some of the students have taken natural or physical science courses, ask them to explain what they studied in the courses.
- 3 Have students open their books. Direct their attention to the introduction at the top of the page. Have one student read it while the rest of the class listens.
 - 4 Tell students to read through the courses offered at the academy. Then pair students and direct them to complete Exercise A.

EXERCISE A

- Books open
Written cue
Written response
Pairs
- After completing the exercise, answer any vocabulary questions.

EXERCISE B Match the questions with the best answer.

- | | |
|---|---|
| <u>f</u> 1. What do you study in your biology class? | a. Yes. Engineering is a great field to work in. |
| <u>d</u> 2. Do you enjoy your sociology class? | b. She leads the class with the highest test scores. |
| <u>a</u> 3. Do you like designing and building roads and machines? | c. We're studying about them in my physics class. |
| <u>c</u> 4. Why do you know so much about electricity, heat, and light? | d. I do. It's interesting to learn how people behave in groups. |
| <u>e</u> 5. How do you know so much about how money is used? | e. I'm in an economics class. |
| <u>g</u> 6. Is your chemistry class interesting? | f. We study all living things. |
| <u>b</u> 7. How is Lisa doing in her PhD program? | g. I think it is. I love learning how materials change and combine. |

EXERCISE C Complete each sentence with a word from the box.

1. They improved the car's design. It now has more room for passengers.
2. Elephants are social animals. They don't like to be alone.
3. Even though John has work experience, he doesn't have the academic qualifications for the job.
4. Peter is attending the Air Force Academy.
5. Beth is a graduate of Harvard University.
6. Martha trained as an engineer. Now she designs roads and bridges for the state of California.
7. I love science. Biology is my favorite class.
8. Albert Einstein is a well known scientist.
9. Chemistry isn't a social science. It's a physical science.
10. Alex led the race from beginning to end.

led
social
design
science
engineer
academy
academic
graduate
scientist
social science

EXERCISE B

Books open
Written cue
Written response
Individual

EXERCISE C

Books open
Written cue
Written response
Individual

Encourage students to compare their answers with a partner after completing the exercise individually.

EXERCISE D Select the best answer.

1. People who attend military academies become _____.
 - a. scientists
 - ☒ b. officers
 - c. sergeants
 - d. NCOs
2. Are you taking any science classes this _____ at college?
 - a. design
 - b. program
 - ☒ c. semester
 - d. academy
3. John: Who are the two _____ for class president?
Ann: Susan and Paul.
 - a. members
 - ☒ b. candidates
 - c. graduates
 - d. actors
4. Mike: Did you call Bill yesterday?
Sue: Yes, but no one answered. I couldn't _____ him.
 - a. vote
 - b. motivate
 - c. name
 - ☒ d. reach
5. Andrew: Did Mark graduate?
Eliza: No. He was _____ because his test scores were too low.
 - ☒ a. ineligible
 - b. political
 - c. social
 - d. happy
6. This magazine is from last month. Do you have the _____ one?
 - ☒ a. current
 - b. eligible
 - c. qualified
 - d. motivated

EXERCISE D

Books open
Written cue
Written response
Individual

Writing

Organizing a text using a visual map

Read the paragraph silently. Look for similarities and differences.

Choosing a Car

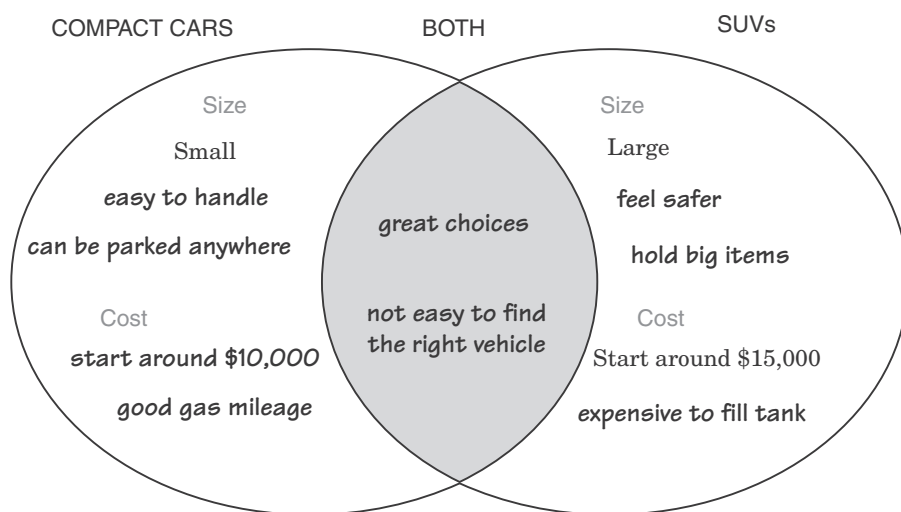
Compact cars and SUVs are both great choices if you're shopping for a new vehicle, but they are quite different. It's important to consider these differences when making a decision about which car to buy. One of these important differences is size. Compact cars are small. This means that they are easy to handle, and they can be parked almost anywhere. SUVs are large, which means there is more room to hold big items. It's also true that many people feel safer in a big vehicle.

Besides size, cost is another important thing to consider. The price of a compact car starts at around \$10,000, and most compact cars get good gas mileage. On the other hand, the lowest-priced SUV is about \$15,000, and it is usually very expensive to fill the tank with gas.

Finding the right vehicle is not easy. However, comparing these characteristics will help you buy the one that best fits your needs.

EXERCISE A Complete the Venn diagram using the text above.

Answers will vary.



BOOK 18 LESSON 1

27

Presentation

The Venn diagram is a useful tool for comparing and contrasting the attributes of 2 items or subjects. The gray area where the ovals overlap is used to write in attributes shared by both, while the white areas on either side are used to write differences between the 2 things being compared.

1 With books closed, draw a Venn diagram on the board. Select a topic (2 people / animals / countries / seasons) and write a heading above each circle (see examples in the upper right margin). Elicit differences and similarities from the students and write the information in the appropriate location.

