

To the Learner

All-Star is a four-level, standards-based series for English learners featuring a picture-dictionary approach to vocabulary building. “Big picture” scenes in each unit provide springboards to a wealth of activities developing all of the language skills.

An accessible and predictable sequence of lessons in each unit systematically builds language skills around life-skill topics. *All-Star* presents family, work, and community topics in each unit, and provides alternate application lessons in its Workbooks, giving teachers the flexibility to customize the series for a variety of student needs and curricular objectives. *All-Star* is tightly correlated to all of the major national and state standards for adult instruction.

Features

- ★ **Accessible “big picture” scenes** present life-skills vocabulary and provide engaging contexts for all-skills language development.
- ★ **Predictable sequence of lessons** in each unit reduces prep time for teachers and helps students get comfortable with the pattern of each lesson type.
- ★ **Flexible structure** allows students to customize each unit to meet a variety of student needs and curricular objectives, with application lessons addressing family, work, and community topics in both the Student Book and Workbook.
- ★ **Comprehensive coverage of key standards**, prepares students to master a broad range of critical competencies.
- ★ **Multiple assessment measures** like performance-based assessment offer a broad range of options for monitoring and assessing learner progress.

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| 1 Skills and Abilities <i>page 4</i> | <ul style="list-style-type: none"> Talk about continuing education Talk about personal and professional goals Listen to telephone conversations and messages Talk about telephone behavior Talk about job interviews Talk about importance of writing skills Discuss success <p>Focus on Pronunciation: Blending words in questions with <i>you</i></p> | <ul style="list-style-type: none"> Complete a class registration form Read about types of skills Write about types of skills Write telephone messages Read a success story Read about career plans Preview a reading <p>Spotlight: Reading Make inferences</p> <p>Spotlight: Writing Write business letters</p> | <ul style="list-style-type: none"> Evaluate Apply knowledge Analyze |
| 2 Getting Around <i>page 30</i> | <ul style="list-style-type: none"> Talk about types of transportation Talk about solving transportation problems Talk about automobile insurance Listen to conversations regarding a traffic accident and car repair Listen to conversations about making car and travel reservations Get information about travel schedules <p>Focus on Pronunciation: Reduction of past modals</p> | <ul style="list-style-type: none"> Read an insurance policy Read automobile insurance terms Read a bus schedule Read about travel options Take notes on transportation issues Write synonyms Fill out accident reports <p>Spotlight: Reading Identify the topic and main idea</p> <p>Spotlight: Writing compound subjects, verbs, and objects</p> | <ul style="list-style-type: none"> Make inferences Compare information Analyze Interpret |
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| 4 Rights and Responsibilities <i>page 82</i> | <ul style="list-style-type: none"> Talk about Washington D.C. Talk about marches and protests Talk about rights and responsibilities Discuss social issues Listen to conversations about educational system Express agreement and disagreement Talk about government agencies Talk about unions | <ul style="list-style-type: none"> Read about marches and protests Read and take notes on rights and responsibilities Read charts about education in the U.S. Read about government agencies Write initials of agencies to contact in emergencies Read about acronyms vs. initials Read and write about work unions Scan a reading <p>Spotlight: Reading Adjust your reading speed</p> <p>Spotlight: Writing Identify purpose for writing business letters</p> | <ul style="list-style-type: none"> Analyze Rank information Summarize Predict Apply knowledge to new situations |

| Vocabulary | Grammar | Civics Concepts | Math Skills |
|---|---|--|--|
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| <ul style="list-style-type: none"> • Types of courses • Educational and professional goals • Word forms | <ul style="list-style-type: none"> • Direct and indirect <i>yes/no</i> and <i>wh-</i> questions | <ul style="list-style-type: none"> • Identify educational opportunities • Recognize personal and professional goals • Recognize personal job skill abilities • Recognize appropriate interviewing behavior • Ability to take and interpret telephone messages • Recognize do's and don'ts of phone use • Recognize behavior that leads to promotion | |
| <ul style="list-style-type: none"> • Automobile insurance terms • Parts of an automobile • Synonyms • Car accident checklist | <ul style="list-style-type: none"> • Past form of <i>should</i> • Past form of <i>could</i> | <ul style="list-style-type: none"> • Compare travel schedule and cost • Interpret information about automobile insurance • Understand what to do in case of an accident • Identify basic travel signs • Interpret highway and traffic signs | |
| <ul style="list-style-type: none"> • Types of health care professionals and specialties • Nutritional labels • Words about immunization • Synonyms | <ul style="list-style-type: none"> • Adverb clauses of time • Adverb clauses of reason and contrast | <ul style="list-style-type: none"> • Understand when to call 911 • Understand types of health care professionals • Determine who to see for different health issues • Understand and analyze food labels • Analyze personal health habits | Focus on Math: Convert numbers to percentages |
| <ul style="list-style-type: none"> • U.S. constitutional rights and responsibilities • Educational system • Homonyms • Government agencies • Workers' rights • Unions | <ul style="list-style-type: none"> • Active and passive verbs • Forming the passive | <ul style="list-style-type: none"> • Identify U.S. constitutional rights and responsibilities • Understand the U.S. educational system • Identify which government agencies to use for different needs • Understand educational rights and options • Understand protests and marches | Focus on Math: Understand bar and line graphs |

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| 6 Rules and Laws page 134 | <ul style="list-style-type: none"> • Talk about courtrooms and people in them • Summarize • Talk about a bar graph • Talk about types of crime and common laws • Listen to recorded messages • Listen to information about getting a marriage and driver's license • Talk about getting a marriage and driver's license • Paraphrase • Talk about traffic tickets • Talk about neighborhood problems <p>Focus on Pronunciation: Changing stress on <i>that</i></p> | <ul style="list-style-type: none"> • Read roles of people in a courtroom • Read journal entries • Read a bar graph • Read checklists about getting a marriage and driver's license • Take notes on prerecorded instructions • Read about traffic citations • Write details about traffic citations • Read about community involvement <p>Spotlight: Reading Recognize cause and effect</p> <p>Spotlight: Writing Use graphic organizers for writing</p> | <ul style="list-style-type: none"> • Sequence • Summarize • Compare • Paraphrase • Interpret |
| 7 Career Paths page 160 | <ul style="list-style-type: none"> • Talk about workplace situations • Talk about workplace responsibilities and behavior • Talk about interviews • Listen to job interviews • Roleplay job interviews • Discuss ideal employees and employers • Describe workplace tasks • Expand responses to questions | <ul style="list-style-type: none"> • Read work rules • Read online job postings • Write a job description • Write job tasks • Read an employment application • Read a company profile <p>Spotlight: Reading Identify a sequence of events</p> <p>Spotlight: Writing Understand the writing process</p> | <ul style="list-style-type: none"> • Solve problems • Analyze • Evaluate • Rank job benefits • Solve problems based on new information |
| 8 Money Matters page 186 | <ul style="list-style-type: none"> • Talk about household budgets • Talk about expenses • Listen to conversations about banking • Talk about protecting your money • Talk about financial terms • Give advice | <ul style="list-style-type: none"> • Read questions about money issues • Read about credit cards • Read about ways to save and invest • Take notes • Write a budget <p>Spotlight: Reading Compare and contrast</p> <p>Spotlight: Writing Use transition words</p> | <ul style="list-style-type: none"> • Evaluate • Analyze • Apply knowledge • Compare banking alternatives |
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| Vocabulary | Grammar | Civics Concepts | Math Skills |
|--|---|---|--|
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| <ul style="list-style-type: none"> • Courtroom language • Types of crimes • Word forms • Instructions to obtain a marriage license • Instructions to obtain a driver's license • Citations | <ul style="list-style-type: none"> • Adjective clauses | <ul style="list-style-type: none"> • Interpret basic court procedures • Understand requirements for obtaining licenses • Understand different types of crimes • Understand information about traffic tickets | |
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Welcome to All-Star

All-Star is a four-level series featuring a “big picture” approach to meeting adult standards that systematically builds language and math skills around life-skill topics.

Accessible lesson format in Lessons 1–4 follows an innovative layout with a list of activities labeled “Things to Do” on the left and picture-dictionary visuals and readings on the right.

Predictable unit structure includes the same logical sequence of lessons and two Spotlight lessons in each unit.

“Big picture” scenes are springboards to a wealth of life-skills vocabulary, activities, and discussions in the Student Book and all-skills expansion activities in the Teacher’s Edition.

1 LESSON

UNIT 2: Getting Around

It happened during rush hour.

THINGS TO DO

1 Warm Up

Work with your classmates to answer the questions below.

- How do you usually get around—on foot, by car, or by public transportation? Which do you prefer?
- What's happening during **rush hour** in the picture? List 10 things, including 3 unsafe ones.

2 Make Inferences

Read the facts and inferences below about Tom. Check (✓) the inferences that are logical. Then choose another person in the picture and write facts about that person. For each fact, write 2 inferences.

| Facts | Inferences |
|------------------------------|--|
| Tom drives a red sports car. | <input type="checkbox"/> He likes big cars. |
| | <input type="checkbox"/> He likes to drive fast. |
| Tom ran into another car. | <input type="checkbox"/> He's not very happy now. |
| | <input type="checkbox"/> He's not a very careful driver. |

Read your inferences to the class. Ask them to identify the person.

3 Analyze

Work with a partner. For each situation below, describe what you would do.

- You have a **flat tire**.
- The police stop you for speeding.
- You hit the side of a parked car.
- You see road construction ahead.

Setting Goals Below are some topics in this unit. Identify each one as (1) very useful to you, (2) somewhat useful, or (3) not useful.

| | |
|---|---|
| <input type="checkbox"/> car accidents | <input type="checkbox"/> ways to travel |
| <input type="checkbox"/> insurance terms | <input type="checkbox"/> road maps |
| <input type="checkbox"/> insurance policies | <input type="checkbox"/> bus schedules |

Warm Up activities activate students’ background knowledge and interest in the topic, and prompt discussion.

Life-skills vocabulary is presented through compelling realia, illustrations, and in rich contextual environments.

Comprehensive coverage of key standards prepares students to master critical competencies.

2
LESSON

UNIT 2: Getting Around

My insurance will cover it.

THINGS TO DO

1 Talk about it

Use the Dictionary of Common Automobile Insurance Terms on this page to answer these questions.

1. Which terms in the list do you know?

2. Is it important to have collision insurance? Why or why not?

3. What is the difference between collision and comprehensive coverage?

2 Write True or False

Study the insurance policy on the next page and read the statements below. For each statement, write True or False.

1. The name of the policyholder is Thomas Rideout.

2. The policy holder owns a Toyota.

3. The policy holder drives about 10 000 miles a year.

4. His insurance policy is good for 6 months.

5. Tom pays \$50 000.00 for his liability coverage.

6. Tom got a discount on his insurance policy because he is a good driver.

7. Tom has a \$500.00 deductible.

8. Tom's bill for car insurance comes to \$256.80.

9. Tom has an alarm system in his car.

10. The insurance company is in Florida.

3 Apply

Read each situation below and answer the question. Then compare ideas with your classmates.

