

**LONGMAN ENGLISH INTERACTIVE 3 UNIT A.2 NOTES
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UNIT A.2 AT A GLANCE

Story Synopsis: Breaking News

[Tony's office]

Tony shows Talia a cassette tape containing a conversation between soccer star Nick Crawford and a woman. It seems that the woman is offering Nick money to sit out an important soccer match. Talia's job is to find out if the tape is authentic so that *Newsline* can run the story. Talia admits to Tony that she knows Nick Crawford; Tony advises her not to let her emotions get in the way of her work.

Video Listening 1

Tony: Someone sent us this tape. This is incredible. What a shame.

Talia: What's a shame?

Tony: Have you ever heard of Nick Crawford, the soccer player? He's the star forward on our national team.

Talia: Of course. Everyone's heard of him, I think.

Tony: Well, apparently this conversation took place a while ago: Nick Crawford talks about how he needs money.

Amy: That's not big news. There's a rumor that he's fallen into debt lately. I've heard all sorts of gossip about that.

Tony: Yes, but, it gets even more interesting. Also on the tape, a woman offers him \$50,000.

Talia: What for?

Tony: To sit out the first round qualifying match. Remember? Nick Crawford had an injury and couldn't play in that game?

Talia: Sure, I remember. We lost that match, and if we lose again, we might be eliminated.

Tony: Exactly. The next qualifying round is coming up. If this tape is real, Nick Crawford will be history.

Amy: You mean, he won't get to play in the next match?

Tony: Exactly. And without him, we'll probably lose again.

Amy: Wow! A real scandal! Is the tape for real?

Tony: Talia, that's your job now. Find out if the tape is authentic. And you'd better find out fast.

Listening 1 Culture Notes

Look at Tony's hands when he says, "Nick has an injury and couldn't play in that game?" This gesture is a way of putting imaginary quotation marks ("...") around a word or phrase. We do this to show that we aren't sure that something is true. In the video, Tony puts imaginary quotation marks around the word *injury* because he isn't sure Nick Crawford really had an injury.

Video Listening 2

Talia: OK. I'll get this tape to an expert.

Tony: If we can, we'll run the tape on tonight's broadcast--before the competition hears about it. In fact, they may already have a copy of this tape.

Talia: Speaking of copies, we ought to make a copy of this. We shouldn't give away our only one.

Tony: Good thinking. Amy . . . handle this with care.

Amy: Absolutely!

Talia: See you later. I'm going to call the audio department. They can give me the name of an expert.

Tony: Tell them we need someone fast.

Talia: OK. I'm on it.

Tony: Is there a problem?

Talia: Not exactly. I'll do it. It's just that . . . I know Nick Crawford.

Tony: You do?

Talia: Yes. We went to college together. It's hard to believe he would do something like this.

Tony: Well, wake up and smell the coffee, Talia! He's a big star. He's been a star on the national team for four years now. People do crazy things when they get famous.

Talia: I just can't believe it. Nick Crawford taking a bribe?

Tony: Listen, Talia. You're smart. You're a good researcher, and one day--I hope--you'll be a great reporter. But don't let your emotions get in the way of your work. If you do, I'll have to find someone else to work on this story.

Listening 2 Culture Notes

- Look at Talia's hands when she says, "OK. I'm on it." She is quickly placing both palms down on the desk as she is getting ready to leave. We do this when we are getting up from a chair to signal the end of a conversation and to show that we are ready to "get to work." We would not use this gesture in formal situations.
- We usually pronounce the word *a* as the short vowel sound "uh," / ə /. When Tony says, "Is there *a* problem?" He very clearly pronounces the word *a* as /ey/, not as / ə /. This is because he is slowing down his speech and stressing each word. He has noticed that Talia hasn't left yet and is waiting for her to explain why.