2 Ask students to explain why a Venn diagram could be useful and what they might use it for (*visual presentations, note taking, writing preparation, etc.*)

EXERCISE A

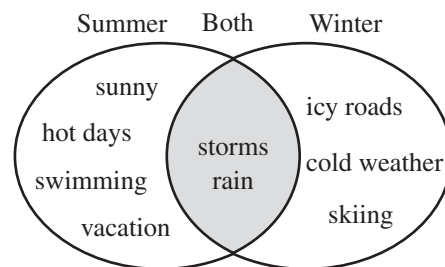
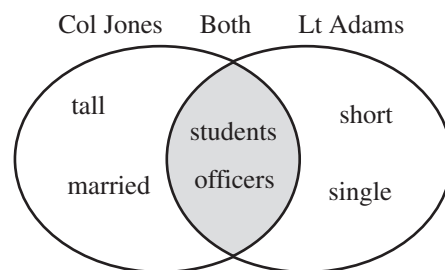
Books open
Written and visual cue
Written and oral response
Individual, then pairs

1 Have students open their books and examine the paragraph's title. Ask them what kind of vehicle they prefer: a compact car or an SUV. Give them a few minutes to share the reasons for their preferences. Then, let them read the paragraph silently to themselves.

WRITING SKILL

OBJECTIVE: Outline information in a graphic organizer after reading a text on the topic.

EXAMPLE VENN DIAGRAMS



2 Pair students and direct them to use the paragraph to complete the diagram. Point out the examples already provided in the diagram. Encourage the students to use phrases rather than sentences.

Even though categories (*size, cost*) are given in the example to guide students, it's not necessary to insist that they organize their thoughts in exactly the same way the text does.

3 After they have entered information into the diagram, direct pairs to compare their diagrams. Then ask volunteers to share their work with the class.

NOTE: Refer to the last few pages of this book's preface for additional ways to organize information and data.

BOOK 18 LESSON 1

27

EXERCISE B Read the paragraph. Look for similarities and differences.

Then complete the Venn diagram. Answers will vary.

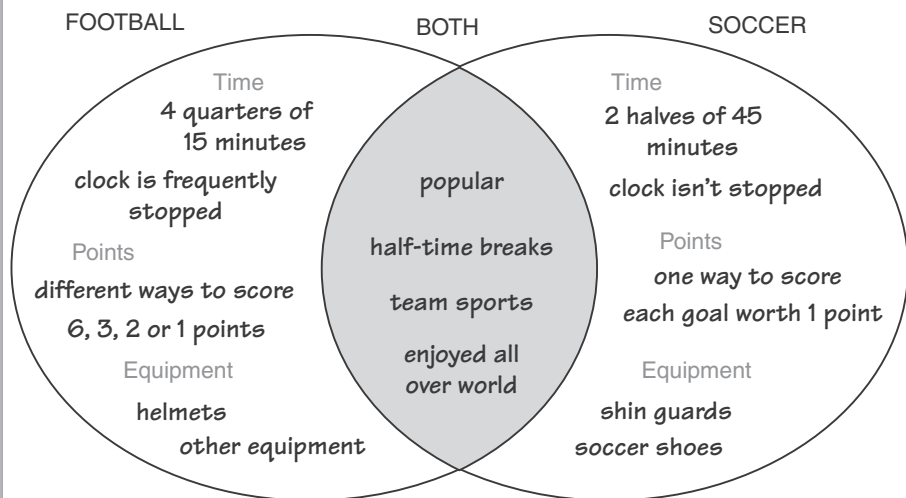
Football and Soccer

Football and soccer are two popular sports which are quite different. One of the differences between the two is the way time is kept in each game. For example, although both games have half-time breaks, a football game has four quarters of 15 minutes each, and the clock is frequently stopped during the game. A soccer game, however, is played in two halves of 45 minutes each, and the clock isn't stopped except at the half-time break.

Another thing that is different in football and soccer is the way points are scored. In football, there are different ways to score, and points can be scored in amounts of six,

three, two, or one. In soccer, there is only one way to score, and each score, or goal, is worth one point.

The equipment that is necessary to play each game is also very different. Football requires the use of helmets. Players also need other equipment to protect different parts of the body like the shoulders and knees. On the other hand, soccer players only need two pieces of special equipment: shin guards, which protect the lower part of the players' legs, and soccer shoes. Although these two sports have many differences, both are team sports that can be enjoyed by people all over the world.



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AMERICAN LANGUAGE COURSE

EXERCISE B

Books open

Written and visual cue

Written response

Individual, then group

- 1 Introduce the topic of the paragraph (football and soccer) by asking students some questions about it:

Do you prefer football or soccer?

Internationally, which sport is more popular?

Which sport is more exciting? Why?

- 2 Allow students enough time to read the paragraph silently.

- 3 Pair students. Direct them to use the information in the paragraph to complete the diagram. Tell them to use words and phrases rather than complete sentences.

- 4 After finishing, direct pairs to compare their diagrams. Then ask for volunteers to share their work.

Remember that students' answers will vary and that it's not necessary to include all of the details from the text in the diagram or to group the details into categories.

CULTURAL NOTE: In the US, the word *football* refers specifically to American football. The sport that people in the US refer to as *soccer* is called football in many other parts of the world.

Additional activities

- 1 Direct pairs to brainstorm and add additional information to the diagram that is not included in the text.
- 2 As a writing assignment, have students write paragraphs expressing their opinions about the text on this page. Give them a topic sentence to start with. For example:

I believe that soccer is more exciting than football.

EXERCISE C Write a summary of the text in Exercise B.

Answers will vary.

When summarizing a text ...

- ✓ use your own words.
- ✓ include the main idea and most important information.
- ✓ don't give your opinion.
- ✓ keep it short.

Football and soccer are very different; however, they have some things in common. Some of the differences are the way time is kept and how points are scored. The equipment that is used is also different. One thing that is the same is that both have half-time breaks. They are also both popular and enjoyed by people all over the world.

READING SKILL

OBJECTIVE: Read a text on a general or semi-technical topic that is 50-250 words in length, and write a summary of its content.

EXERCISE C

Books open

Written cue

Written response

Individual

Both written and oral summaries have been practiced previously in the ALC. In this exercise, students will write a summary of the text from Exercise B.

❶ Ask students to read the guidelines for writing a summary and discuss them as a class.

❷ If necessary, allow students time to reread the text on the previous page. Also point out that the Venn diagram they completed in Exercise B will help them write the summary.

❸ Point out that the first sentence of the summary is given and that it's the main idea of the paragraph.

❹ After students write their summaries, have them compare their work with a classmate. Ask volunteers to share their work with the class. Have the class decide if the summaries meet the guidelines. Accept reasonable variations in wording.

NOTE: When checking students' summaries, focus on the content and whether they meet the summary guidelines rather than structure or grammatical accuracy.

READING SKILL

OBJECTIVE: Read silently a text approximately 200 words in length within a time of no more than 2 minutes and select the answers to 6 comprehension questions with 70% accuracy (4 questions asking for factual information and 2 for inferential or general understanding).

Text Location	Item Number
Appendix J	18L1 #2 p. J-5 Timed reading

Reading

Reading faster for better comprehension

Listen for instructions. Your teacher will tell you when to start.