1. Someone stole your car and the police never found it. Which coverage would pay for your loss?

2. A rock from a passing truck cracked your windshield. Which coverage would cover your loss?

3. You haven't had a car accident in 7 years. Do you think you can get a discount on your insurance?

Dictionary of Common Automobile Insurance Terms

1. Actual Cash Value The cost to replace a vehicle minus the amount it has depreciated since you bought it.

2. Bodily Injury Liability This covers medical expenses for injuries the policyholder causes to someone else.

3. Claim The policyholder's request for reimbursement of a loss covered by their insurance policy.

4. Collision This covers damage to the policyholder's car from any collision. The collision could be with another car, such as a wall, a rock, etc.

5. Comprehensive This covers damage to the policyholder's car from something other than another car, such as theft, fire, or earthquake.

6. Deductible The part of the loss that you agree to pay if you have an accident.

7. Medical Payments or Personal Injury Protection (PIP) This covers the treatment of injuries to the driver and passengers of the policyholder's vehicle.

8. Premium The amount of money you pay for your insurance. The higher the deductible, the lower the premium.

9. Property Damage Liability This pays for damage the policyholder causes to someone else's property.

10. Uninsured Motorist Coverage This pays for treatment and/or property damages of the policyholder if he/she is injured in a collision with an uninsured driver.

Learning Synonyms You can expand your vocabulary by learning synonyms. Find a synonym for these words.

yearly

car or truck


driver

belongings

payment

crash

VOCABULARY IN CONTEXT: Understanding Insurance Terms



UNIFIED AUTOMOBILE INSURANCE COMPANY
3833 Bradbury Road - Fredericksburg, VA 22401

Named Insured and Address:
Thomas Rideout
564 Philips Street
Miami, FL 33136

Policy Number: 00044 44 244 4443 5
POLICY PERIOD (12:01 A.M. Standard Time)
EFFECTIVE OCT 01 2009 TO OCT 01 2010

Description of Vehicle(s)

| YEAR | MAKE | MODEL | BODY TYPE | ANNUAL MILEAGE | IDENTIFICATION NUMBER |
|------|---------|---------|-----------|----------------|-----------------------|
| 2000 | PORSCHE | BOXSTER | CPE 2D | 10 000 | WPOCA29894U612345 |

| COVERAGES | LIMITS OF LIABILITY (ACV MEANS ACTUAL CASH VALUE) | VEH 01 D=DED AMOUNT | ANNUAL PREMIUM \$ | VEH 02 D=DED AMOUNT | ANNUAL PREMIUM \$ |
|-----------------------------------|--|---------------------------|----------------------|---------------------------|----------------------|
| PART A - LIABILITY | | | | | |
| BODILY INJURY | EA PER \$ 300 000 | | | | |
| | EA ACC \$ 500 000 | | 256.80 | | |
| PROPERTY DAMAGE | EA ACC \$ 50 000 | | 92.00 | | |
| PART B - MEDICAL PAYMENTS | | | | | |
| | EA PER \$ 10 000 | | 19.25 | | |
| PART C - UNINSURED MOTORISTS | | | | | |
| BODILY INJURY | EA PER \$ 300 000 | | | | |
| | EA ACC \$ 500 000 | | 184.00 | | |
| PART D - PHYSICAL DAMAGE COVERAGE | | | | | |
| COMPREHENSIVE LOSS | ACV LESS | D500 | 283.50 | | |
| COLLISION LOSS | ACV LESS | D500 | 376.00 | | |
| VEHICLE TOTAL PREMIUM* | | | 1 211.55 | | |
| ANNUAL PREMIUM \$ | | | 1 211.55 | | |

*Premium is based on the following discounts: 5-year good driving record; anti theft device; designated professional group.

Critical thinking activities such as evaluating and classifying, allow students to interact with the content in a meaningful way.

Try This Strategy activities present specific ways to help students learn vocabulary, understand their personal learning style, and approach academic tasks. These are included towards the beginning of each unit.

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Listening activities include a rich variety of everyday personal, academic, and workplace conversations. Activities ask students to listen for important details as well as main ideas.

Realia-based readings and narrative selections like maps, advertisements, stories, graphs, and online articles provide the basis for developing reading skills and associating text with listening passages.



UNIT 2: Getting Around

LISTENING AND SPEAKING: Understanding Transportation Issues

Could you tell me the arrival time?

THINGS TO DO

1 Warm Up

Work with your classmates to answer the questions below.

1. What do you think the people in each scene are saying?
2. Look at the map of Florida. What route would you take to get from Miami to Tampa? From Miami to Ft. Myers?

2 Put in Sequence

Number the pictures about Tom and his accident in order from 1 to 5. Then listen to 5 conversations and check your guesses.

3 Listen for Specific Information

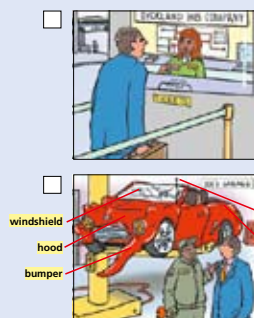
Read the statements below. Then listen to the conversations again and check (✓) True or False. Next, correct the false statements.

- | | | |
|--|--------------------------|--------------------------|
| 1. Tom asks the police officer for her name. | True | False |
| 2. Tom doesn't have proof of insurance. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Tom is polite to the police officer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Yumiko asks Tom about the weather conditions at the time of the accident. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Yumiko's phone number is 555-3465. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Tom's car has only a damaged windshield and bumper. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. It will take a few hours to fix Tom's car. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. The mechanic offers to take Tom to Tampa. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Tom buys a bus ticket for the 1:45 bus. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Tom buys a round-trip ticket. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Bill is Tom's boss. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Tom asks to borrow Bill's car to go to the beach. | <input type="checkbox"/> | <input type="checkbox"/> |

4 Use the Communication Strategy

Role-play a telephone conversation between a customer and a ticket agent at a bus station. Use information from the bus schedule on the next page.

A: Blueway Bus Service. Can I help you?
 B: Yes. Could you tell me if you have a bus to Tampa from downtown Miami leaving around 9:00 in the morning tomorrow?
 A: Around 9:00? Let me see. We have a bus that departs at 9:45.
 B: Can you give me the arrival time?

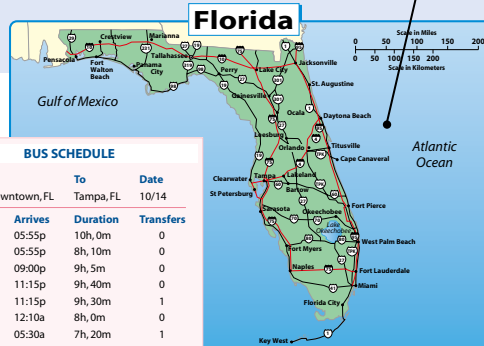


COMMUNICATION STRATEGY

Pausing Expressions

When you need a moment to respond to someone's question or comment, use the following expressions.

- Let me see.
- Just a minute.
- Hold on a minute.



Use the Communication Strategy activities invite students to engage in everyday conversations with their classmates, using the vocabulary, grammar, and communication strategy they have learned.

Communication Strategy boxes present specific strategies that will improve students' ability to communicate effectively, helping them become more fluid, natural speakers.

Windows on Math help students develop functional numeracy skills needed in everyday applications.

WINDOW ON MATH

Converting numbers to percentages



Read the information.

To convert numerical information to a percentage, you should divide the part by the whole and multiply by 100.

1. 130 calories (from fat) ÷ 170 calories × 100 = 76.5% total calories from fat
2. 5 calories (from protein) ÷ 14 calories (total) × 100 = 36% total calories from protein



Calculate the percentages.

1. One package of peanut butter crackers contains 180 calories. Ninety calories come from fat. What percentage of the calories are from fat? _____
2. A serving of pasta has 42 grams of total carbohydrates. The recommended daily amount of carbohydrates is 300 grams. What percent of the recommended daily amount is the serving of pasta? _____

A grammar lesson is presented in each unit, offering in-depth grammar practice. The essential grammar content is correlated to a variety of national and state standards.

Grammar boxes describe the structure of the grammar and offers everyday examples to help students understand usage.



UNIT 2: Getting Around

GRAMMAR: Using Past Forms of Modals

I should have stayed home.

The Past Form of *Should*

You can use *should (not) have* + a past participle to give an opinion on or express regret about something in the past.

EXAMPLES:

Tom **should have slowed down**. (Slowing down was advisable, but Tom didn't do it.)
I **shouldn't have stopped** the car. (Stopping the car was not a good thing to do, but I did it.)
They **should have taken** the bus instead of driving. (Taking the bus was advisable, but they drove instead.)

| | |
|-----------|------------------------------------|
| I | should have slowed down. |
| You | should have bought some insurance. |
| He/She/It | shouldn't have gotten angry. |
| We | |
| They | |

1 Complete the Sentences

Complete the sentences with *should + have* and the past participle of the verb in parentheses.

- I should have taken the bus to Tampa, but I drove instead. (take)
- He _____ comprehensive insurance, but he only bought liability. (buy)
- To get cheaper plane tickets, they _____ reservations seven days **in advance**. (make)
- You _____ when the light turned yellow instead of speeding up. (slow down)
- You _____ a discount on your car insurance because you haven't ever gotten a ticket. (get)
- When she saw smoke coming from the engine, she _____ right away. (stop)

2 What's Your Advice?

For each situation below, write a sentence telling what you think the person should have done and shouldn't have done.

- Nan forgot to put on the emergency brake when she parked her car and it rolled down the road and into another car. She was lucky because it could have caused a much worse accident.

- Jamal had to pay a lot more for his plane ticket because he waited until the day before his vacation to buy it.

- Keiko missed her train because she spent an hour looking for her wallet and got to the station late.

The Past Form of *Could*

You can use *could (not) have* + a past participle to identify something that was possible (or impossible) in the past. This structure is used to talk about an option not taken.

EXAMPLES:

I **could have left** on Monday, but I decided to wait until Tuesday.
Jude **could have bought** a new car, but he decided to buy a used car.
You **couldn't have booked** a ticket because your name is not on the flight list.

| | |
|-----------|--|
| I | could have taken the train instead of the bus. |
| You | could have gotten a cheaper fare by booking early. |
| He/She/It | couldn't have seen the accident because it was too dark. |
| We | |
| They | |

3 Write

Answer each question with a complete sentence.

- Ann rented a car to travel from Miami, Florida to New York. How else could she have traveled to New York?
She could have flown.
- Mohamed used a credit card to buy his plane ticket. How else could he have bought his ticket?

- Fatima only bought liability insurance for her car. What other kind of coverage could she have bought?

- Andrea left her computer in the car and someone stole it. What could she have done to avoid losing her computer?

- Ray was late to the meeting because he got caught in rush hour traffic. How could he have avoided being late?

- Tranh tried to stop his car, but the streets were wet and he crashed into the car in front of him. What could Tranh have done (or not done) in this situation?

- Marcos bought his plane ticket from a travel agent. Where else could he have bought his ticket?

Grammar practice activities guide students through structured and progressively more open-ended ways to use the target grammar.

Application lessons focus on developing the students' roles in life as workers, parents, and community members.

Real-world documents and situations are highlighted in the *Application* lessons, exposing students to critical concepts they encounter at work, at home, and in the community.



COMMUNITY

UNIT 2: Getting Around

What To Do in a Car Accident



1 Warm Up

Work with your classmates to answer the questions below.

- Have you ever seen or been in a car accident? What happened?
- What should you do if you see a car accident? What shouldn't you do?

2 Read and Respond

Do you know what to do if you are in a car accident? Read the information below and answer the questions on the next page. Then fill in the missing information about Tom Rideout's accident.