Vocabulary

Learn the meanings and usage of these words related to *authentic*:

artificial, fake, bogus, phony, authentic, for real, sincere, trustworthy, crooked

Pronunciation

- the reduced vowel sound /ə/
- rising intonation for some questions: *Is he a friend of yours? Is the tape for real?*

Reading

Fascinating Soccer Facts

- an article about fascinating soccer facts

TEACHING UNIT A.2 IN CLASS

Web Research and Writing Assignment

Summary: Students research sports on the web. Then they choose one sport to write about. This will be the basis for the Communication Companion activity "Web Discussion."

Writing Skill: Use a topic sentence

Procedure

1. During the class session before you do the Web Discussion activity, hand out copies of "Web Research: Popular Sports."
2. Go over the directions with students. Show them the model for writing the information in Part B.
3. If you have additional websites to suggest, write them on the blackboard. Have students copy this on the lines in Part A.
4. Hand out copies of "Writing Assignment: Popular Sports."
5. Tell students they will write a paragraph using the facts they found in the Web Research. Show them the model paragraph in Part A.
6. Have students complete the assignment for homework and bring it to the next class session along with their Web Research notes.
7. To find out more about the in-class activity, go to the "Web Discussion" section in this document.

Web Research: Popular Sports

There are many sports that are popular around the world. Find out some interesting facts about one sport on the web. You will use this information to write a paragraph.

A. Go to these Internet websites to do your research:

www.factmonster.com/ce6/sports/A0826717.html
www.factmonster.com/ce6/sports/A0821207.html
www.factmonster.com/ipka/A0771577
home.pon.net/hunnicutt/bballtrv.htm
www.womensgolfaus.org.au/facts_about_golf.htm

B. Choose one sport. Make a list of facts in the space below. Underline three facts you think are the most interesting.

Model

LACROSSE

Lacrosse is old. When did it start? No one knows.

Native Americans played it.

There are 10 players on a team.

Many famous players, one is Jed Raymond.

Native Americans used wooden sticks and deerskin ball.

It is the national game of Canada.

Your Notes

Communication Companion Notes

What's the Story?

For detailed information on how to conduct this activity, see "Activity: What's the Story?" in the *Teacher's Guide Overview*.

Summary: (1) Students answer questions to retell the story in their own words and (2) make predictions about what will happen next.

Groups: Groups of 3

Procedure

1. Be sure students understand *rumor*.
2. Tell students to answer the questions to retell the story. Have them take turns asking and answering the questions.

Answer Key

- Nick Crawford is a famous soccer player. He's the star forward on the national team. There's a rumor that he's fallen into debt lately.
- On the tape, Nick says that he needs money, and a woman offers him \$50,000. Tony says it was a bribe to sit out the qualifying match.
- Talia's job is to find out whether the tape is authentic.

Story Synopsis

Part 1: Tony tells Talia and Amy about a cassette tape he received. On the tape, Nick Crawford, the famous soccer player, talks about how he needs money, and a woman offers him \$50,000 to sit out the qualifying match. Amy says that there's a rumor that Nick has fallen into debt. Tony tells Talia to find out if the tape is real.

Part 2: Talia says that she's going to get the tape to an expert. She tells Tony that she and Nick Crawford went to college together. She says that it's hard to believe that he'd take a bribe. Tony tells Talia not to let her emotions get in the way of work, or he'll have to find someone else to work on the story.

Be Dramatic!

For detailed information on how to conduct this activity, see "Activity: Be Dramatic!" in the *Teacher's Guide Overview*.

Summary: (1) Students match the beginning of lines from the video to the correct endings and (2) role play the conversation.

Groups: Groups of 3

Procedure

1. Tell students that they are going to work together to match the beginnings of Tony, Talia, and Amy's lines to the endings to put a conversation together.
2. Have students work together to match the lines. One student reads the beginning of the first line: "Someone sent us this tape. This is . . ." Another student finds the appropriate ending: "incredible. What a shame." Students continue matching the lines.
3. When students have finished matching the lines, go over the answers with the class.
4. Tell students that each person in their group should choose a character. They should imagine that they are in the office and use the conversation in the *Communication Companion* and their own words to create a conversation. Each student adds at least two lines of their own to the conversation.
5. Have students switch roles and role play the conversation again.