- Which service academy is the oldest?
 - The US Naval Academy
 - ☒ The US Military Academy
 - The US Air Force Academy
- In which state is the US Naval Academy located?
 - Colorado
 - New York
 - ☒ Maryland
- The Merchant Marine Academy offers its graduates commissions _____.
 - in service academies
 - as Marine lieutenants
 - ☒ in the Naval Reserves
- Academy candidates are selected by _____.
 - commissioned officers
 - ☒ government officials
 - motivated young people
- How often are appointments to the service academies made?
 - ☒ annually
 - twice a year
 - each semester
- After graduating from one of the service academies, most students probably _____.
 - join the reserves
 - ☒ become second lieutenants
 - enlist in a military service



Coast Guard Academy in New London, Conn.

Presentation

Timed reading activities to improve comprehension appear in all Level III books.

Before beginning the activity, briefly discuss how reading faster can help the second language learner. Mention some of these ideas:

A faster reader can

- *more easily keep up with the great amount of reading in military training courses*
- *concentrate better on the text*
- *understand the text more quickly*
- *be motivated to read more*

- *focus on reading for ideas and concepts rather than decoding letters and individual words*

With books closed, give an overview of how this exercise works so that the students know what to expect. Then follow these steps:

- Ask students to open their books to the text, *US Military Academies*, in Appendix J on the page listed in the table in the upper left margin.
- Tell the students to begin reading at your signal. Allow only 2 minutes to read.
- After exactly 2 minutes, direct students to stop and turn to the questions on this page of the student text. Have

them complete the exercise without looking back at the text.

NOTE: To demonstrate adequate comprehension of the text at this level, students should answer 70% correctly, i.e., at least 4 of the 6 questions.

Encourage students who are unable to finish reading the text within the 2-minute time limit to read more. Guide their choices to texts that are slightly below the level of Book 18; i.e., they should read longer texts that they find easily comprehensible. The goal is for them to get accustomed to absorbing information in written form more rapidly and in increasingly larger chunks.

American Language Course

Second Edition

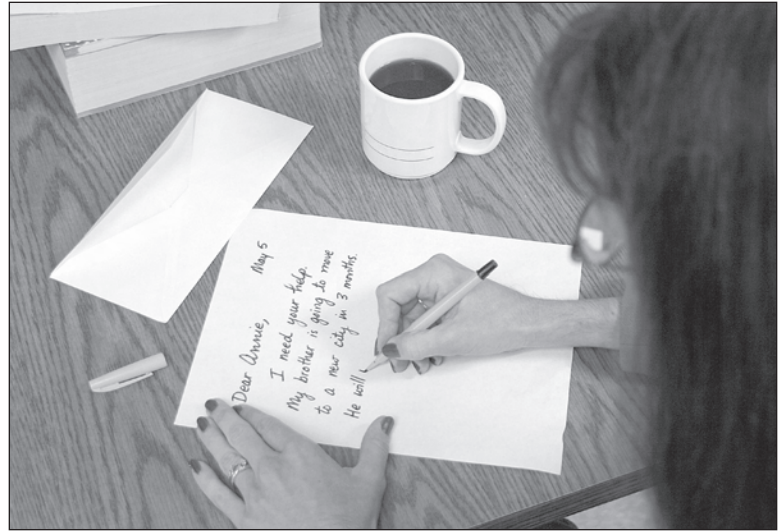


Book 9

ALC Book 9: Scope and Sequence, Lessons 1 – 5

Lesson	Vocabulary	Functions	Grammatical Structures	Skills
1	<i>I'd like to open an account.</i> ►Bank accounts and transactions ►Tastes and senses	►Conduct bank transactions	►Present progressive for future tense ► <i>Because</i> to connect clauses ►Linking verbs	►Fill out bank forms ►Identify paragraph topics from oral text ►Complete a box outline ►Write a paragraph from matched phrases ►Dictation ►Expand sentences ►Scan for information
2	<i>What happened?</i> ►Driving ►Traffic accidents	►Ask and tell about traffic accidents	►Past Progressive ►Indirect requests and commands with <i>ask</i> and <i>tell</i> ►Reported requests and commands ► <i>The same, different, similar, like, and alike</i>	►Follow directions ►Report auto accidents ►Expand sentences ►Identify paragraph topics from oral text ►Scan for information ►Identify topics, titles and main ideas of paragraphs ►Write a paragraph from matched phrases
3	<i>A piece of advice</i> ►Advice and suggestions	►Ask for and give advice	► <i>Should</i> for advice ► <i>Could</i> for suggestions ►Adverbs of manner with <i>-ly</i> ► <i>How</i> in questions about manner ►Review of modals	►Ask for and give advice ►Write a paragraph from matched phrases ►Dictation ►Identify paragraph topics from oral text ►Expand sentences ►Scan for information ►Follow directions
4	<i>A Trip to New Mexico</i> ►Travel by car ►Gas stations ►Motels ►Apologies	►Apologize and respond to apologies	►Adverbial <i>that</i> clause for cause or reason ►Verbs of mental activity + <i>that</i> noun clause ► <i>apologize for</i> + gerund	►Scan for information ►Expand sentences ►Write a paragraph from matched phrases ►Identify topics, titles and main ideas of paragraphs ►Identify paragraph topics from oral text
5	<i>Review</i> Lesson 5 reviews all vocabulary and structures introduced in Lessons 1 - 4.			

3



A piece of advice

VOCABULARY:	The Advice Column	59
WRITING:	Writing paragraphs	63
GRAMMAR:	Using <i>should</i> to ask for and give advice	64
	Using <i>could</i> to give suggestions	66
DIALOGS:	Advice and Suggestions.	67
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LISTENING:	What's the topic?	68
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	Using <i>How</i> in questions about manner	73
WRITING:	Expanding paragraphs	75
READING:	Scanning ads in the yellow pages	76
LISTENING:	Following directions.	77
VOCABULARY:	Review	78
GRAMMAR:	Modal Review	80

NEW VOCABULARY

Nouns

advice
feelings
friendship
garage
lie
opinion
party
roommate
secret
story
tool
truth

Verbs

borrow
care about
care for
could
enjoy
fix
go out → went out
guess
hurt → hurt
hurt (someone's) feelings
lend → lent
lie
not care for
park
repair
should
tell → told (someone) a lie,
a secret, a story,
the time, the truth

Other words

a little white lie
anyone
badly
carefully
carelessly
correctly
easily
excited
fast
how (manner)
in my opinion
maybe
safely
slowly
someone

NEW GRAMMAR STRUCTURES

What should I do?
You could look for a new job.
How does he drive?
He drives carefully.