Car Accident Checklist

- Stop immediately. Keep calm. Do not argue, accuse anyone, or make any admission of guilt for the accident.
- Do not leave the scene; however, if the vehicles are operable, move them to the **shoulder of the road** and out of the way of **oncoming** traffic.
- Warn oncoming traffic.
- Call medical assistance for anyone injured. Dial 911. Do what you can to provide first aid, but do not move them unless you know what you are doing.
- Call appropriate law enforcement authorities.
- Get the information requested in the form below.

Other Vehicle Information

Owner: *Thomas Rideout* Phone: *(305) 555-3465*

Address: _____

Make/Model/Year: _____

Vehicle ID: _____

License Plate #State: *883WE / Florida*

Driver's Name: _____

Phone: *(305) 555-3465*

Address: *564 Philips St. Miami, FL 33136*

Driver's License #State: *FLD000990 / Florida*

Area of Damage: *bumper, windshield, headlights*

Accident Facts

Date: *Nov. 6* Time: *8:45 AM*

City, State/Street: *Miami, FL / Route 41*

Condition of Road/Weather: *dry / clear and sunny*

Direction of your Car: *west*

Speed of your Car: *I was stopped.*

Direction of other Car: *west*

Speed of other Car: *About 25 mph. Ran into back end.*

Did the police take a report? *Yes.*

Responding Police Department: *Florida Highway Patrol*

Case/Report Number: *FL2222XYZ*

Witnesses

Name: *Han Chen* Phone: *(813) 555-1263*

Address: *1275 75 St. Tampa, FL 33619*

Name: *N/A*

Address: _____

Source: AAA Insurance, <http://www.aaa.com>

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APPLICATION: Dealing with Emergencies

QUESTIONS

- According to the car accident checklist, what are 3 things you should do if you are in an accident? What are 3 things you shouldn't do?
- In a serious accident, which would you do first — call 911 or move your car onto the shoulder of the road? Why?
- How could you warn oncoming traffic that there has been an accident?
- Why shouldn't you move an injured person?
- Why is it important to get the names of any witnesses?

3 Apply

Work with one or more classmates. Read each situation below and answer the questions.

- Oscar ran into a parked car leaving a big scratch along the side. He parked his car and left a note on the other car giving his name, address, and phone number. What else could he have done? What do you think he should have done?
- Barbara was standing on the street corner when a truck ran a red light and hit another car. "I was probably the only witness to the accident," Barbara said, "but I was in a hurry to get home, so I just left quickly." What do you think Barbara should have done?

WINDOW ON PRONUNCIATION Reduction of Past Modals



Listen to the words. Then listen and repeat.

should have (sounds like shuduv)
could have (sounds like cuduv)

shouldn't have (sounds like shuduv)
couldn't have (sounds like cuduv)



Listen to the sentences. Write the missing words. Use the correct spelling.

- I _____ renewed my driver's license earlier this month.
- He _____ taken an earlier flight.
- They _____ chosen a worse time to travel.
- She _____ slowed down at the intersection.
- You _____ purchased insurance from that company.
- We _____ bought our tickets online.



Work with a partner. Ask the questions below. Write your partner's answers.

- Think about the last trip you took. What are two things you should have done differently?
- What could you have done to help someone last week?
What did you do to help someone last week?

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Windows on Pronunciation help students produce difficult sounds in English and address issues of stress, rhythm, and intonation.



UNIT 2: Housing

How safe is your home?

- Look at the title of the article and the photos in Activity B. What do you think the article is about? Check the main idea.

- ☐ Children's furniture ☐ Keeping your children safe at home ☐ How to play with your baby

- Read the article. Check the childproofing tips that you follow now.

CHILDPROOF YOUR HOME

If you are expecting a baby or have small children in your home, you should childproof your home immediately. Look at your house from a toddler's point of view. Get down on the floor and look for dangers: places where a child could get a shock, a burn, or a cut.



Safety in the bathroom:

- Keep medications and cleaners out of the reach of children.
- Put non-slip mats in the shower and tub.
- Check the water temperature before you put your child in it.
- Supervise children under six years of age when they are in the bathtub.
- Keep electrical appliances away from the water.

Safety in the kitchen:

- Put childproof covers on cabinets.
- Keep electrical appliances and cords out of the reach of children.
- Turn pot handles away.
- Cook on back burners.
- Keep sharp knives in a locked drawer or out of reach.
- Supervise young children using the microwave.
- Don't carry hot liquids and a child.



Safety in the bedroom and living room:

- Cover electrical outlets with plastic covers.
- Wrap cords for curtains and blinds up out of reach.
- Keep small items out of reach so children won't swallow them.
- Put locks on windows.
- Use a child safety gate at the top and bottom of the stairs.
- Keep plants out of reach. Some are poisonous.
- Put padding on sharp edges such as the fireplace.



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ALTERNATE APPLICATION: Childproofing Your Home

4 Check True or False.

- You can see all the dangers in your house if you walk around.
- You should put latches on cabinets so children can't open them.
- You shouldn't cook on the back burners.
- It's okay to leave small objects around the house.
- The cords for blinds and curtains can be dangerous.
- Microwaves are safe for children to use.

| | True | False |
|----|--------------------------|--------------------------|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> |

5 Answer the questions using information from Activity B.

- What are three things you can do so children don't get burns?
- What are two ways to prevent falls?
- How can you make sure children don't get a shock?

6 List three things you think new parents should buy to make their homes safer.

- _____
- _____
- _____

| Children's names and ages | Dangers in their home? | How their home is childproofed |
|---------------------------|------------------------|--------------------------------|
| | | |



TAKE IT ONLINE: Use your favorite search engine to find information on childproofing your home. List three new ideas for making your home safer.

- _____
- _____
- _____

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Alternate application lessons in the *Workbook* provide a flexible approach to addressing family, work, and community topics in each unit.

Listening Reviews help teachers assess listening comprehension, while giving students practice with the item types and answer sheets they encounter on standardized tests.

Vocabulary Reviews provide engaging activities for students to review and assess their knowledge of the vocabulary they learned in each unit.

UNIT 2: Getting Around

7 LESSON

What do you know?

1 Listening Review

Listen to each conversation and choose the best answer to the question you hear. Use the Answer Sheet.

1. A. by bus
B. at 3:15
C. to Miami

2. A. road assistance
B. the police
C. a flat tire

3. A. a higher deductible
B. a discount for good driving
C. collision coverage

4. A. He wants to have a good time.
B. It's cheaper than flying.
C. He wants to see the country.

5. A. The man was speeding.
B. The man wasn't paying attention.
C. The man was driving too close to the car ahead.

Listen and choose the sentence that is closest in meaning to the sentence you hear. Use the Answer Sheet.

6. A. My car is just like new.
B. When I bought my car it was worth \$5,000.
C. My car is worth less now.

7. A. My insurance coverage starts on August 1.
B. My insurance coverage ends on August 1.
C. My insurance coverage is very expensive.

8. A. She bought a nonrefundable ticket.
B. She bought her ticket a week before her trip.
C. She bought a bus ticket seven days in advance.

9. A. She bought liability insurance.
B. She has liability insurance.
C. She didn't buy liability insurance.

10. A. I took the train.
B. I took the bus.
C. I could have taken the bus.

ANSWER SHEET

| | | | |
|----|---|---|---|
| 1 | A | B | C |
| 2 | A | B | C |
| 3 | A | B | C |
| 4 | A | B | C |
| 5 | A | B | C |
| 6 | A | B | C |
| 7 | A | B | C |
| 8 | A | B | C |
| 9 | A | B | C |
| 10 | A | B | C |

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UNIT 2: Getting Around

REVIEW AND ASSESSMENT

2 Vocabulary Review

Use the clues to complete the crossword puzzle.

ACROSS

2. The verb form of the word "collision" is ____.

3. You shouldn't drive on the ____ of a road, but you can stop there in an emergency.

6. An insurance contract is called a ____.

9. This word means "to repay."

10. The amount of money you pay each year for your insurance.

11. This is what you look through while you are driving a car.

12. Someone who sees a car accident is a ____ to the accident.

DOWN

1. This word means "to go down in value."

4. Traffic that is coming towards you is called ____ traffic.

5. "Watch out!" and "Be careful!" are examples of ____.

7. Another word for car or truck is ____.

8. Another word for "choice" is ____.

LEARNING LOG

I know these words:

NOUNS

☐ actual cash value
☐ antenna
☐ bumper
☐ claim
☐ collision
☐ coverage
☐ deductible
☐ flat tire
☐ hood

☐ liability
☐ option
☐ policy
☐ policyholder
☐ premium
☐ reimbursement
☐ rush hour
☐ shoulder (of a road)
☐ standard fare
☐ trunk

☐ vehicle
☐ windshield
☐ witness

VERBS

☐ check into
☐ depreciate
☐ swam

ADJECTIVES

☐ comprehensive
☐ effective
☐ nonrefundable
☐ oncoming
☐ uninjured

OTHER

☐ in advance

I practiced these skills, strategies, and grammar points:

☐ setting goals for the unit
☐ making inferences
☐ analyzing transportation problems
☐ learning synonyms
☐ reading road maps
☐ reading a bus schedule
☐ understanding car insurance

☐ listening and sequencing events
☐ listening for specific information
☐ using pausing expressions
☐ comparing means of travel
☐ using the past forms of should and could
☐ dealing with a car accident
☐ practicing reduction of past modals

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Spotlight: Reading and **Spotlight: Writing** lessons appear at the end of each unit, offering supplementary and targeted reading and writing skill development.

Learning Logs ask students to catalog the vocabulary, grammar, life-skills, and strategies they have learned, and determine which areas they need to review.

UNIT 2: Getting Around

Spotlight: Reading Strategy

IDENTIFYING THE TOPIC AND MAIN IDEA

The topic of a paragraph tells what the paragraph is about. For example, the topic of a paragraph might be: wearing seatbelts, buying a plane ticket, or my trip to Georgia.

The main idea of a paragraph is the writer's attitude or opinion about the topic. For example, the main idea of a paragraph might be: wearing a seatbelt is essential, it's important to buy your plane ticket early, or my trip to Georgia was a disaster.

1 Think of a main idea for each topic below and write it in the chart. Then write your own topic and main idea. Compare your ideas with your classmates.

| Topic | Main Idea |
|--------------------------|--------------------------------|
| 1. driving too fast | Driving too fast can be fatal. |
| 2. traveling by car | |
| 3. buying auto insurance | |
| 4. making travel plans | |
| 5. driving while drunk | |
| 6. traveling by plane | |
| 7. hitchhiking | |
| 8. | |

2 Read paragraphs 1 through 4 and identify the topic and the main idea.

Paragraph 1

Traveling is something that most people enjoy, though the way people travel differs greatly. Some people like to (or have to) travel on a shoestring, finding hotels, restaurants, and means of transportation that are inexpensive. Other people like (or can afford) the luxurious route in which they stay in the finest hotels, travel in first class, and eat delicious food along the way. Still others like to travel alone and explore things on their own, while others enjoy traveling with a tour group and sharing adventures with others. What kind of traveler are you?

Topic: _____

Main Idea: _____

Paragraph 2

To drive a car in the United States, you have to have a driver's license. However, a driver's license is necessary for more than driving a car. In the United States, a driver's license is also a major form of identification. If you want to cash a check or use a credit card, you may be asked to show your driver's license.