Answer Key

Tony: Someone sent us this tape. This is d

Talia: What's h

Tony: Have you ever heard of e

Talia: Of course. Everyone's g

Tony: Well, apparently this conversation took place a while ago: Nick Crawford a

Amy: That's not big news. There's a rumor that he's fallen into debt lately. I've heard b

Tony: Yes, but it gets even more interesting. Also on the tape, a woman c

Talia: What for?

Tony: To sit out f

Create a Story: What Will Happen?

Summary: (1) Students look at two pictures and discuss what will happen next.
(2) Students create the end of the story.

Language Point

Grammar: *will* for predictions

Groups: Groups of 3

Procedure

1. Have students look at the pictures. Tell them that they represent a story.
2. Call on individual students to suggest what has happened in each picture. For example:
A woman dropped her wallet when she was getting off the train.
3. Create groups of 3.
4. Tell students to imagine what will happen next. They discuss how the story will end.
5. Be prepared to explain or suggest useful vocabulary that students can use in their story:
dishonest, sincere.
6. Circulate while students are discussing the ending, and assist with vocabulary as necessary.
7. Ask groups to share their stories with another group. Have each student in the group tell part of the story.
8. When the groups have finished telling their stories, ask if their stories were the same.
9. Call on two groups (who created different stories) to tell their stories to the class.

Example Story 1

The man will pick the wallet up and run after the woman. He'll stop her and give her back the wallet. The woman will thank him and invite him to have a coffee. They'll talk for a long time and find that they have the same interests. They will become great friends.

Example Story 2

The man will pick up the wallet and keep it. He'll spend all the money in the wallet and use the credit cards to take a long vacation. The woman will realize that her wallet is missing and report it to the police. The police won't find the wallet or the man.

Interview: Have You Ever . . . ?

Summary: (1) Students interview a partner asking *yes-no* questions. They ask follow-up questions to find out more about their partner's experiences. (2) Students report the responses.

Language Points

Grammar: present perfect for indefinite past, contrast of present perfect and simple past
Pronunciation: rising intonation in *yes-no* questions

Groups: Pairs

Procedure

1. Explain that students will ask a partner *yes-no* questions, using the present perfect.
2. Tell students that they will use the phrases in the chart to create questions. Then they will ask a follow-up question if their partner answers *yes*.
3. Go over the example in the *Communication Companion*.
4. Use the Pronunciation Practice below to review rising intonation in *yes-no* questions.
5. Now practice follow-up questions. Use the first question in the chart to elicit possible follow-up questions:
 What kind of injury did you have?
 When did it happen?
6. Create pairs.
7. Tell students to take turns asking each other the questions. They check *Yes* or *No* and take notes on their partner's answers to the follow-up questions by writing key words only, not complete sentences, on a piece of paper.
8. When students have finished exchanging information, have them find a new partner. They tell their new partner about their first partner.

Pronunciation Practice

Practice rising intonation in *yes-no* questions with students. Have students make *yes-no* questions for the first few questions in the chart. Model rising intonation and have students repeat the questions after you. The underlined syllable is the last strongly stressed syllable in the sentence. The voice changes pitch on that syllable and continues to rise until the end of the sentence.

Answer Key

Have you ever had an injury?
Have you ever heard about a scandal?
Have you ever been in a sports competition?
Have you ever let your emotions get in the way of your work?
Have you ever gone to a soccer game?
Have you ever played on a team?
Have you ever met someone famous?
Have you ever bought something fake?
Have you ever worked with someone dishonest?