LANGUAGE FUNCTION

Ask for and give advice.
Give suggestions.

What should I do?

You should wait for your friend.
You shouldn't leave now.
You could call a taxi.

Annie's Advice

by Anne Avis

Dear Annie,
I'm a mechanic in a small garage. Last week, my boss told me to fix a small problem in a car. I repaired the car. Then my boss told the customer it was a big, expensive problem. I guess the lie didn't hurt anyone because the insurance paid the bill. But I feel bad. I know my boss needs the money. His wife is very sick. But he wasn't telling his customer the truth. What should I do?

Unhappy Worker

Dear Unhappy,
Your boss lies to his customers. Maybe he tells you lies, too. You should tell him you

won't do dishonest work again. You could also look for a new job at another garage.

Dear Annie,
I need advice about my roommate. I care about her and enjoy her friendship. But I also worry about her. Here's what she does: her friends tell her their secrets. Then she tells *me* their secrets! Can I tell her to stop? I don't want to hurt her feelings. What's your opinion?

Worried Roommate

Dear Worried,
Tell her politely but firmly that you cannot hear any

more secrets. You could also remind her that you like her, but don't care for her actions.

Dear Annie,
My younger brother often borrows my garden tools. He uses them carelessly (he broke two of them) and doesn't clean them. I don't want to lend him any more tools, but he is my brother. What should I do?

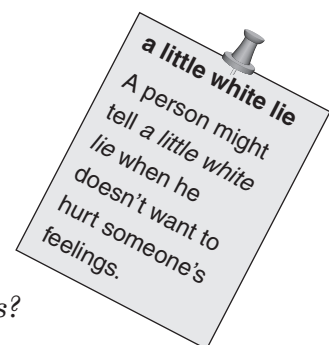
Bothered Brother

Dear Bothered,
Your brother should repair the tools he broke. Tell him that you will lend him your tools, but he must soon save his money to buy his own.

EXERCISE A What's your opinion? Mark the boxes and explain your answers.

1. What do you think of Annie's advice?

Annie's advice was	GOOD	BAD
Unhappy Worker	☐	☐
Worried Roommate	☐	☐
Bothered Brother	☐	☐



2. What's your opinion on lying, telling secrets, and borrowing things?

I	NEVER	MIGHT	do this.
Tell a lie	☐	☐	
Tell a secret	☐	☐	
Borrow things	☐	☐	

EXERCISE B Complete the sentences with the words in the boxes.

You may want to look at the letters on the previous page.

fixes
garage
guesses
hurt
lied
truth

1. My son is a mechanic in a small _____. He _____ cars and trucks. Last week, his boss _____ to one of his customers about a repair. He didn't tell him the _____. My son _____ that the lie didn't _____ anyone because the customer's insurance paid the bills.

advice
enjoys
feelings
hurt
roommate
secrets

2. My sister needs _____. She has an apartment and a _____ named Kim. She _____ her friendship with Kim, but the girl tells her other people's _____. My sister wants to tell Kim to stop, but doesn't want to _____ her _____.

borrow
carefully
lend
lends
tools

3. My older brother sometimes _____ me his garden _____. I don't like to _____ them, but I don't have money to buy any tools. I use them _____ and I always clean them. I don't know why, but I think that my brother doesn't want to _____ me his tools any more.

EXERCISE C Match each word with its opposite. Write the letter in the blank.

- | | |
|-----------------------|--------------|
| _____ 1. repair | a. truth |
| _____ 2. not care for | b. lend |
| _____ 3. guess | c. break |
| _____ 4. lie | d. like |
| _____ 5. borrow | e. carefully |
| _____ 6. excited | f. know |
| _____ 7. carelessly | g. bored |

EXERCISE D Look at the chart and complete the sentences.

First, study these sentences from the letters in the advice column. Next, complete the sentences. Number 1 is an example.

He wasn't *telling his customers the truth*.

Maybe he *tells you lies*, too.

Her friends *tell her their secrets*.

Then she *tells me their secrets*.

tell	me you him / her us them his customers your friend the new teacher	a story a secret a lie the truth the time
------	---	---

- Dan: I need to tell you, and only you, something important.
Lee: Okay. You can tell me a secret.
- Steve: Paul told Carla that he's 29 years old. He's really 25.
Tom: Why did he _____?
- Student: Excuse me, please. Can you _____?
Teacher: Yes, it's 9:45.
- Lt Hill: I made a big mistake, but I don't want to tell the captain.
Lt Green: You should _____ right away.
- Mom: Are the children sleeping now?
Dad: Yes, I _____ to help them fall asleep.
- Major: Did that man _____?
Captain: Yes, he told me he didn't have insurance, but I know he does.
- Liz: I don't want to _____.
Molly: But the teacher needs to know why you didn't take the test.

EXERCISE E Use *someone* or *anyone* to complete the sentences.

Number 1 is an example.

AFFIRMATIVE SENTENCE: Jamie saw *someone* in the lab.

NEGATIVE SENTENCE: Peter didn't see *anyone* in the lab.

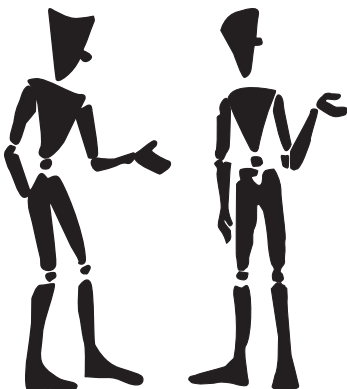
QUESTION: Did you see *anyone* / *someone* in the lab?

❖ You can usually use *someone* and *anyone* the same way we use *some* and *any*.

1. Leslie didn't talk to anyone in the class yesterday.
2. Is _____ going to be at the library tonight?
3. Yes, _____ will be at the library at 8 p.m.
4. _____ parked his car in the wrong place. The police took it.
5. Did _____ arrive late this morning?
6. I didn't find _____ to walk with in the park yesterday.
7. Will _____ pick the students up at the airport next week?
8. _____ at that desk over there can help you.
9. Hello! Is _____ here?
10. The doctor won't see _____ on Friday afternoon.

EXERCISE F Review the vocabulary in 2 groups.

In turn, each group gives a definition of a word. The other group has to guess the word.



Match the phrases to form sentences. Write a paragraph with the sentences. The first sentence is done for you.

1.

Dear Annie,

c 1. My wife got a lot of money

a. a big TV.

_____ 2. I want to buy

b. how we spend the money?

_____ 3. She wants to go

c. for her birthday.