Topic: _____

Main Idea: _____

Paragraph 3

To get a driver's license in California, you have to take a four-part test. The first part of the test is a written examination with questions about the rules of the road. Another part of the exam tests your knowledge of road signs. To get a license, you also have to pass a vision test, but luckily you can wear glasses when you take this test. The last part of the test is the actual driving test. That's when you drive on the road and try not to make any mistakes.

Topic: _____

Main Idea: _____

Paragraph 4

Be sure to do your homework if you're buying a pre-owned car. Pre-owned cars are cheaper than new cars, but they might come with unknown problems. It's best to look online and elsewhere to read as much as you can to learn about the car and determine the value of the car. Also, you should have a mechanic test it before you buy it. If you buy a pre-owned car from a car dealer, you might want to get a warranty on it. But if you buy from a private owner, make sure that they have all of the paperwork showing regular maintenance throughout their ownership.

Topic: _____

Main Idea: _____

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45

Test highlights language patterns and grammar points contained in a unit and consolidates student's knowledge concerning what they should master.

UNIT 1: Skills and Abilities

Test

Test

Name: _____ Date: _____ Score: _____

LISTENING: Listen to the conversation. Then choose the correct answer for each question.

Conversation 1

- Who are the two speakers?
 - Two friends.
 - An employer and an employee.
 - A receptionist and a possible job applicant.
 - A landlord and a tenant.
- Why is the woman calling?
 - To ask about a job.
 - To talk to her boss.
 - To get an apartment.
 - To order a newspaper.
- What is the caller's name?
 - Sarah Abdi.
 - Sahara Abdi.
 - Lily Rogers.
 - Lily Johnson.

- What message should he write down?
 - Please call back.
 - Will call again.
 - Returned your call.
 - Important.
- When will the caller be able to ask about the job?
 - Tomorrow.
 - Later in the morning.
 - After two.
 - Around one.



GRAMMAR: Choose the correct answer to complete the sentences.

- Do you know _____?
 - what is the time?
 - if the time is?
 - what time it is?
 - time?
- Can you tell me _____?
 - where we are meeting?
 - where are we meeting?
 - if are we meeting?
 - if we meet?
- Do you know _____?
 - if is Mary absent today?
 - can Juan drive a car?
 - if Tanya lives here?
 - does Hugo have a truck?
- Can you tell me _____?
 - when she will be home?
 - why did he leave early?
 - where is the bank?
 - what day are we meeting?
- Do you know _____?
 - what did he say?
 - who called?
 - why is it so late?
 - when do we eat?

READING: Read the information below and choose the best response.

In today's workplace, employees should observe netiquette when they write e-mails. Netiquette is a term describing the manners, or rules of courtesy, that people observe on the Internet. Remember that your e-mails at work belong to your employer and may be read by supervisors. You should be polite when writing e-mails. Use mixed case because using all caps looks LIKE YOU ARE SHOUTING. If you receive an e-mail as part of a group, don't hit "reply all" if you are really just replying to the sender. Remember that things in an e-mail can be misunderstood, so be especially clear and diplomatic.



- This article is intended for _____.
 - friends
 - family members
 - workers
 - students
- Netiquette is _____.
 - a set of rules
 - a type of e-mail
 - an Internet service
 - a office document
- Your e-mails at work belong to _____.
 - you
 - your company
 - the person you are e-mailing
 - the Internet
- Mixed case probably means _____.
 - confusing words
 - emails with different sources
 - reply all
 - capital and lower-case letters
- You probably shouldn't hit "reply all" every time because _____.
 - your mailbox will get too full
 - the response may not be for everyone
 - it will repeat the original e-mail
 - it will send a response to all the e-mails you have received

VOCABULARY: Choose the word or phrase that is closest in meaning to the bold-faced words.

- It is **essential** that we meet today.
 - convenient
 - lucky
 - important
 - sad
- Some articles are difficult to **comprehend**.
 - pronounce
 - understand
 - remember
 - rewrite
- My supervisor said I was **very cooperative**.
 - worked very well with others
 - was very punctual
 - solved problems very well
 - was a very proficient writer.
- The report was very **concise**.
 - accurate
 - short and to the point
 - long
 - confusing
- I **couldn't concentrate** in class today.
 - pay attention
 - understand
 - remember
 - listen

Translation exercises in the Test consolidates what students have learned through this activity.

UNIT 1: Skills and Abilities

Supplemental Translation Exercises

A. Translate the following sentences into Chinese.

Lesson 1

1. When does the computer repair class meet?

2. Which two courses are the most expensive?

3. It's important for everyone to know how to manage stress.

Lesson 2

1. It is easy for his listeners to understand what Peter is saying.

2. Good writers are able to express their ideas clearly and concisely.

3. To improve our interpersonal skills we must understand how our behavior affects other people.

Lesson 3

1. We're open until 9 p.m. every weekday.

2. Do you want me to have him call you back?

3. I'm sorry but he is not here right now.

Lesson 4

1. One-third of the students do not meet the minimum writing requirements of the course.

2. Good interpersonal skills are more important than they have ever been.

3. People who have mastered these computer skills are among the most sought after employees.

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Supplemental Translation Exercises focus on what students can achieve from such intensified activities.

Words & Expressions provides a tool to help students to understand vocabulary.

UNIT 1: Skills and Abilities

Words & Expressions

| | |
|--|---|
| according to /ə'kɔːdnɪŋ/ <i>vt.</i> 根据, 按照 | draft /draʊt/ <i>vt.</i> 起草, 画草图, 草拟 |
| accuracy /ækjʊərəsi/ <i>n.</i> 精确 (程度), 准确 (性) | encourage /ɪn'kʌrɪdʒ/ <i>vt.</i> 鼓励, 激励; 支持 |
| affect /ə'fekt/ <i>vt.</i> 影响 | essential /ɪ'senʃəl/ <i>adj.</i> 必不可少的; 非常重要的 |
| ancestry /'ænsɛstri/ <i>n.</i> 祖先, 世系 | evaluate /i'veljʊeɪt/ <i>vt.</i> 评价, 估计, 估价 |
| assess /ə'ses/ <i>vt.</i> 评定, 核定 | foreman /'fɔːsmən/ <i>n.</i> 工头, 领班 |
| available /ə'veɪləbəl/ <i>adj.</i> 有空的 | formal /'fɔːml/ <i>adj.</i> 正式的, 合乎规矩的 |
| behavior /bɪ'heɪvjə(r)/ <i>n.</i> 行为, 举止; 态度 | fulfilled /fʊl'fɪld/ <i>adj.</i> 满足的; 个人志向得以实现的 |
| bilingual /baɪ'lɪŋɡwəl/ <i>adj.</i> 两种语言的; 能说两种语言的; 用两种语言 (写) 的 | identify /aɪ'dentɪfaɪ/ <i>vt.</i> 认出, 识别, 确定 |
| clarity /'klærɪti/ <i>n.</i> 清楚, 明晰, 清澈 | incredibly /ɪn'kredəbəl/ <i>adv.</i> 很; 极为; 极端地; 极其 |
| clearly /'kɪəli/ <i>adv.</i> 明确地, 清楚地 | initiative /ɪ'nɪʃɪətɪv/ <i>n.</i> 新方案 |
| clumsy /'klʌmzi/ <i>adj.</i> 笨拙的 | inquire /ɪn'kwaɪə(r)/ <i>vi.</i> 打听, 询问 |
| come up with 想出, 提出 | interact /ɪntər'ækt/ <i>vi.</i> 交流, 沟通; 合作 |
| complex /'kɒmpleks/ <i>adj.</i> 复杂的, 难懂的 | interpersonal /ɪntə'pɜːsnəl/ <i>adj.</i> 人与人之间的, 人际的 |
| comprehend /kəm'prɪhɛnd/ <i>vt.</i> 理解, 领会 | interpret /mɪ'tɜːprɪt/ <i>vt.</i> 理解; 了解 |
| concentrate /'kɒnsəntreɪt/ <i>vt. / vi.</i> 专心于; 注意; 集中 (注意力); 聚精会神 | leave out 省略; 忽略 |
| concisely /kən'saɪsli/ <i>adv.</i> 简明地 | overcome /əʊvə'kʌm/ <i>vt.</i> 战胜; 克服 |
| confused /kən'fjuːzd/ <i>adj.</i> 糊涂的 | overview /əʊvə'vjuː/ <i>n.</i> 综览, 概观, 概述; 概況 |
| convenient /kən'veɪnjənt/ <i>adj.</i> 方便的, 便利的, 合适的 | personal /'pɜːsnəl/ <i>adj.</i> 个人的; 私人的 |
| cooperative /kəʊ'ɒpəreɪtɪv/ <i>adj.</i> 合作的, 协作的; 协助的; 配合的 | pottery /'pɒtəri/ <i>n.</i> 陶器, 陶器器皿 |
| creative /kri'eɪtɪv/ <i>adj.</i> 创造性的, 有创造力的 | presentation /prezən'teɪʃən/ <i>n.</i> 描述, 描绘; 陈述 |
| cuisine /kwi:'ziːn/ <i>n.</i> 饭菜, 菜肴 | professional /prə'feʃənəl/ <i>adj.</i> 职业的, 专业的 |
| demand /dɪ'maɪnd/ <i>n.</i> 需求, 需要 | proficient /prə'fɪʃənt/ <i>adj.</i> 精通的, 熟练的 |
| dependable /dɪ'pendəbəl/ <i>adj.</i> 可信的, 可靠的 | promotion /prə'məʊʃən/ <i>n.</i> 提升, 晋级 |
| determined /dɪ'tɜːmɪnd/ <i>adj.</i> 坚定的, 坚决的, 决意的 | punctuation /pʌŋktʃu'eɪʃən/ <i>n.</i> 标点符号 |
| distracted /dɪ'stræktɪd/ <i>adj.</i> 心烦意乱的, 慌张失措的 | quote /kwəʊt/ <i>vt.</i> 引用, 援引 |
| disturb /dɪ'stɜːb/ <i>vt.</i> 打扰, 妨碍, 干扰 | register /'redʒɪstə(r)/ <i>vi.</i> 记录; 登记; 注册 |
| | registration form 登记表, 注册表 |
| | request /rɪ'kwest/ <i>n.</i> 要求, 请求 |
| | residence /'rezɪdəns/ <i>n.</i> 住处; 住宅; 公馆 |

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INTRODUCTION

PRE-UNIT: Getting Started

Have we met before?

1 Evaluate

How can you start a conversation with someone you don't know? Read and evaluate the conversations below. Check (✓) *Good start* or *Not a good start*.

1

Nice weather today.

Sure is.

Do you live around here?

Yes, I do. I live on the East Side. What about you?

☐ Good start
☐ Not a good start

2

Hi. You look familiar. Have we met before?

No, I don't think so.

☐ Good start
☐ Not a good start

3

Hi, my name is Eva.

Hi, Eva. I'm Scott. Where are you from, Eva?

I'm from Mexico. And you?

☐ Good start
☐ Not a good start

4

Hi.

Excuse me?

Hi. I'm Leo. Are you married?

Are you married?

No, I'm not.

☐ Good start
☐ Not a good start

What did you like and dislike about each conversation? Share ideas with your classmates.

2 Talk about It

Talk to a classmate. Take turns asking and answering questions 1 to 4 in the chart below. Write your classmate's answers. Then repeat with 2 more classmates.