Extension

Search Game. First, have students work alone. On a piece of paper, they write three sentences about things they've done in the past, using the present perfect. When they've finished, collect all the papers and redistribute them. Students walk around the room and ask their classmates three questions using *have you ever* and the information on their paper. The aim is to find the student who wrote that information. That student will answer *yes* to all three questions. When they find that person, they sit down. When all the students are sitting down, ask them to share the information they learned with the class. Encourage them to say everything they know about the person they found.

Hidden Conversations

For detailed information on how to conduct this activity, see "Activity: Hidden Conversations" in the *Teacher's Guide Overview*.

Summary: Students see one half of a conversation while their partner sees the other half. They must respond appropriately to their partner.

Language Points

Functional language: telling and responding to gossip

Groups: Pairs

Procedure

See "Activity: Hidden Conversations" in the *Teacher's Guide Overview*.

Answer Key

A: Have you heard about Silvio?

B: No, I haven't.

A: Listen to this. He's going to quit his job and move to Thailand.

B: Are you serious? I thought he loved his job.

A: Apparently, he doesn't.

B: I guess not!

A: I hear Elena is dating a professional soccer player.

B: That's incredible! I don't believe it!

A: There's a rumor that they're going to get married next month!

B: Wow! She's getting married? You're kidding!

A: No. And they just met three weeks ago!

B: No way!

Extension

Create new pairs. Have students tell each other a real piece of gossip about someone they know or about a famous person.

Time Talk: What's in Your Future?

Summary: (1) Students imagine five things that their partner is going to do and write them on a timeline. (2) Students tell their partner their predictions.

Language Point

Grammar: future with *going to*

Groups: Pairs

Procedure

1. Tell students they are going to make predictions about their partner, using *going to*.
2. Tell students they have to use their imaginations. There are no right or wrong predictions.
3. Have students look at the timeline. Explain that they should imagine five things that their partner is going to do in the future and write notes in the boxes.
4. Go over the examples in the *Communication Companion*.
5. Model the activity by having students make a few predictions about you. When they make a prediction, respond by telling them whether or not you think this will happen.

Student A: In 2005, you're going to become the director of this school.

Teacher: I don't think so. I really love teaching! I think I'm going to continue teaching.

6. Create pairs. Have students in each pair sit back-to-back and fill in the boxes.
7. When students have finished, have them turn their chairs to face each other. They tell their partner the predictions they made, and their partner responds to the predictions. Remind students to use *going to* to talk about their predictions.

Extension

Have students tell their real future plans to their partner using the timeline for reference.

Situations: I Need Some Advice

For detailed information on how to conduct this activity, see "Activity: Situations" in the *Teacher's Guide Overview*.

Summary: Students read two situations in pairs and give advice.

Language Point

Grammar: modals for giving advice: *should*, *ought to*, and *had better*

Groups: Pairs

Procedure

1. Tell students that they will be reading two problematic situations and discussing what they think the people should do.
2. Remind students to use these modals to give advice: *should*, *ought to*, and *had better*.
3. Ask students who it is appropriate to give advice to in North America. Elicit their responses. (We give advice only to close friends, family members, and people who ask for advice.)
4. Circulate to make sure that students understand the situations. Help with new vocabulary as needed.

Example

Situation 1:

I think Sai should listen to his co-worker and then forget about it.

He ought to tell her he's busy when she wants to talk to him.

He'd better tell his co-worker how he feels.

Situation 2:

I think she should tell her husband the truth.

She ought to go back to her friend's jewelry store and ask for an authentic diamond.

She'd better not tell her husband because it might hurt his feelings.

Extension

Students take turns describing a problematic situation of their own or an imaginary situation to their partner. They ask for and give advice.

Web Discussion

Summary: (1) Students use the information they learned in their web research to create a matching quiz with their groups and (2) exchange the quizzes with another group.