_____ 4. Who should choose

d. on a trip to Hawaii.

Guessing Husband

My wife got a lot of money for her birthday.

2.

Dear Husband,

_____ 1. First, you should remember

a. both of these things.

_____ 2. Then, check how much

b. it's your wife's money.

_____ 3. You could try to do

c. which one to do first.

_____ 4. Your wife should choose

d. the two things cost.

Annie Avis

	We	should	leave.
	Should	we	leave?
When	should	we	leave?

- Dan: I didn't pass the test. What should I do?

Tina: You should ask the teacher for help and you should study every day.
- Luke: Should I tell Lisa how much I care for her?

Amy: Yes, you should. Tell her before you leave for your next base.
- Mike: Which tie should I buy?

Lois: In my opinion, you shouldn't buy the red one. Buy the blue one.

❖ Put ***should*** in sentences and questions like other modals: ***can, will, may, might, etc.***

EXERCISE A Unscramble the sentences and questions.

- Q: I lost my wallet. What should I do?

A: (call you the police should) _____
- Q: It's raining. Should we go now?

A: (shouldn't leave now no we) _____
- Q: Should he come with us or wait for his friend?

A: (he for his should friend wait) _____
- Q: Where should we eat lunch?

A: (new restaurant should go we to the) _____
- Q: (see should I new movie that) _____

A: No, you shouldn't. I don't think you'll care for it.
- Q: (do I what now should) _____

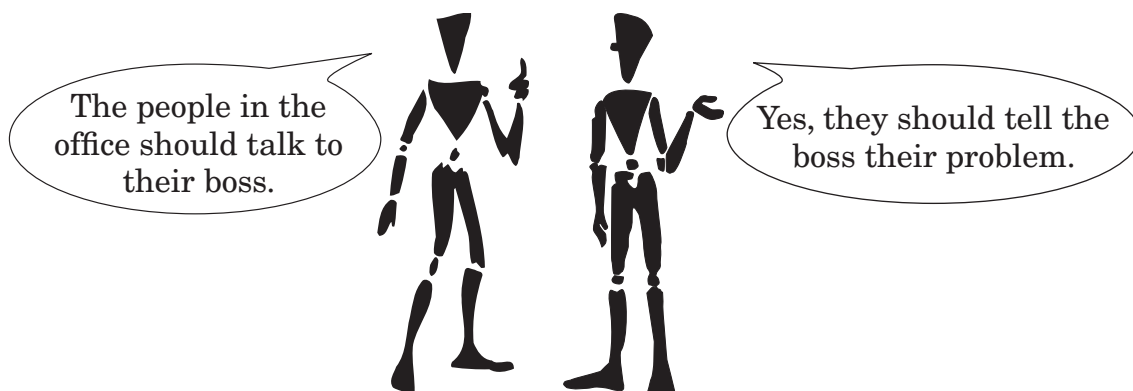
A: I think you should study.
- Q: (I borrow which book should) _____

A: Oh, you should borrow this one about camping.

EXERCISE B Write sentences with *should* and *shouldn't*.

Choose the best advice in your opinion, a or b, and write a sentence with *should*. Then write a sentence with *shouldn't* for the other advice. Number 1 is an example.

1. We work in an office with 10 people. Every day one person makes a lot of phone calls to her friends. Then we have to do her work. What should we do?
a. ask her to stop calling friends You should ask her to stop calling friends.
b. make noise when she's calling You shouldn't make noise when she's calling.
2. My friend borrowed \$40 from me six weeks ago. Every time I ask him about it, he says, "Next week, next week. Don't worry." What should I do?
a. ask him again _____
b. forget about it _____
3. I just hit a parked car. The driver of the car isn't here. What should I do?
a. wait for the driver _____
b. leave a message on the car _____
4. John's roommate enjoys sleeping with the windows open. John likes him a lot, but he can't sleep well with the windows open. What should he do?
a. get a new roommate _____
b. ask him to close them at night _____

EXERCISE C In pairs, think of a third answer for each problem in Exercise B.

Grammar

Using *could* to give suggestions



Bill: I can't study in my room. My roommate's friends visit him every day and watch TV for hours. What should I do?

Art: You should tell them you need to study. You could also ask them to turn off the TV sometimes.

Dan: You could ask your roommate to stop the visits for two or three hours in the evenings.

Mel: I know. He could visit his friends in their rooms, not in yours.

❖ Use *could* only in positive sentences to give suggestions.

EXERCISE

In pairs, use *could* to give suggestions to solve each problem.

1. We need to get to the airport with a lot of luggage, but we don't have a car.
2. You ate dinner in an expensive restaurant. You can't find your wallet to pay.
3. You return to your car after studying in the library, but you can't find your car keys. It is now 10 p.m. and the library is closed.
4. You had a car accident a week ago. The other driver caused it, but won't pay to repair your car.
5. You find a wallet on the bus. There is no ID in it, but there are five \$100 bills.
6. Your new car has a lot of problems. You have to take it to the mechanic often.



Dialogs

Advice and Suggestions

1. Greg: What should I do for my 30th birthday?
Paul: You should have a big party with all your friends!
Greg: That advice sounds good, but that's a lot of work.
Paul: Well then, you could just go out with your friends to a nice restaurant.
2. Jane: Should I buy a big dog? I want to be safe in the city.
Sally: Do you have a house with a large yard?
Jane: No, I have an apartment.
Sally: You shouldn't get a large dog. Maybe you could get a small one.

EXERCISE

In pairs, complete the dialogs with advice or suggestions.

Dialog 1

S₁: Should I buy new furniture for my apartment?
S₂: Yes, you should.
S₁: What should I get? I'll be here for only one year.
S₂: _____

Dialog 2

S₁: Should I fix my car, or just sell it and buy a new one?
S₂: How old is your car?
S₁: It's nine years old, but I really enjoy driving it.
S₂: _____

Dialog 3

S₁: Where should we go for lunch?
S₂: We could try that new restaurant.
S₁: I heard it's not good. We shouldn't go there.
S₂: _____

Dialog 4 Write one with your partner.

S₁: _____

S₂: _____

S₁: _____

S₂: _____

Writing

Dictation

Listen to the paragraph and write what you hear.

Listening

What's the topic?

You will hear three phone calls to Annie's radio talk show. Listen and write the problem (or topic) of each call, using only one or two words.



1. _____
2. _____
3. _____

Grammar

Adverbs of manner with *-ly*



Rose is an instructor in a driving school. She teaches people to drive safely. First, the students must read their driving book carefully and take a test. Almost all of her students study and pass the test easily.