EXAMPLE: A: Hi. My name's Oscar.

B: Hi, Oscar. My name's Shirin. It's nice to meet you.

A: Nice to meet you, too. Where are you from, Shirin?

B: I'm from Iran. And you?

A: I'm from Mexico.

B: Oh, that's an interesting country. What languages do you speak?

A: I speak Spanish and English. What about you?

B: I speak French, Farsi, and English.

A: Wow! How long have you been here?

B: For about a year. And you?

A: I've been here for two years.

B: What classes are you taking?

A: I'm taking this class, a history class, and physics. What about you?

B: I'm just taking this class for now.

A: That's great. I think it will be a good class.

B: I think so, too. Well, nice talking with you.

A: Nice to talk to you, too.



| Name | 1. Where are you from? | 2. What languages do you speak? | 3. How long have you been here? | 4. What classes are you taking? |
|------|------------------------|---------------------------------|---------------------------------|---------------------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |



UNIT 1: Skills and Abilities

What skills do you want to learn?

THINGS TO DO

1 Warm Up

Work with your classmates to answer the questions below.

1. What are 3 things you would like to learn to do for personal growth? For professional growth?
2. Which class in the picture would you like to take? Why?

2 Identify

What do you see people in the picture learning to do? List 6 activities below. Then check (✓) the things you know how to do or would like to learn to do.

| Skills | I know how to | I would like to learn to |
|-------------------------|--------------------------|--------------------------|
| <i>take photographs</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> |

Find a classmate who wants to learn something you want to learn. Discuss 3 ways to learn it.

EXAMPLE: I could learn Thai cooking by working in a Thai restaurant.

3 Write

Complete the registration form below with information about yourself. Choose 2 courses from the schedule.

Name _____

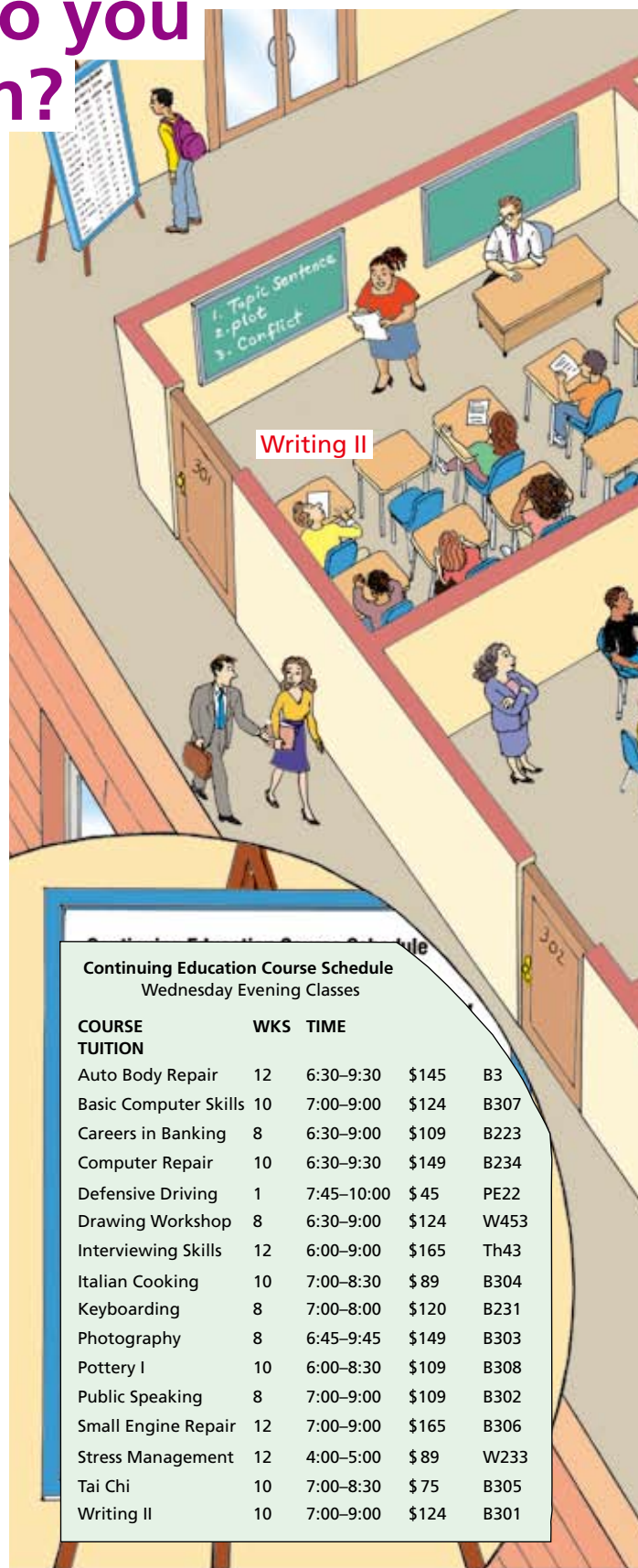
Address _____

City / State / Zip _____

Course 1 _____

Course 2 _____

Tuition total: \$ _____



Continuing Education Course Schedule
Wednesday Evening Classes

| COURSE TUITION | WKS | TIME | | |
|-----------------------|-----|------------|-------|------|
| Auto Body Repair | 12 | 6:30-9:30 | \$145 | B3 |
| Basic Computer Skills | 10 | 7:00-9:00 | \$124 | B307 |
| Careers in Banking | 8 | 6:30-9:00 | \$109 | B223 |
| Computer Repair | 10 | 6:30-9:30 | \$149 | B234 |
| Defensive Driving | 1 | 7:45-10:00 | \$45 | PE22 |
| Drawing Workshop | 8 | 6:30-9:00 | \$124 | W453 |
| Interviewing Skills | 12 | 6:00-9:00 | \$165 | Th43 |
| Italian Cooking | 10 | 7:00-8:30 | \$89 | B304 |
| Keyboarding | 8 | 7:00-8:00 | \$120 | B231 |
| Photography | 8 | 6:45-9:45 | \$149 | B303 |
| Pottery I | 10 | 6:00-8:30 | \$109 | B308 |
| Public Speaking | 8 | 7:00-9:00 | \$109 | B302 |
| Small Engine Repair | 12 | 7:00-9:00 | \$165 | B306 |
| Stress Management | 12 | 4:00-5:00 | \$89 | W233 |
| Tai Chi | 10 | 7:00-8:30 | \$75 | B305 |
| Writing II | 10 | 7:00-9:00 | \$124 | B301 |





UNIT 1: Skills and Abilities

What skills do you need?

THINGS TO DO

1 Warm Up

Work with your classmates to answer the questions below.

1. What skills do you need to be successful at work?
2. What skills do you need to be a good parent?
3. What skills do you see people using in the pictures?

2 Read and Respond

Read the information in boxes 1 to 6 and circle your answer to the question in each box. Then compare answers with a partner.

3 Evaluate

Read about the situations below and identify a skill each person has or doesn't have.

1. Laura made a presentation at work and at the end everyone looked confused and no one asked her any questions.
2. Charles and his neighbors are cleaning up the park down the street. One neighbor wants to plant flowers in the park, but Charles said that was a stupid idea.
3. Violet noticed that people are very formal at her new job, so she has started to be more formal, too.
4. Sean owns a coffee shop downtown. His new waitress is very slow and clumsy. As a result, many customers have stopped coming in the morning. Sean can't understand why business is slow.

What would you do in each situation? Talk with a classmate.



Setting Goals Below are some things you can do in this unit. Number them in order from most useful to you (1) to least useful (5).

- ___ interpret phone messages
- ___ read about common writing problems
- ___ write email messages
- ___ evaluate telephone skills
- ___ practice a job interview

1

Listening Skills

Good listening skills are **essential** for success at work and in personal life. Good listeners **concentrate** on what the speaker is saying; they don't get **distracted** by their own thoughts or by other things going on. They also know how to show the speaker they are listening.



How good are your listening skills?

| | | | |
|-----------|------|----|---------------|
| Very good | Good | OK | Not very good |
| 1 | 2 | 3 | 4 |

4

Interpersonal Skills

Interpersonal skills are the **behaviors** people use when they **interact** with other people. To improve your interpersonal skills you must understand how your behavior **affects** other people.



How good are your interpersonal skills?

| | | | |
|-----------|------|----|---------------|
| Very good | Good | OK | Not very good |
| 1 | 2 | 3 | 4 |

JOB SKILLS

2

Oral Communication Skills

People with good speaking skills are able to express their ideas **clearly**. It is easy for their listeners to understand what they are saying. Good oral communicators can also express their ideas **concisely**. They are able to focus on the important information and **leave out** unnecessary details.



How good are your speaking skills?

| | | | |
|-----------|------|----|---------------|
| Very good | Good | OK | Not very good |
| 1 | 2 | 3 | 4 |

5

Problem-Solving Skills

People with good problem-solving skills are able to identify a problem and then **come up with** possible solutions to the problem. They know how to evaluate the possible solutions and choose the best one.



How good are your problem-solving skills?

| | | | |
|-----------|------|----|---------------|
| Very good | Good | OK | Not very good |
| 1 | 2 | 3 | 4 |

3

Writing Skills

Proficient writers are able to express their ideas clearly and concisely so that their writing is easy for others to **comprehend**.



How good are your writing skills?

| | | | |
|-----------|------|----|---------------|
| Very good | Good | OK | Not very good |
| 1 | 2 | 3 | 4 |

6

Team Skills

People with good team skills are **cooperative** when they work with others. They **encourage** other team members by listening and responding to their ideas. They **resolve** differences for the benefit of the team. They also take **personal responsibility** for accomplishing the team's goals and they do their **share** of the work.



How good are your team skills?

| | | | |
|-----------|------|----|---------------|
| Very good | Good | OK | Not very good |
| 1 | 2 | 3 | 4 |



UNIT 1: Skills and Abilities

Please leave a message.



THINGS TO DO

1 Warm Up

Work with your classmates to answer these questions.

1. Do you have a telephone answering machine or service? What does the message say?
2. Read the list of Telephone Do's and Don'ts. Add two more ideas to each list.

2 Listen for General Information

Listen to 6 telephone calls and number them in order from first (1) to last (6).

- ___ Someone calls to inquire about a job.
- ___ Someone calls to apologize for something.
- 1 Someone calls to ask a favor.
- ___ The caller hears a message about business hours.
- ___ Someone calls to invite someone to something.
- ___ The caller is returning a call.

3 Listen for Specific Information

Read the telephone messages on the next page and listen to the 6 telephone calls again. Add the missing information to the messages.

4 Use the Communication Strategy

Choose a reason for calling a classmate. Practice leaving a message on his or her answering machine. Then ask your classmates to evaluate your message. Use the communication strategy on this page.

A: You have reached the Li family. Please leave a message.

B: Hi. This is Rick Martinez calling for Jim. Jim, I'm calling to get the homework assignment for English class. Could you please call me at 555-8933? Thanks. Bye.

Telephone Do's and Don'ts

Do

- speak clearly.
- identify yourself when you leave a telephone message.
- be concise when you leave a message.
- avoid using filler words such as "you know," "like," and "you guys."
- **speak softly** when you use a cell phone in a public place.

- _____
- _____

Don't

- use a cell phone in a restaurant.
- hang up without saying "Goodbye."
- keep anyone on hold for more than a few seconds.