Groups: Groups of 4

Procedure

1. Tell students that they are going to use the interesting facts about sports that they found on the web to make up a matching quiz.
2. Create groups of 4.
3. Go over the example question in the *Communication Companion*. (The answer is *Brazil*.) Then provide other examples of interesting facts. For example:
Which baseball team has won 26 World Series titles? (the New York Yankees)
Which baseball player didn't miss a game in 16 years? (Cal Ripken, Jr.)
4. Have students discuss the facts they found. The group then chooses four facts from all of the facts they've collected.
5. Each group writes four questions and their answers on a sheet of paper. This will be the answer key. Review question formation with the class if necessary.
6. Then, on another piece of paper, each group writes the same questions in one column and mixes up the answers in the other column, creating a matching quiz.
7. Have students exchange quizzes with another group. For example, Group A gives its quiz to Group B, Group B gives its quiz to Group C, and so on.
8. When students have taken the quiz, they return it to the original group for correction. For example, Group B returns its quiz to Group A. When the quiz is corrected, it can be returned to the group that took the quiz.
9. Ask each group how many questions it answered correctly.

Extension

Ask each group to choose the most interesting question from its quiz and share it with the class.

Web Discussion Homework

For homework, assign students the Web Research and Writing Assignment for Unit A.3. (See "Teaching Unit A.3 in Class" in *Unit A.3 Notes*.)

Also, remind students to watch the video before they come to class!

A.2 Extra Classroom Practice

Extra Practice 1

Groups of 3. Students sort words according to which syllable has the unstressed schwa. Divide the class into groups of 3. On the board, write "The unstressed schwa is in the ____ syllable." Under this, make two columns: first syllable, second syllable. Tell each group to make the same two columns on a piece of paper. Now write the following words on the board:

ago, tomorrow, fallen, woman, thousand, injury, probably, absolutely,
compare, mention, famous, college, away, listen, even

Tell students they will put the words in the correct column. Tell them when to begin. The first group to put the words in the correct columns wins. When all the groups have finished, do a choral repetition of the words.

Answer Key

Unstressed schwa in first syllable: ago, tomorrow, compare, away

Unstressed schwa in second syllable: fallen, woman, thousand, injury, probably, absolutely, mention, famous, college, listen, even

Extra Practice 2

Students practice the vocabulary from the unit by categorizing words related to authenticity with people and objects. Write the following words in five columns on the board:

thief, designer watch, friend, flower, passport

Then write the vocabulary words from the unit on the board:

artificial, authentic, bogus, crooked, dishonest, fake, real, phony, sincere,
trustworthy

Ask students which vocabulary words from the unit belong under each word. As they tell you, list the correct responses under each word.

Answer Key

<u>thief</u>	<u>designer watch</u>	<u>friend</u>	<u>flower</u>	<u>passport</u>
dishonest	authentic	sincere	authentic	authentic
crooked	real	trustworthy	real	real
	phony	dishonest	fake	phony
	fake		artificial	fake
	bogus			bogus

Preview of Unit A.3

The following are the learning objectives for Unit A.3.

Listening

- Predict what people will say and do
- Listen for specific information in conversations
- Listen for the speaker's intended meaning
- Listen to and take voicemail messages

Speaking

- Propose an idea
- Convince someone to let you do something

Grammar

- Present perfect and simple past
- Modals of ability: *can/be able to*
- Possessive pronouns

Pronunciation

- Falling intonation for statements and *wh*- questions
- Stressed and unstressed *do*

Reading and Vocabulary

- Getting meaning from context
- Understanding main ideas and details

Discussion Board or Chat Activities

Purpose: Writing fluency practice

Task: Discussion using Discussion Board or Chat

Students discuss their opinions about sports.

The following Discussion Board or Chat activity is an online supplement to the course. This activity may be done using free third-party tools, such as Hotmail, Blackboard, WebCT, Yahoo groups, etc. If you have no access to these tools, you may also do this activity in the classroom.

For more information and for tips on managing Discussion Board and Chat activities, see "Using Online Communication Tools to Supplement the Course" in the *Teacher's Guide Overview*.

Topics (choose one)

1. How do you feel about sports? Do you like to watch sports on TV? Why/why not?
2. Do you think sports stars are good role models?