Then they can learn to drive on the road. Last year Rose had one very bad student. He was young and read his book carelessly. He did badly on the test, but he passed. On the road, he did not drive slowly. He always drove fast. He never learned to drive well and did not graduate from Rose's school.

❖ Add *-ly* to many adjectives to make adverbs: *safe + ly = safely*.

EXERCISE A Complete the chart with adverbs and verbs from the text.

Number 1 is an example.

ADJECTIVE	ADVERB	VERB + ADVERB
1. safe	<i>safely</i>	<i>drive safely</i>
2. careful	_____	_____
3. easy	_____	_____
4. careless	_____	_____
5. bad	_____	_____
6. slow	_____	_____

BONUS: Find the adverbs for these adjectives in the text.

7. fast	_____	_____
8. good	_____	_____

EXERCISE B Underline the adjectives and circle the adverbs.

1. Frank is a slow mechanic.
He works slowly.
2. They are bad soccer players.
They play badly.
3. Ed gave the correct answer.
Ed answered correctly.
4. You are a good student.
You study well and learn easily.

NOTE: Adjectives describe nouns: *She is a safe driver.*
Adverbs often describe verbs: *She drives safely.*

EXERCISE C Change the adjectives to adverbs and write sentences.

Number 1 is an example.

1. Pete is a careless barber.
He works carelessly.
2. Mrs. Joy is a careful secretary.

3. Lt Hunt is a bad speller.

4. She answered the easy question.

5. Bonus: We are fast runners.

6. Bonus: I am a good cook.

EXERCISE D Complete the sentences with nouns.

❖ An adverb of manner usually follows the verb it describes.

Jim	<i>cooks</i>	<i>carelessly.</i>
-----	--------------	--------------------

❖ Sometimes other words are between the adverb and its verb.

his meals ↓			
Jim	<i>cooks</i>		<i>carelessly.</i>

- I often eat my _____ fast.
- We should review our _____ carefully.
- Can you play _____ well?
- Why is she doing her _____ so slowly?
- That man parked his _____ carelessly.
- Did I answer the _____ correctly?
- I think he repaired the _____ badly.
- Why do you drink your _____ so fast?

EXERCISE E Change these adjectives to adverbs.

Look back at the chart in Exercise A for the spelling change in adjectives that end in -y.

- angry _____
- clear _____
- excited _____
- happy _____
- hungry _____
- sleepy _____
- thirsty _____

EXERCISE F Write the adjectives and the adverbs in the correct blanks.

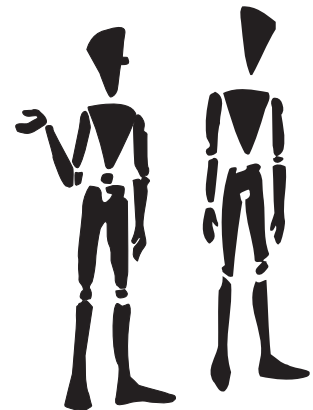
1. clear I see the plane _____ because
clearly the sky is _____.
2. hungry Is Anna _____?
hungrily She's eating her food _____.
3. happy The little girl sang _____ because
happily she was _____.
4. excited The players sounded _____.
excitedly They talked _____.
5. sleepy Mary is watching TV _____.
sleepily She looks _____.
6. angry The boss sounds _____.
angrily He is speaking _____.
7. thirsty We were very _____ after the game.
thirstily We drank _____.

❖ Use adjectives, not adverbs, after these linking verbs: *look, sound, feel, taste, smell*.

EXERCISE G Complete these questions with adverbs of manner.

Use adverbs from *Exercise A* and *Exercise F*. Then ask another student your questions and circle *Y* for yes or *N* for no.

1. Do you play soccer _____? Y N
2. Do you usually drive _____? Y N
3. Do you spend money _____? Y N
4. Do you like to walk _____? Y N
5. Do you often eat _____? Y N
6. Will you sleep _____ tonight? Y N
7. Did you study _____ yesterday? Y N



		Lt Keller	writes	fast.
	Does	Lt Keller	write	fast?
How	does	Lt Keller	write?	

❖ Use *How* in questions like other question words: *What, Which, When, Where, etc.*

- Sara: How's your exercise class going?
Jill: It's going well. I feel better and healthier.
- Ken: We had a test, but you arrived late to class. How did you finish?
Ted: Well, I had to work very fast, but I think I answered correctly.
- Lt Hill: How's your old car working?
Lt Lake: It's not working well. It needs a lot of repairs.

EXERCISE A Complete the questions with *How* and the verb in the answer.

Number 1 is an example.

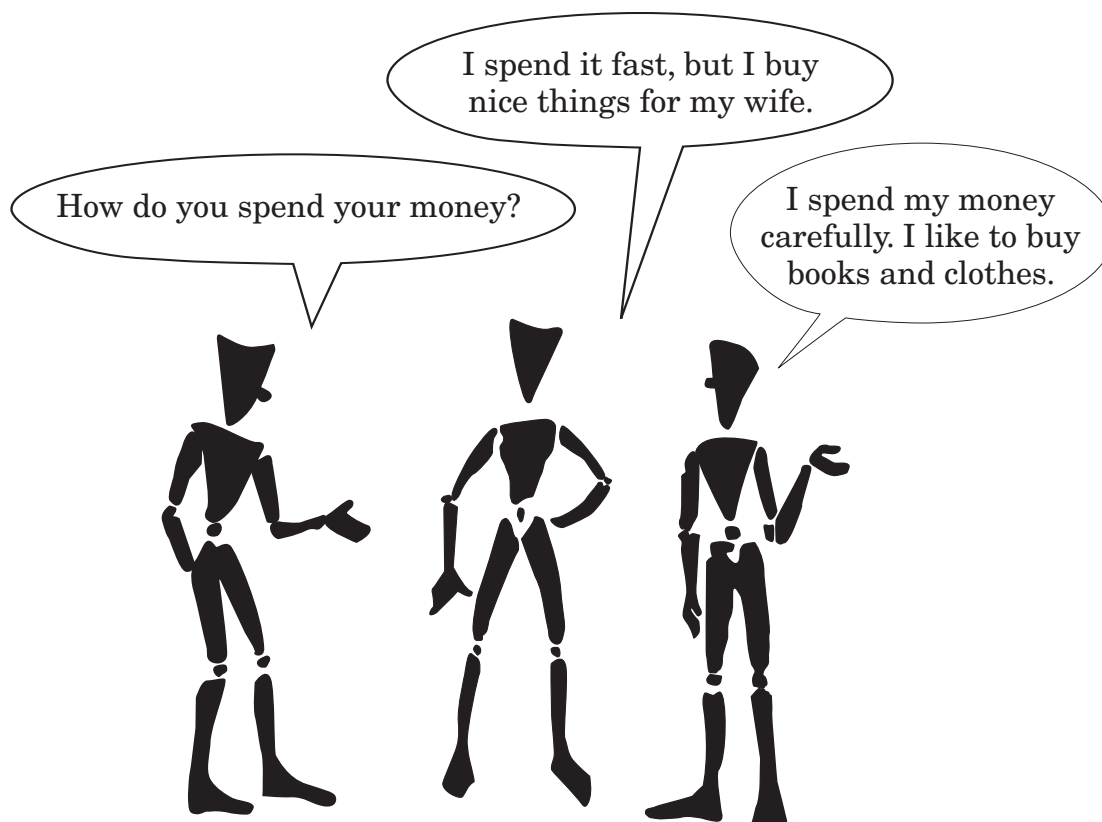
- Chuck: How did you do on the test?
Mark: I did badly. My score was only 73.
- Bill: _____ with a broken hand?
Pam: I'll drive very carefully.
- Lt Hill: _____ at the meeting?
Lt Lake: The major spoke angrily.
- Eric: _____ last weekend?
Joe: My boys played well. They won three games.
- Ann: _____ this week?
Rose: I'm not sleeping well this week.
- Frank: _____
Amy: Our new stove works well. We like it a lot.