- _____
- _____

COMMUNICATION STRATEGY

Stating Your Purpose

When you call someone on the phone, it helps to first state your name and purpose for calling.

I'm calling to ...

My purpose for calling is to ...

The reason I'm calling is to ...

1

Pat,

Leila left a message. She wants to know if you can

Call her at 555-

Don

2

Redwood High School
Continuing Education Office

HOURS:

Monday through Friday

Saturday

Sunday

3

WHILE YOU WERE OUT

FOR: Mr. Takase

DATE: June 15 TIME: 12:30

FROM: _____

OF: _____

PHONE: _____

EMAIL: _____

☐ Telephoned ☒ Will Call Again

☒ Returned Call ☐ Please See Me

☐ Please Call ☐ Important

MESSAGE: Mr. Lee said he will

4

Jan,

Maria called to _____

Mario
7:30

5

FROM Betty

DATE June 12

TIME 2:30

TO _____

MESSAGE Called to

_____ on _____

[day] _____ at [time]

_____ . Her number is

555- _____ .

6

WHILE YOU WERE OUT

FOR: Ms. Parker

DATE: June 14 TIME: 10:30

FROM: Sam

OF: _____

PHONE: _____

EMAIL: _____

☐ Telephoned ☐ Will Call Again

☐ Returned Call ☐ Please See Me

☐ Please Call ☐ Important

MESSAGE: Called to

Would like you to call back
when convenient.

4 LESSON

UNIT 1: Skills and Abilities

Writing Skills

THINGS TO DO

1 Warm Up

Work with your classmates to answer the questions below.

1. In what jobs is it important to have good writing skills?
2. In your personal life, when is it useful to have good writing skills?
3. Skim, or read quickly, the article on the next page to find the main ideas or facts. Then complete the chart below.

Title of the Article: _____
 Source (where it is from): _____
 Topic (what it is about): _____

2 Read and Respond

Read the article on the next page and answer these questions below.

1. According to the article, what do 33% of employees fail at?
2. Who is Susan Traiman and why does the writer **quote** her?
3. Why are writing skills more important today than 20 years ago?
4. According to the article, why is it a good idea to improve your writing skills?
5. Of the six writing problems listed in the article, which is the most difficult for you? Why?

3 Evaluate

Read the e-mail messages on the next page and answer the questions below. Write *yes* or *no*. Circle the mistakes and underline the unclear portions. Then correct the mistakes.

| | E-mail 1 | E-mail 2 |
|--------------------------------------|----------|----------|
| 1. Are there any spelling mistakes? | _____ | _____ |
| 2. Is there any missing punctuation? | _____ | _____ |
| 3. Are there any grammar mistakes? | _____ | _____ |
| 4. Is it clear? | _____ | _____ |
| 5. Is it concise? | _____ | _____ |

4 Write

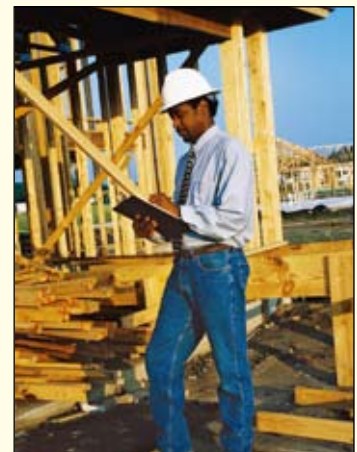
Write an e-mail message to a classmate. Ask your classmate to evaluate your message by answering the 5 questions in Activity 3 above.



Sixty-six percent of salaried workers in the U.S. have jobs that require writing.



This community college student is drafting an essay.



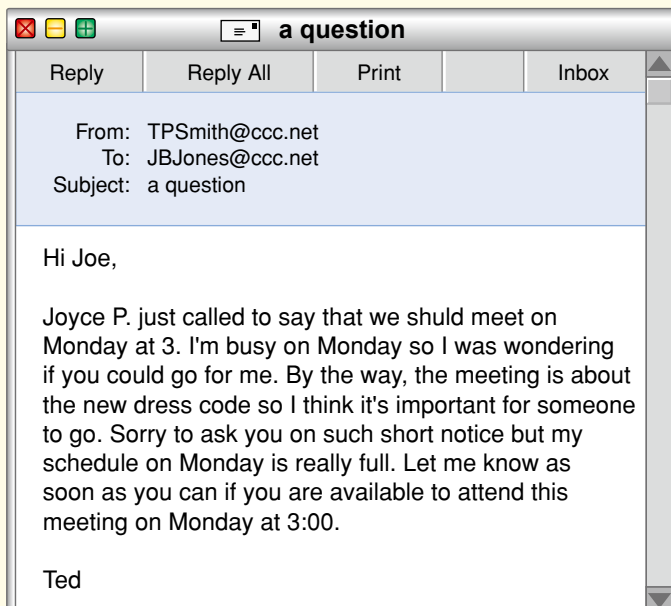
This construction worker is writing a project report.

How Well Do You Write?

- Whether it's an e-mail memo or a **complex** report, fully one-third of the U.S. workforce does not meet the minimum writing requirements of the jobs they currently hold, **according to** a survey by the College Board's National Commission on Writing.
- "Businesses are really crying out. They need to have people who write better," College Board President Gaston Caperton told the Associated Press. The survey was done with 64 companies across six industries representing four million employees: mining, construction, manufacturing, transportation and utilities, services and finance, and insurance and real estate.
- With a computer on every desk, writing is more important now than it has ever been. Fully 66 percent of all salaried workers in large U.S. companies have jobs that require at least some writing. Sadly, not everyone is **up to** the task.
- The top writing problems for most employees:
 - **Accuracy**
 - **Clarity**
 - Spelling
 - Punctuation
 - Grammar
 - Conciseness
- People who have mastered these writing skills are among the most **sought after** employees. "There's no way to say that writing has gotten worse," Susan Traiman, director of the education initiative for the Business Roundtable, told the Associated Press. Rather, "the **demand** has gotten greater."
- That demand has spread to jobs that once were filled by employees who didn't have to know a verb from a noun, including electricians, engineers, and foremen or forewomen. Improving your writing skills is worth the time and effort. More than half the companies surveyed said they do **assess** writing skills when they make hiring and **promotion** decisions for salaried employees.

Source: Netscape Network, <http://channels.netscape.com>

E-mail 1



E-mail 2





UNIT 1: Skills and Abilities

Do you know if Maria is married?

Indirect Yes/No Questions

It's common to ask a direct question when you think the other person probably knows the answer. However, when the other person might not know the answer, it's common to ask an indirect question. We also use indirect questions to ask politely for information. Indirect questions often begin with *Do you know*, or *Can you tell me*.

Direct question

Is Maria married?

Indirect questions

Do you know if Maria is married?

Can you tell me if Maria is married?

To change a direct *yes/no* question to an indirect question, use *if* + noun + verb.

Direct questions

Does Rita speak Spanish?

Is Sam a good driver?

Did Joe get the job?

Indirect questions

Do you know **if Rita speaks** Spanish?

Can you tell me **if Sam is** a good driver?

Do you know **if Joe got** the job?

1 Write the Question

Change the direct questions to indirect questions.

1. Is Hanh a good writer?

Indirect question: Do you know if Hanh is a good writer?

2. Does Tom have good problem-solving skills?

Indirect question: _____

3. Is the President of the U.S. married?

Indirect question: _____

4. Did Sam call?

Indirect question: _____

5. Did Jan apologize to Chandra?

Indirect question: _____

6. Did Lilia register for a computer class?

Indirect question: _____

7. Does Miguel have good communication skills?

Indirect question: _____

Indirect *Wh*- Questions

You can also ask an indirect *wh*- question.

Direct question**Indirect questions**

Where is Jack?

Do you know where Jack is?

Can you tell me where Jack is?

To change a direct *wh*- question to an indirect question, put the subject before the verb.

Direct questions**Indirect questions**

What time is it?

Do you know **what time it is**?

What are your greatest strengths?

Can you tell me **what your greatest strengths are**?

What did she say?

Do you know **what she said**?

Who teaches the writing class?

Can you tell me **who teaches the writing class**?

2 Write and Ask

Rewrite each direct question as an indirect question. Then ask a classmate the questions.

1. Who is the President of the United States?

Do you know who the President of the United States is?

2. Where is San Diego?

3. How old is the President of the U.S.?

4. What time is it?

5. What street is the post office on?

6. When is the teacher's birthday?

7. Where is Arizona?

8. When did class start?

9. Who wrote this book?

10. What did the teacher just say?

Job Interview Questions

1 Warm Up

Work with your classmates to answer the questions below.

1. Have you ever had a job interview? What questions did the interviewer ask you?
2. What advice would you give someone who is going to a job interview?

2 Read and Respond

Read this article and complete the chart below. Then compare charts with your classmates.

Job Interview Questions

When you interview for a job, the interviewer is very likely to ask about your skills and abilities. Below are three common questions that interviewers ask:

1. Tell me about yourself.

This is a very general request and it can be difficult to know what to say and what not to say. Basically, the interviewer wants a quick **overview** of your work and educational background with a focus on your accomplishments. The interviewer is not interested in learning about your personal life or your personal problems. He or she wants to know about your skills and abilities. Don't be afraid to use strong adjectives such as dependable, creative, cooperative, competent, and determined to describe yourself.

2. What is your greatest strength?

You might be a very creative cook for your friends or an **incredibly** patient parent, but the interviewer probably doesn't want to hear about your strengths at home. Instead, identify one of your strengths and explain how it could be useful in a work situation. A creative cook might say that she enjoys coming up with new ways to do things. She should give an example showing how she's done that in a work environment. A patient parent could say that he is a good listener who likes to work with others to resolve problems.

3. What is your greatest weakness?

When you answer this question, focus on the positive not the negative. Identify a work-related weakness that could be viewed as a strength, and then immediately tell what you did or are now doing to **overcome** this weakness. For example, you might say that when you see a problem, you feel a responsibility to solve it. As a result, you sometimes have more to do than you can handle. You are resolving that by learning to distribute work more equally.

| Interview Question | Do's | Don'ts |
|---------------------------------|---|--------|
| Tell me about yourself. | <i>give a summary of your work and school background.</i> | |
| What is your greatest strength? | | |
| What is your greatest weakness? | | |

3 Apply

Read the answers to each job interview question. Check (✓) the answer you like best. Then tell a partner what you like and dislike about each answer.

1. Interviewer: Tell me about yourself.

- ☐ Answer 1: As you can see from my résumé, I'm a part-time student at Boxfield Community College, but I have also worked at a number of different part-time jobs since I moved here. My most interesting job so far was at the college library where I helped with the organization of their computer system. I enjoyed this work especially because it required a lot of attention to detail.
- ☐ Answer 2: Well, I'm married and I have 2 children and we just moved to this area because the schools here are good. I am hoping my children will get a better education than I got. Our schools were terrible. The classes were huge and we never did anything interesting.

2. Interviewer: What is your greatest strength?

- ☐ Answer 1: Well, you know, I think I make friends very easily. Wherever I go I meet new people and I keep in touch with them. At my last birthday party there were more than 50 friends at my house.
- ☐ Answer 2: I'd say my greatest strength is my ability to get to know people. Many people dislike meeting new people, but I love it. I seem to be able to make people feel comfortable right away. Maybe it's because I really enjoy listening to them.