EXERCISE B Ask and answer questions with *How* about these things.

Work in pairs or small groups. Make questions for your partner(s) with verbs from the left box. Answer your partner(s) with adverbs from the right box.

walk	sleep	play soccer	
dance	cook	sing	eat
study	write	read	
spend money	draw	exercise	
park	review	drive	

badly
carefully
carelessly
correctly
easily
fast
safely
slowly
well



Writing

Expanding paragraphs

Read the paragraphs first. Then rewrite them by adding one word or phrase from each numbered box to the space in the sentence with the same number.

1.

❶

fast
good
careful

❷

fast
well
correctly

❸

his
difficult
interesting

❹

safely
carefully
every day

❺

often
usually
sometimes

❻

I think
I guess
I'm sure

Monthly Report

Sgt Fox is a ❶ mechanic. I like working with him because he can repair anything ❷. He spends his time well and he enjoys ❸ work. He cleans his work place ❹. At the end of the day, he ❺ looks tired, but ❻ he likes his work.

2.

❶

big
small
difficult

❷

new
young
careless

❸

well
often
carefully

❹

Yesterday
Last week
Two days ago

❺

I think
I guess
I'm sure

❻

now
next

Dear Annie,

I have a ❶ problem with my ❷ roommate. I like to clean the apartment ❸, but she doesn't like to help. ❹, I told her to help me, but ❺ she forgot. What should I do ❻?

Tired Roommate

1. Which garage has longer hours?

2. Which garage has two addresses to choose from?

3. What does the Alamo City Repair Center ad say about credit cards?

4. Do both ads say their garage will loan you a car?

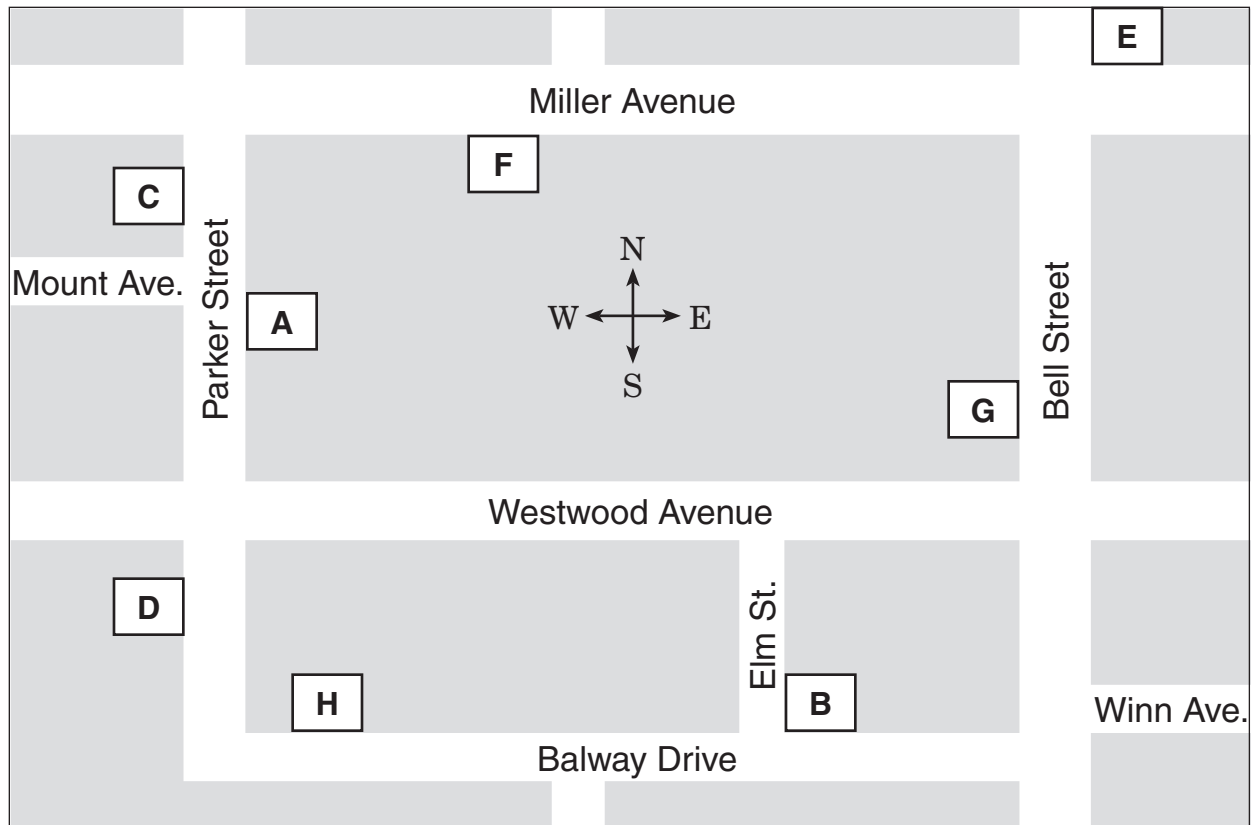
5. Which garage's ad doesn't say it fixes trucks?



Listening

Following directions

Look at the map. Look at the key. Now, listen to the directions. Write the letter of the building next to its name in the key. There are more buildings on the map than in the key.