3. Interviewer: What is your greatest weakness?

- ☐ Answer 1: I have trouble getting off the telephone. I just enjoy talking with my friends, but it takes up a lot of my time. Some days I spend hours on the phone.
- ☐ Answer 2: I enjoy talking to people and I know that in the past I spent too much time on the telephone. Now I watch the clock while I'm making business calls and I've cut my telephone time in half.

Work with a partner. Role-play a job interview. Ask the questions above.

WINDOW ON PRONUNCIATION

Blending Words in Questions with You

- A** Sometimes when two consonants are next to each other we blend the sounds together. Listen to the phrases below. Listen again and repeat.

| | | | |
|-----------|-----------|-------------|---------------|
| can't you | did you | haven't you | shouldn't you |
| could you | don't you | should you | would you |

- B** Write the phrases from Activity A in the correct column below.

| Underlined letters sound like <i>j</i> (as in <i>juice</i>) | Underlined letters sound like <i>ch</i> (as in <i>chew</i>) |
|--|--|
| | <i>can't you</i> |

- C** Listen to the sentences. Write the missing phrases from Activity A. Then take turns with a partner asking and answering the questions.

- _____ have any supervisory experience in your last position?
- _____ tell me what your greatest strength is?
- _____ describe your duties in your last job?
- _____ like to study something new?



UNIT 1: Skills and Abilities

What do you know?

1 Listening Review

Listen and choose the statement that is closest in meaning to the statement you hear. Use the Answer Sheet.

1. A. Juanita didn't care about her work.
B. Juanita did her part of the job.
C. Juanita didn't share her work.
2. A. Bill solved the problem.
B. Bill's problem doesn't have a solution.
C. Bill needs a solution to his problem.
3. A. He can't concentrate.
B. He is a skilled writer.
C. He encouraged me to write.
4. A. John called me first.
B. I returned John's call.
C. John called me back.
5. A. I'm calling to inquire about the job.
B. I'm calling to apologize.
C. My purpose for calling is to invite you to the sale.

| ANSWER SHEET | | |
|--------------|-------------------------|---|
| 1 | <input type="radio"/> A | <input type="radio"/> B <input type="radio"/> C |
| 2 | <input type="radio"/> A | <input type="radio"/> B <input type="radio"/> C |
| 3 | <input type="radio"/> A | <input type="radio"/> B <input type="radio"/> C |
| 4 | <input type="radio"/> A | <input type="radio"/> B <input type="radio"/> C |
| 5 | <input type="radio"/> A | <input type="radio"/> B <input type="radio"/> C |
| 6 | <input type="radio"/> A | <input type="radio"/> B <input type="radio"/> C |
| 7 | <input type="radio"/> A | <input type="radio"/> B <input type="radio"/> C |
| 8 | <input type="radio"/> A | <input type="radio"/> B <input type="radio"/> C |
| 9 | <input type="radio"/> A | <input type="radio"/> B <input type="radio"/> C |
| 10 | <input type="radio"/> A | <input type="radio"/> B <input type="radio"/> C |

Listen to each conversation and choose the best answer to the question you hear. Use the Answer Sheet.

6. A. He's a new employee.
B. He's dependable.
C. He has good team skills.
7. A. She writes well.
B. She is a good speaker.
C. She is good at solving problems.
8. A. Please call Mike Jones at 555-7793.
B. Please call Mike Jones at 555-7993.
C. Please call Mike Jones tonight at 555-7799.
9. A. Please call Jan Smith later.
B. Jan Smith will meet you later.
C. Jan Smith will call back later.
10. A. the time
B. the day
C. the date

2 Dictation

Listen and write the sentences you hear.

1. _____

2. _____

3. _____

3 Vocabulary Review

Write the missing noun or verb form in Chart 1. Write the missing adjective or adverb form in Chart 2.

Chart 1

| | NOUN | VERB |
|-----|-----------------|-----------|
| 1. | <i>behavior</i> | behave |
| 2. | comprehension | |
| 3. | concentration | |
| 4. | | cooperate |
| 5. | demand | |
| 6. | encouragement | |
| 7. | distraction | |
| 8. | interaction | |
| 9. | | promote |
| 10. | resolution | |

Chart 2

| | ADJECTIVE | ADVERB |
|-----|------------|----------------|
| 11. | clear | <i>clearly</i> |
| 12. | concise | |
| 13. | | cooperatively |
| 14. | | responsibly |
| 15. | | essentially |
| 16. | proficient | |
| 17. | | personally |
| 18. | accurate | |
| 19. | soft | |
| 20. | incredible | |

Choose 6 words from the charts above and write 6 questions. Then ask your classmates your questions.

EXAMPLE: How can you improve your listening comprehension?

✓ LEARNING LOG

I know these words:

NOUNS

- ☐ accuracy
- ☐ behavior
- ☐ clarity
- ☐ demand
- ☐ overview
- ☐ responsibility
- ☐ personal
- ☐ promotion
- ☐ share

VERBS

- ☐ affect
- ☐ assess
- ☐ come up with
- ☐ comprehend
- ☐ concentrate
- ☐ encourage
- ☐ interact
- ☐ leave out
- ☐ overcome
- ☐ quote
- ☐ resolve
- ☐ speak softly

ADJECTIVES

- ☐ complex
- ☐ cooperative
- ☐ distracted
- ☐ essential
- ☐ interpersonal
- ☐ proficient
- ☐ sought after

ADVERBS

- ☐ clearly
- ☐ concisely
- ☐ incredibly

OTHER

- ☐ according to
- ☐ up to

I practiced these skills, strategies, and grammar points:

- ☐ setting goals for the unit
- ☐ identifying skills to learn
- ☐ evaluating work skills
- ☐ listening for general phone information
- ☐ listening for specific phone information
- ☐ stating your purpose on the phone
- ☐ taking phone messages
- ☐ evaluating email messages
- ☐ asking direct and indirect *yes/no* questions
- ☐ asking direct and indirect *wh-* questions
- ☐ understanding job interviews
- ☐ applying job interview skills

Spotlight: Reading Strategy

MAKING INFERENCES

A fact is information that can be verified, or shown to be true. An inference is a logical conclusion based on factual information. An inference is an interpretation of a fact.

EXAMPLES:

Fact: Oscar found the problem with my computer and fixed it.

Inference: Oscar is a good problem solver.

Fact: Oscar always gets to work on time.

Inference: Oscar is dependable.

When you read, it's important to distinguish facts from inferences. It's also important to be able to make logical inferences from the facts you read.

1 Read each fact below. Then check (✓) the logical inference in each pair.

1. **Fact:** Everyone in the class failed the test.

Inferences: ☐ The test was very difficult.
☐ Everyone in the class understood the material.

2. **Fact:** It's about 200 miles from Boston to New York.

Inferences: ☐ You can't fly from Boston to New York.
☐ It takes about 4 hours to drive from Boston to New York.

3. **Fact:** Carlos spoke Spanish to his grandmother.

Inferences: ☐ Carlos is bilingual.
☐ Carlos's grandmother understands Spanish.

4. **Fact:** Taka wants to take a computer course.

Inferences: ☐ Taka has excellent computer skills.
☐ Taka wants to improve her computer skills.

5. **Fact:** Manuel stopped talking on his cell phone when he realized it disturbed his coworkers.

Inferences: ☐ Manuel has good interpersonal skills.
☐ Manuel doesn't like to talk on the telephone.

- 2 Read the article and answer the questions below with facts from the article.

With Big Risks Come Big Rewards for Immigrant Family

by Christina Lima

In 1979, To and Hong Trieu arrived in Portland, Oregon from war-ravaged Vietnam. To was 30 and Hong was 22. Once in the United States, they married and dreamed of having children and getting good jobs. But finding work wasn't easy. They spoke little English, so their choices were limited to jobs such as washing dishes and cleaning floors.

Now, many years later, things have for the Trieus. They own two successful Asian restaurants. "It's a dream come true. I **turned around** feel **fulfilled**," Hong Trieu says. The Trieus' story reveals a sharp business sense. The couple blends Vietnamese and Chinese cuisines to reflect their Vietnamese birthplace and Chinese ancestry, and to capture a larger market. They've picked busy locations for their restaurants. And, perhaps more than anything, they've listened closely to their customers, many of whom insisted they expand both the dining space and the restaurants' hours.

Source: www.oregonlive.com

1. How long ago did To and Hong come to the United States?

2. What goals did they have when they came to the United States?

3. Why did they have trouble finding good jobs when they first came to the United States?

4. What do the Trieus do for work now?

5. What did their customers want them to do?

- 3 Give an inference about the Trieus based on the factual information below.

1. To and Hong didn't speak much English when they came to the U.S.
To and Hong probably didn't study English for very long in Vietnam.

2. To and Hong own two successful Asian restaurants.

3. It was difficult for the Trieus to find work when they came to the U.S.

4. To and Hong listened to their customers and expanded the size of the dining area.

5. The Trieus have lived in the U.S. since 1979.

Spotlight: Writing Strategy

WRITING BUSINESS LETTERS

A business letter has six main parts: *heading*, *inside address*, *salutation*, *body*, *closing*, and *signature*.

Heading: The heading includes the writer's complete address and the full date.

Inside Address: The inside address should include the name and complete address of the person and/or the company to whom you are writing. The person's name is on the first line, then his or her title, then the company and address.

Salutation: The salutation goes below the inside address. Some common salutations are:

Dear Ms. Wong:

To Whom It May Concern:

Dear Mr. Hernandez:

Dear Sir or Madam:

Body: The body of the letter gives your reason for writing. This information should be clear and brief.

Closing: The closing is below the body of the letter. Common closings for a business letter are: *Very truly*, *Yours truly*, *Sincerely*, or *Sincerely yours*. Use a comma at the end of the closing.

Signature: The writer's signature goes under the closing. In a typed letter, the writer's name is also typed below the signature.

The layout of a business letter is usually in semi-block style or full-block style.

1 Label the parts of Letter A below and Letter B on the next page.

Letter A: Semi-block Style

4355 Bryson Avenue
Chicago, IL 60607
November 12, 2010

Mathew Chico
Director of the Americas Region
American Red Cross
P.O. Box 37243
Washington, DC 20013

Dear Sir or Madam:

Enclosed please find my financial donation to help
the Red Cross with its relief services.

Sincerely,

Daisy Miller
Daisy Miller

Letter B: Full-block Style

| | | |
|-------|---|--|
| _____ | { | 4355 Bryson Avenue |
| | | Chicago, IL 60607 |
| | | November 14, 2010 |
| _____ | { | Ms. Anna Phillio |
| | | Director, Customer Service |
| | | Real Goods Company |
| | | 4335 West Wilson Avenue |
| _____ | | Chicago, IL 60625 |
| _____ | | Dear Ms. Phillio, |
| _____ | { | Thank you for the opportunity to interview for a position as sales |
| | | associate. Talking with you yesterday strengthened my interest in |
| | | working for Real Goods. I believe that with my educational and |
| | | work background, I could carry out the responsibilities of a sales |
| _____ | | associate with both energy and confidence. I look forward to |
| | | hearing from you. |
| _____ | | Sincerely, |
| _____ | | <i>Daisy Miller</i> |
| | | Daisy Miller |

- 2** How is the semi-block style different from the full-block style? List 2 things.