KEY

- | | |
|-------------------|---------------------|
| _____ Home | _____ Grocery store |
| _____ Drugstore | _____ School |
| _____ Post office | _____ Library |

Select the best answer.

1. Jack likes to help his friends because he ____ them.
 - a. cares about
 - b. lends
 - c. repairs
2. I dropped a heavy book on my foot and ____ it.
 - a. excited
 - b. hurt
 - c. parked
3. Roger liked the movie, but he ____ the music in it.
 - a. didn't care for
 - b. didn't go out
 - c. told a lie
4. You must not drive ____ on the highway.
 - a. safely
 - b. well
 - c. slowly
5. ____ does your brother drive his car?
 - a. Should
 - b. How
 - c. Maybe
6. Tonight, my husband and I are _____. We want to see a good movie.
 - a. fixing
 - b. hurting
 - c. going out
7. Greg wants a big ____ with many friends for his 40th birthday.
 - a. story
 - b. party
 - c. tool

8. I didn't like Bill's new car, but I didn't tell him. I didn't want to _____.
a. care about him
b. hurt his feelings
c. tell him a story
9. We need to be at the airport early tomorrow morning. I _____ we should leave at 6:15.
a. guess
b. tell
c. enjoy
10. What do you think about the new schedule? What's your _____?
a. party
b. opinion
c. truth
11. Tony is late, but _____ he'll arrive in a few minutes.
a. should
b. how
c. maybe
12. Jean: Excuse me. Can you tell me _____, please?
Matt: Sure. It's 6 o'clock.
a. the time
b. the truth
c. a secret
13. Where should I _____ the car?
a. park
b. guess
c. hurt
14. Ms. Obitz _____ her children and husband.
a. goes out
b. repairs
c. cares for

MODALS	PURPOSE	EXAMPLES
can	express ability and 100% possibility	<i>I can swim a mile. You can drive to New York from here.</i>
can may	ask for and give permission	<i>Can / May I use your cell phone? Yes, you can / may use it.</i>
will be going to	express future	<i>We'll wash the car tomorrow. He's going to leave at 3 p.m.</i>
may might	express 50% possibility	<i>I may go home early because I feel sick. I might swim with you later. I'm not sure.</i>
must have to	say something is necessary or required	<i>You must arrive on time at work. You have to go to work every day.</i>
must not	say something is forbidden	<i>We must not smoke inside.</i>

❖ Only *must* changes its purpose in its negative form *must not*.

EXERCISE A Match the sentences that are similar in meaning.

- | | |
|---------------------------------------|--|
| _____ 1. I may go to the beach later. | a. Are you able to repair it? |
| _____ 2. I have to return my book. | b. I might go. |
| _____ 3. I'm going to take a break. | c. You can choose. |
| _____ 4. Can I use your pen, please? | d. Don't break the law. |
| _____ 5. Can you fix my car? | e. I'll stop working for a short time. |
| _____ 6. You don't have to stay here. | f. May I borrow it? |
| _____ 7. You must not park here. | g. I must do it. |

EXERCISE B Match each sentence with a purpose. Write the letter.

PURPOSE	
a. express ability or 100% possibility	1. ____ Smith can play soccer very well.
b. ask for or give permission	2. ____ Can I borrow your tools to fix my car?
c. express future	3. ____ We have to take the test today.
d. express 50% possibility	4. ____ You must not smoke inside.
e. say something is necessary or required	5. ____ They're going to eat at noon today.
f. say something is forbidden	6. ____ All students must wear uniforms.
	7. ____ You may use my telephone.
	8. ____ Will the train leave soon?
	9. ____ We may have a new teacher soon.
	10. ____ I might go to Paris.
	11. ____ Do we have to clean the barracks on Sunday?
	12. ____ I think we can buy luggage in that store.

EXERCISE C Write a new sentence for each purpose listed in Exercise B.

- _____
- _____
- _____
- _____
- _____
- _____

EXERCISE D Match each sentence with a purpose. Write the negative modals.

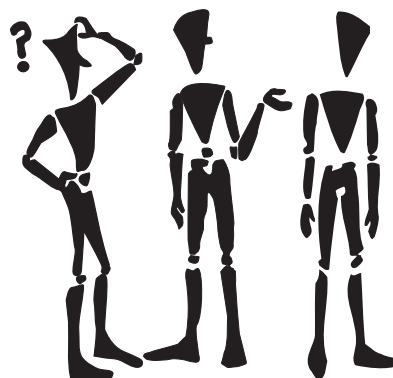
Number 1 is an example.

1. a We *can't* drive to Houston in just 2 hours.
2. _____ You *may not* borrow my car.
3. _____ My brother *might not* come tonight.
4. _____ She *doesn't have to* bring her book to class.
5. _____ We *aren't going to* buy new clothes.
6. _____ They *don't have to* work on weekends.
7. _____ The new barber *can't* cut hair well.
8. _____ The airplane *won't* leave on time.
9. _____ The rules say privates *can't* leave the base.

NEGATIVE MODALS	PURPOSE
a. <i>can't</i>	express inability or impossibility
b.	deny permission
c.	express negative future
d.	express negative possibility
e.	say something is not necessary or required

EXERCISE E In groups, compare these sentences and their purposes.

1. Sally may buy a new house.
Sally will buy a new house.
2. Sgt Hicks can't play soccer.
Sgt Hicks isn't going to play soccer.
3. May I study for the test in the library?
Do I have to study for the test in the library?
4. We have to leave now.
We don't have to leave now.
We must not leave now.



American Language Course

The American Language Course is a comprehensive, multilevel program for adults that teaches English for vocational and professional purposes. The ALC is designed primarily for intensive English language training in a classroom setting, but it can be adapted for slower-paced instruction. A significant feature of the ALC is the inclusion of basic military topics and vocabulary.

Using traditional methods of language teaching as well as contemporary communicative approaches, the ALC's presentation is systematic and carefully sequenced to ensure that learners can build on previously acquired knowledge. Photographs, illustrations, charts, and tables explain vocabulary and grammar, while dialogs and student-centered activities introduce and reinforce language functions and skills. Each book is supplemented by an instructional package that includes the following:

- Instructor text
- Student text
- Audio recordings
- Language laboratory activities instructor text with audio scripts
- Language laboratory activities student text
- Computer-delivered interactive multimedia instruction (IMI)
- Quiz kit
- Optional training aids

The ALC's second edition features a completely revised student text with an accompanying instructor text. Instructor notes offer detailed guidelines for presenting classroom exercises, supplemental activities, and pertinent cultural information. A variety of teaching strategies are provided to keep students motivated and enliven the classroom.