EXAMPLE: The semi-block style has the heading in the upper right while the full-block style has the heading in the upper left.

- 3** Write a sample business letter to the Speedy English Language Program. Imagine that you want to take classes. Ask for specific information about their program. Use either the semi-block style or the full-block style for your business letter. Address your letter to:

Howard Smith, Director
 Speedy English Language Program
 1234 16th Street NW
 Washington, DC 20036

Supplemental Translation Exercises

A. Translate the following sentences into Chinese.

Lesson 1

1. When does the computer repair class meet?

2. Which two courses are the most expensive?

3. It's important for everyone to know how to manage stress.

Lesson 2

1. It is easy for his listeners to understand what Peter is saying.

2. Good writers are able to express their ideas clearly and concisely.

3. To improve our interpersonal skills we must understand how our behavior affects other people.

Lesson 3

1. We're open until 9 p.m. every weekday.

2. Do you want me to have him call you back?

3. I'm sorry but he is not here right now.

Lesson 4

1. One-third of the students do not meet the minimum writing requirements of the course.

2. Good interpersonal skills are more important than they have ever been.

3. People who have mastered these computer skills are among the most sought after employees.

Lesson 5

1. Do you know when the class started?

2. Do you know if John has good writing skills?

3. Do you know who wrote this book?

Lesson 6

1. As you can see from my resume, I have worked at a number of different part-time jobs since I moved here.

2. Sonya enjoyed her work especially because it required a lot of attention to detail.

3. I enjoy talking to people and in the past I spent too much time on the telephone.

Lesson 7

1. Bill came up with a solution to the problem.

2. I'm calling about the job in sales.

3. Mike seems to work well with everyone on the team.

B. Translate the following sentences into English.

Lesson 1

1. 写作课要上多少周?

2. 上太极课要多少钱?

3. 知道如何使用电脑对许多人都很用。



UNIT 1: Skills and Abilities

Lesson 2

1. 想在工作和个人生活中取得成功，良好的倾听技能是很必要的。

2. 我们首先要找出问题，然后再找到解决的办法。

3. 会合作的人倾听团队中他人的意见，并做出反应，给团队成员以鼓励。

Lesson 3

1. 我打电话想问一下你们什么时候关门。

2. 要给他留个口信吗？

3. 能请您再拼一下您的姓名吗？

Lesson 4

1. 不是每个人都能达到任务所需的要求。

2. 花费时间和精力来提高你的团队合作技能是值得的。

3. 如果你能参加下周一的会议，请第一时间告诉我。

Lesson 5

1. 玛丽得没得到那份工作，你知道吗？

2. 你知道现在几点了吗？

3. 你知道最近的银行在哪条街上吗？

Lesson 6

1. 您最大的优势是什么？最大的弱点是什么？

2. 我最大的优点是我乐意结识新朋友。

3. 我真心喜欢倾听别人谈话。

Lesson 7

1. 您能告诉他Cindy打过电话吗？

2. Joe把他那份工作做完了。

3. 她有您的电话号码吗？

UNIT 1: Skills and Abilities

Test

Name: _____ Date: _____ Score: _____

LISTENING: Listen to the conversation. Then choose the correct answer for each question.

Conversation 1 🎧

1. Who are the two speakers?
 - A. Two friends.
 - B. An employer and an employee.
 - C. A receptionist and a possible job applicant.
 - D. A landlord and a tenant.
2. Why is the woman calling?
 - A. To ask about a job.
 - B. To talk to her boss.
 - C. To get an apartment.
 - D. To order a newspaper.
3. What is the caller's name?
 - A. Sarah Abdi.
 - B. Sahara Abdi.
 - C. Lily Rogers.
 - D. Lily Johnson.
4. What message should he write down?
 - A. Please call back.
 - B. Will call again.
 - C. Returned your call.
 - D. Important.
5. When will the caller be able to ask about the job?
 - A. Tomorrow.
 - B. Later in the morning.
 - C. After two.
 - D. Around one.



GRAMMAR: Choose the correct answer to complete the sentences.

6. Do you know
 - A. what is the time?
 - B. if the time is?
 - C. what time it is?
 - D. time?
7. Can you tell me
 - A. where we are meeting?
 - B. where are we meeting?
 - C. if are we meeting?
 - D. if we meet?
8. Do you know
 - A. if is Mary absent today?
 - B. can Juan drive a car?
 - C. if Tanya lives here?
 - D. does Hugo have a truck?
9. Can you tell me
 - A. when she will be home?
 - B. why did he leave early?
 - C. where is the bank?
 - D. what day are we meeting?
10. Do you know
 - A. what did he say?
 - B. who called?
 - C. why is it so late?
 - D. when do we eat?

READING: Read the information below and choose the best response.

In today's workplace, employees should observe netiquette when they write e-mails. Netiquette is a term describing the manners, or rules of courtesy, that people observe on the Internet. Remember that your e-mails at work belong to your employer and may be read by supervisors. You should be polite when writing e-mails. Use mixed case because using all caps looks LIKE YOU ARE SHOUTING. If you receive an e-mail as part of a group, don't hit "reply all" if you are really just replying to the sender. Remember that things in an e-mail can be misunderstood, so be especially clear and diplomatic.



11. This article is intended for _____.
 - A. friends
 - B. family members
 - C. workers
 - D. students
12. Netiquette is _____.
 - A. a set of rules
 - B. a type of e-mail
 - C. an Internet service
 - D. a office document
13. Your e-mails at work belong to _____.
 - A. you
 - B. your company
 - C. the person you are e-mailing
 - D. the Internet
14. *Mixed case* probably means _____.
 - A. confusing words
 - B. emails with different sources
 - C. reply all
 - D. capital and lower-case letters
15. You probably shouldn't hit "reply all" every time because _____.
 - A. your mailbox will get too full
 - B. the response may not be for everyone
 - C. it will repeat the original e-mail
 - D. it will send a response to all the e-mails you have received

VOCABULARY: Choose the word or phrase that is closest in meaning to the bold-faced words.

16. It is **essential** that we meet today.
 - A. convenient
 - B. lucky
 - C. important
 - D. sad
17. My supervisor said I **was very cooperative**.
 - A. worked very well with others
 - B. was very punctual
 - C. solved problems very well
 - D. was a very proficient writer.
18. The report was very **concise**.
 - A. accurate
 - B. long
 - C. short and to the point
 - D. confusing
19. Some articles are difficult to **comprehend**.
 - A. pronounce
 - B. understand
 - C. remember
 - D. rewrite
20. I couldn't **concentrate** in class today.
 - A. pay attention
 - B. understand
 - C. remember
 - D. listen



UNIT 1: Skills and Abilities

Words & Expressions

according to 根据, 按照

accuracy /'ækjʊərəsi/ *n.* 精确(程度), 准确(性)

affect /ə'fekt/ *vt.* 影响

ancestry /'ænsɛstri/ *n.* 祖先, 世系

assess /ə'ses/ *vt.* 评定, 核定

available /ə'veɪləbəl/ *adj.* 有空的

behavior /bɪ'heɪvjə(r)/ *n.* 行为, 举止; 态度

bilingual /baɪ'lɪŋɡwəl/ *adj.* 两种语言的; 能说两种语言的; 用两种语言(写)的

clarity /'klærɪti/ *n.* 清楚, 明晰, 清澈

clearly /'klɪəli/ *adv.* 明确地, 清楚地

clumsy /'klʌmzi/ *adj.* 笨拙的

come up with 想出, 提出

complex /'kɒmpleks/ *adj.* 复杂的, 难懂的

comprehend /,kɒmpri'hend/ *vt.* 理解, 领会

concentrate /'kɒnsəntreɪt/ *vt. / vi.* 专心于; 注意; 集中(注意力); 聚精会神

concisely /'kən'saɪsli/ *adv.* 简明地

confused /kən'fju:zd/ *adj.* 糊涂的

convenient /kən'vi:njənt/ *adj.* 方便的, 便利的, 合适的

cooperative /kəʊ'ɒpərətɪv/ *adj.* 合作的, 协作的; 协助的; 配合的

creative /kri:'eɪtɪv/ *adj.* 创造性的, 有创造力的

cuisine /kwɪ'zi:n/ *n.* 饭菜, 菜肴

demand /dɪ'ma:nd/ *n.* 需求, 需要

dependable /dɪ'pendəbl/ *adj.* 可信赖的, 可靠的

determined /dɪ'tɜ:mɪnd/ *adj.* 坚定的, 坚决的, 决意的

distracted /dɪ'stræktɪd/ *adj.* 心烦意乱的, 慌张失措的

disturb /dɪ'stɜ:b/ *vt.* 打扰, 妨碍, 干扰

draft /dra:ft/ *vt.* 起草, 画草图, 草拟

encourage /ɪn'kʌrɪdʒ/ *vt.* 鼓励, 激励; 支持

essential /ɪ'senʃəl/ *adj.* 必不可少的; 非常重要的

evaluate /ɪ'vælju:et/ *vt.* 评价, 估计, 估价

foreman /'fɔ:mən/ *n.* 工头, 领班

formal /'fɔ:ml/ *adj.* 正式的, 合乎规矩的

fulfilled /fʊl'fɪld/ *adj.* 满足的; 个人志向得以实现的

identify /(a)ɪ'dentɪfaɪ/ *vt.* 认出, 识别; 确定

incredibly /ɪn'kredəbli/ *adv.* 很; 极为; 极端地; 极其

initiative /ɪ'nɪʃ(ɪ)ətɪv/ *n.* 新方案

inquire /ɪn'kwaɪə(r)/ *vi.* 打听, 询问

interact /,ɪntər'ækt/ *vi.* 交流; 沟通; 合作

interpersonal /,ɪntə'pɜ:sənəl/ *adj.* 人与人之间的, 人际的

interpret /ɪn'tɜ:prɪt/ *vt.* 理解; 了解

leave out 省略; 忽略

overcome /,əʊvə'kʌm/ *vt.* 战胜; 克服

overview /'əʊvəvju:/ *n.* 综览, 概观, 概述; 概况

personal /'pɜ:sənəl/ *adj.* 个人的; 私人的

pottery /'pɒtəri/ *n.* 陶器, 陶器器皿

presentation /,prezən'teɪʃən/ *n.* 描述, 描绘; 陈述

professional /prə'feʃənəl/ *adj.* 职业的, 专业的

proficient /prə'fɪʃənt/ *adj.* 精通的, 熟练的

promotion /prə'məʊʃən/ *n.* 提升, 晋级

punctuation /,pʌŋktʃu'eɪʃən/ *n.* 标点符号

quote /kwəʊt/ *vt.* 引用, 援引

register /'redʒɪstə(r)/ *vi.* 记录; 登记; 注册

registration form 登记表, 注册表

request /rɪ'kwest/ *n.* 要求, 请求

residence /'rezɪdəns/ *n.* 住处; 住宅; 公馆

resolve /rɪ'zɒlv/ *vt.* 解决(问题、疑问、困难等)

responsibility /rɪˌspɒnsə'bɪlɪtɪ/ *n.* 责任; 职责

share /ʃeə(r)/ *n.* (分享到的或贡献出的)一份

sought after 广受欢迎的

speak softly 轻声地说话

strategy /'strætɪdʒɪ/ *n.* 策略, 计谋

supervisory /'su:pəvaɪzəri/ *adj.* 管理的, 监督的

take up 占去

turn around (使)好转

up to 能胜任